

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Deptford, London

LEA area: Lewisham

Unique reference number: 100729

Headteacher: David Feasey

Reporting inspector: Glesni Thomas
22248

Dates of inspection: 24 - 27 September 2001

Inspection number: 196497

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Crossfield Street
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London

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Appropriate authority: The governing body

Name of chair of governors: Margaret Sheridan

Date of previous inspection: 17 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22248	Glesni Thomas	Registered inspector	Art Music Foundation stage	What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14347	Joan Lindsay	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
27629	Peter Brooks	Team inspector	Mathematics Design and technology History Special educational needs	
8560	Margaret Lynch	Team Inspector	English Physical education	How good are the curricular and other opportunities offered to pupils?
8696	Abul Maula	Team inspector	Science Information and communication technology Geography English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's is an inner city school serving the parish of Our Lady of the Assumption, Deptford, and the vast majority of pupils are from the Roman Catholic faith community. The 244 pupils (121 boys and 123 girls) are taught in 10 classes and at the time of the inspection there were 36 under-fives in the reception classes. Pupils reflect the ethnically diverse neighbourhood of the school. The majority are from a Nigerian background and smaller proportions are from the UK and the Caribbean. The school has a small number of pupils from families seeking refuge. The proportion of pupils who are learning English is well above average and, therefore, when children start school, their English language skills are not as good as those found in most other schools. Attainment at entry is, therefore, below average. There is support for 27 pupils from the Ethnic Minority Achievement Strategy teacher. The proportion of pupils who have special educational needs is similar to that found in most other schools. There has been a relatively high staff turnover in the past few years and the school has had some difficulty in filling teaching vacancies. The headteacher has been in post for a year.

HOW GOOD THE SCHOOL IS

St Joseph's is an improving school. Given their prior attainment, pupils make satisfactory and sometimes good progress. When they start school in reception or join at a later stage their use of English is tentative and a few have no English whatsoever. Nevertheless, by the time they leave, most reach acceptable standards in English, mathematics and science. Pupils have very positive attitudes to learning and standards of achievement are being raised. Standards in music are high and in all other subjects are as expected for eleven-year-olds. Pupils with special educational needs and those who have English as an additional language make satisfactory progress. More able pupils do not always make enough progress, particularly in Key Stage 1. Learning proceeds at a steady pace in the reception year and in Key Stage 2 but slows a little in Key Stage 1, particularly in mathematics. Overall teaching is satisfactory. The school is well led and managed. The headteacher's very clear vision for the future direction of the school is shared effectively with staff and governors. The school currently provides a sound education and there are positive indications of an improving situation. The school provides sound value for money.

What the school does well

- Music is well taught and pupils reach a high standard.
- Very good relationships result in good behaviour in class and around the school.
- Pupils are enthusiastic about school and have positive attitudes to learning.
- The headteacher's very good leadership and good support from senior staff.
- The school provides very well for pupils' social and moral development.

What could be improved

- In Key Stage 1, mathematics standards are not good enough.
- Some pupils have too much time off school.
- Pupils do not receive a balanced curriculum.
- Not enough support is available for pupils who are not fluent in English.
- Toilets are in an unacceptably poor condition.
- The school's partnership with parents is not effective enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made adequate improvement since the last inspection in 1997 and standards are being raised. Nevertheless, in Key Stage 1, mathematics standards are unsatisfactory. High standards in music, achieved only by higher attainers four years ago, are now achieved by pupils of all abilities as a result of high quality specialist class teaching. Pupils with SEN and those who have a tentative use of English make satisfactory progress. Overall, standards of teaching have been maintained and the amount of unsatisfactory teaching has been reduced. The curriculum has been

improved but more remains to be done to ensure that pupils in Key Stages 1 and 2 receive a balanced programme of learning. Provision for under-fives is much better; children in the reception classes now follow an interesting and relevant curriculum. Throughout the school, regular assessments reveal what children have learned and help teachers plan the next steps in learning. This is helping to raise standards. Pupils' attitudes have improved considerably since 1997 and this has a positive impact on learning. However, levels of attendance are not as good. The headteacher provides very good leadership. Since his appointment a year ago, he has strengthened the management of the school by giving more responsibility to curriculum co-ordinators and other key staff. Child protection procedures, weak in 1997, are now satisfactory. The school is at an early stage of involvement in a National Grid for Learning computers scheme, the benefits of which have yet to be realised. There is a continuing involvement in several initiatives to improve the attainment of ethnic minority pupils and these have had a positive impact.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E	E	B	well above average A above average B average C below average D well below average E
mathematics	E	D	E	C	
science	E*	E	E*	D	

In the 2000 end of Key Stage 2 tests the school's performance in English and mathematics was well below average. In science, the school's results were in the bottom five per cent of schools nationally. In Key Stage 1 assessments, standards were well below average in writing and in the bottom five per cent in reading and mathematics. Overall, during the three years up to 2000, the school improved its performance, but failed to catch up on improving standards nationally. Last year the school set modest targets for improvements and these were exceeded in the 2001 tests. These 2001 results reveal significant improvements in the schools' performance. In Key Stage 2, more pupils reached the expected levels for eleven-year-olds in English and science. In Key Stage 1, reading and writing performance was up.

	Percentage of pupils reaching expected standard	
	2000	2001
KS2 English	61	71
KS2 Mathematics	56	57
KS2 Science	64	82
KS1 Reading	64	77
KS1 Writing	76	89
KS1 Mathematics	76	77

In all three key stages, considering the pupils' prior attainment, their achievements, overall, are good. Inspectors found, in Key Stage 2 that standards of work in English, mathematics and science were similar to those found in most schools. Standards in music were above average for eleven-year-olds and in other subjects, standards were as expected. In Key Stage 1, standards of reading and writing were similar to those of other seven-year-olds. Standards in mathematics were below those expected and standards in music and PE were good. In all other subjects, standards were satisfactory. In the foundation stage (reception class) pupils' personal, social and emotional development is more advanced than would normally be expected and in all other areas of learning standards are typical. Throughout the school, pupils with SEN make sound progress. Pupils who are learning English as an

additional language make sound progress when they have specialist support. However their progress is less certain when they are not directly supported.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very enthusiastic
Behaviour, in and out of classrooms	Good
Personal development and relationships	Relationships are very good and personal development is good
Attendance	Unsatisfactory, and this has adverse impact on the standards achieved.

Very good relationships underpin the good behaviour seen throughout the school. The school community is marked by a high degree of harmony, tolerance and respect for others. There is no evidence of bullying. Pupils concentrate well in class. A weakness is that the school has a high level of unauthorised absence, largely because pupils miss school for family holidays and visits. This has an adverse impact on their progress.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

Teaching is satisfactory, and in two out of five lessons it is good or better. One in ten lessons have very good or excellent teaching. Since the last inspection, the proportion of unsatisfactory teaching has been reduced to one in twenty lessons and this signals the improving quality of teaching in the school. The very good and excellent teaching is mainly seen in reception and Key Stage 2. In consequence, learning is more brisk at the bottom and top of the school. Nevertheless, overall learning throughout the school is satisfactory. A strong feature of teaching is the good relationship teachers establish with pupils and their good class management skills. This contributes to good personal, social and emotional development of children in reception and good attitudes to learning throughout the school. Other teaching strengths are in music throughout the school, in mathematics in Key Stage 2, PE in Key Stage 1 and in early reading in reception. Weaknesses are that teaching sometimes lacks pace and time is not used well enough. Some teachers are not always confident enough about the subjects they are teaching to take every opportunity to extend learning. Throughout the school, teaching in literacy and numeracy, overall, is satisfactory. However, in Key Stage 1, not enough is done to challenge more able pupils in their numeracy lessons. Teaching for pupils with special educational needs and those with English as an additional language is satisfactory and leads to sound progress being made.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, satisfactory but lacks balance.
Provision for pupils with	Satisfactory

special educational needs	
Provision for pupils with English as an additional language	The support given is satisfactory. However, not enough extra support is available for all the pupils who would benefit.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for social and moral development is very good.
How well the school cares for its pupils	Good. Child protection procedures are securely in place.

Overall, the curriculum is broad, relevant and enriched by a good range of out-of-school activities. A weakness is that teaching time is not used effectively to ensure balance in the curriculum for Key Stages 1 and 2. The curriculum in reception has improved and is now appropriate for under-fives. Pastoral care of pupils remains a strength but not enough is done to improve attendance, which is too low. Input from the local community enriches pupils' learning. However, the school does not do enough to involve parents or to keep them fully informed about its work. Information for parents is not provided in community languages and this is a weakness. Despite parents' high regard for the school, the school has yet to establish a satisfactory partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Very good leadership by the headteacher who has a clear vision for the school's future direction and shares this vision well with staff and governors.
How well the governors fulfil their responsibilities	Satisfactory, and developing well
The school's evaluation of its performance	Good
The strategic use of resources	Satisfactory.

The headteacher gives very good leadership. In the short time he has been at the school he has considerably strengthened management by giving staff and governors greater responsibility and by involving them more fully in decision-making. There is sound financial management and the school seeks best value in its spending decisions. However, toilets are crumbling and poorly maintained. Despite the efforts of the conscientious premises officer and cleaning staff, the toilets are unhygienic, dingy and unacceptable for pupils' use. This, and the unsatisfactory internal maintenance make the accommodation poor. In general, the school is appropriately staffed and has sufficient books and equipment. Overall, it provides sound value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school. • The school is helping my child become mature. • The school expects children to work hard. 	<ul style="list-style-type: none"> • There is not enough homework. • Not enough out of school activities.

On the whole inspectors endorse parents' positive views about the school. However, inspectors found that in some classes pupils' work output was too low. Inspectors found, that contrary to parents' views, sufficient homework is given and the school provides a good range of out-of-school activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspection findings show that standards are improving. Standards in English mathematics and science are broadly average. Standards in music are good and in all other areas standards are as would be expected for eleven-year-olds.
2. In the 2000 Key Stage 2 assessments, performance, compared with all schools, was poor in English and mathematics and in the bottom five per cent in science. A large proportion of pupils enter the school with a limited grasp of English. Whether starting in reception or joining an older class, their use of English is tentative and a few have no English whatsoever. In view of this, their achievement is good. The proportion of pupils reaching the higher level (Level 5) in English is above that of schools with a similar rate of free school meals. In mathematics and science it is close to that found in similar schools. Overall, during the three years up to 2000, the school improved its performance, but failed to catch up on improving standards nationally. Last year the school set modest targets and these were more than met. The proportion of pupils reaching the expected standard for eleven-year-olds in English rose from 61 per cent in 2000 to 71 per cent in 2001. In science, the proportion rose from 64 per cent to 82 per cent. The mathematics results rose marginally to 57 per cent. The marked improvement in the 2001 assessments in English and science point to a much more rapid rate of improvement last year. No significant differences in the performances of boys and girls is evident. At the time of the last inspection, in 1997, inspectors found that in English, mathematics and science, standards were average. In 2001, inspectors found these average standards had been maintained. Despite the fact that, in 2001, assessments of mathematics showed almost no improvement in performance at Key Stage 2, inspectors found broadly satisfactory standards. Weaknesses in pupils' use of mathematical language and in their ability to extract numerical information from written problems had a disproportionately adverse impact on test performance. Improving standards in English, mathematics and science can be attributed to:
 - a) A whole-school commitment to raising standards.
 - b) The introduction of target-setting.
 - c) More careful assessments, linked to target-setting.
 - d) Pupils' positive attitudes to learning.
3. At the end of Key Stage 1 assessments in 2000, standards were well below average in writing and in the bottom five per cent nationally in reading and mathematics. Taking into account the larger than average proportion of pupils entering the school who have English as an additional language, achievement is satisfactory and sometimes good. Reading and writing results from the 2001 tests are much improved but mathematics performance is similar to that in 2000. The proportion of pupils reaching the expected standard for seven-year-olds in reading rose from 64 per cent in 2000 to 77 per cent in 2001 and in writing from 76 per cent in 2000 to 89 per cent in 2001. In mathematics tests, and in teacher assessment of science in 2001, the proportion was raised one percentage point to 77 per cent. Inspectors confirm that in Key Stage 1, standards in reading and writing are as expected in school nationally and similar to those found in the previous inspection. Mathematics standards have fallen since the last inspection and are below those expected of seven-year-olds.
4. On average, four-year-olds entering the school do not have the level of fluency in English that would usually be found in entrants to a reception year. A larger than average proportion have a home language which is not English. For their ages, however, their personal, social and emotional development is good. By the time they leave the reception class most have exceeded the early learning goals in their personal, social and emotional development and have reached the specified goals in all other subjects, including in their mathematical and language-based learning. Most make a good start in learning to read, handle books well and attempt to re-tell some simple stories. They are making the connection between the written and spoken word. They make a slower start in writing but, overall, their achievements in

communication, language and literacy are good. Their number skills are developing appropriately and in mathematics and all other areas of learning their achievements are satisfactory. Compared with the time of the last inspection, children in the reception classes now have a better start to their education because a more suitable curriculum for under-fives is in place and teaching has improved.

5. In English, at the start of Key Stage 1, what children have learned in the reception class is not built on effectively enough and their progress slows down. Nevertheless, in Year 2, most have typical reading skills for seven-year-olds. When writing, their spelling is not yet accurate but is phonetically plausible. Handwriting is neat and sentences are usually punctuated with a full stop. However, the use of capital letters is more erratic. More able pupils are more imaginative in their writing and have a clear idea of a story format with a beginning, middle and end. Pupils have good listening skills but their speaking skills in English are below average. At the start of Key Stage 2 learning progress is reasonable but slows down in Year 4 then gathers pace as pupils move towards the end of Key Stage 2, when eleven-year-olds attain standards appropriate for their ages. However, some high standards are attained, as was the case in a Year 6 lesson during inspection week. In a discussion about Charles Dickens' *Great Expectations* pupils talked confidently about Dickens' use of characterisation and his style of writing. They made perceptive comments about plot and related some elements of the novel to present-day life. Literacy is used appropriately across the curriculum. All classes have timetabled access to the library. There are good opportunities for pupils to research and note information, for instance about Saxon life, from a wide range of sources including reference books and audiotapes. In religious education, they write prayers and letters in the style of St Paul's epistles.
6. In mathematics, standards in Key Stage 1 are not high enough because pupils do not have sufficient opportunity to develop a secure understanding of the patterns of numbers to ten nor to have sufficient experience of working with space, shape and measures. Nevertheless, by the end of Year 2, most have a secure understanding of addition and subtraction of sums under twenty. Learning is more rapid in Key Stage 2 and, by the end of Year 6, most pupils operate confidently addition, subtraction, multiplication and division processes and use them in practical situations. They know the properties of different types of triangles. They carry out class surveys and display the results in the form of graphs. Overall, standards are satisfactory and pupils' achievement is sound. Numeracy is used appropriately across the curriculum, but is less well-developed in Key Stage 1 than in other phases. The use of numeracy is particularly effectively linked to physical play in the reception outdoor learning area. In Key Stage 2, pupils use numeracy well in history, science and geography, particularly when gathering and presenting data.
7. In science, in both key stages, pupils' attainment is about average. In Year 2, pupils know that humans need food and water to stay alive. In Year 6, they have a sound understanding of food chains. In music, standards in both key stages are high because of the good quality teaching provided. In Key Stage 1 standards in PE are above average. In all other subjects, in both key stages, pupils reach appropriate standards.
8. Pupils with special educational needs are identified early, and, when receiving targeted support in the classroom, make satisfactory progress related to their Individual Education Plans. The requirements of children, who have a statement of need, and those who are at different stages of intervention, are being fully met. The school identifies gifted and talented pupils and, during school holidays, these are invited to attend an enrichment programme, organised by the LEA as part of the Excellence in Cities initiative. Last year, three Year 6 pupils participated.
9. Pupils learning English as an additional language make satisfactory progress over time. Progress is good when specialist support is given on an individual basis and in small groups. They respond positively to specialist support. However, their progress slows down when specialist support is not available, particularly when they are at early stages of learning English. Lack of confidence in the use of grammar and punctuation holds back some pupils, who are at higher stages of learning English and who appear to be coping with the day-to-day language demands of the classroom.

Pupils' attitudes, values and personal development

10. The attitudes displayed by pupils of all ages to school life have improved considerably since the previous inspection and are now considered to be very good. This is verified by parents, as 99 per cent of those who returned the pre-inspection questionnaire stated that their children like coming to school. The very high level of enthusiasm and enjoyment for their work is evident in all ages. For example, in a Key Stage One numeracy lesson, pupils settled quickly to work out how much different food items would cost and what coins they would need. Older pupils showed a good level of interest and involvement in designing plans for a bedroom in an information and communications technology lesson. When levels of attention drop, this is usually due to inappropriately challenging tasks or the pace of the lesson.
11. Behaviour has also improved since the last inspection and is now considered to be good. Over 90 per cent of parents concur with this. The school has a clear behaviour policy that emphasises that bullying and intimidation will not be tolerated, and rewards and consequences are applied consistently. Teachers use examples of good behaviour to set the standard rather than always pointing out incidences of poor behaviour and, although there are occasions where a very small minority disrupt lessons, teachers manage pupils well. Behaviour in the playground is also good and the area is well supervised. Pupils behave particularly well during assemblies, and now they also move around the school in a more orderly manner. This is because an adult accompanies pupils in and out of the school and points are awarded for the class that lines up best. There was no evidence of any intimidation or harassment during the inspection and pupils are confident that if any incident does occur it will be dealt with swiftly and fairly. There has been a considerable reduction in the number of exclusions since the last inspection.
12. Very good relationships are evident throughout the school and this is another area that has greatly improved. Pupils generally work well together in pairs or small groups, for example, helping each other with spellings. All adults, including non-teaching staff, treat pupils in a very caring yet mature way. As a result, the school has a very happy, friendly atmosphere. Pupils of all ages are very polite and welcoming to visitors and are eager to talk about their school and the work they do. Pupils show a high level of respect for the feelings, values and beliefs of the very many different cultures and backgrounds represented in the school and, as a result, relationships are very harmonious. Pupils learning English as an additional language have positive attitudes to learning. They are well-integrated in the school, relating well to one other and to their teachers. This contributes to their progress.
13. Pupils do show initiative and are willing to take on responsibilities when given the opportunity. There are now more roles for them, such as librarian, door monitor, assembly monitor and various duties within the class for all ages to perform. Schemes like the Reading Buddies help to improve self-esteem. A wide range of educational visits, including to museums and the seaside, and the good number of extra-curricular activities, such as dance, choir and football, all add to pupils' personal development. Other opportunities for personal development are still at an early stage; the house system is not fully operational and a school council has yet to be set up.
14. Attendance has fallen considerably since the previous inspection and it is now unsatisfactory. The unauthorised absence rate, in particular, is high compared with schools nationally. The reason for this is the number of extended holidays being taken during term-time that have to be considered as unauthorised. The school is aware of the necessity to mark registers at afternoon and morning sessions. Punctuality in school is satisfactory.

HOW WELL ARE PUPILS TAUGHT?

15. Overall, standards of teaching are satisfactory and in two out of five lessons teaching is good or better. The quality of teaching is broadly similar to that found at the time of the last inspection. However, a significant improvement is that the incidence of unsatisfactory teaching has been reduced from one in six lessons in 1997 to one in twenty-three lessons. Very good or excellent teaching was observed in roughly one in ten lessons, and in these lessons learning

was of a very high quality. The very good and excellent teaching was seen in the reception classes and in Key Stage 2 lessons. This reflects the pattern of children's learning seen in the school, which, on the whole, was more effective in the reception classes and towards the end of Key Stage 2.

16. In the vast majority of classes, teachers' management of pupils is good. Teachers establish very good relationships with pupils based on tolerance and respect, and this is reflected in pupils' good behaviour and the care and respect they show for others. Expectations of good behaviour are high and pupils respond positively: they listen well, are polite and move around the school in an orderly manner. In a Year 5 lesson, the teacher's very good rapport with pupils and the calm, purposeful atmosphere of high expectations she created contributed to the excellent progress pupils made in their learning. In the rare cases where behaviour falls below the expected standards it is because lessons lack pace or are badly organised. Consequently pupils' interest is lost
17. A weak feature of teaching is the uncertain subject knowledge seen in some lessons. For example, there were shortcomings in mathematical and historical knowledge in two otherwise satisfactory lessons in Key Stage 2. As a result, in mathematics, pupils became confused about a subtraction process and, in history, pupils in a different class did not make the progress they were capable of in understanding life in Saxon England. Related to this was the more widespread failure of teachers to grasp opportunities to extend or consolidate pupils' learning. For instance, in the reception classes, following a visit by a mother and baby, there was not sufficient appreciation of the need for teachers of young children to "seize the moment" with activities to consolidate and extend the first-hand experience. In literacy sessions throughout the school there were several lost opportunities; for instance, in Year 4, to extend pupils' vocabulary by introducing technical terms such as "pun" and in Year 2, to reinforce spelling and punctuation skills. Teachers are not alert enough to the relatively simple things they need to attend to in order to improve the quality of pupils' learning. Nevertheless, some very good subject knowledge was seen in music, PE and literacy lessons in different parts of the school. In the reception classes, teachers make good use of information and communication technology (ICT). In Key Stages 1 and 2 the present satisfactory use is likely to be enhanced when the computer suite, being installed at the time of the inspection, comes into full use.
18. In Key Stages 1 and 2, the use made of time is unsatisfactory. One aspect of this is that too often lessons start late or over-run and this lack of rigour contributes to the weakness in curricular balance. The school building has three storeys and no unnecessary time is spent on movement up and down the staircases. However, when pupils get to their classrooms too many lessons start up to ten minutes later than they should, some lessons go on for too long and cut into the following lessons or into pupils' break-time. In addition, during the course of some lessons, the pace of teaching is too slow; pupils lose interest and their rate of learning dips. In the best lessons seen good pace has a positive impact on the progress pupils make. This was the case in a Year 6 mathematics lesson about doubling and halving, in which a brisk pace contributed to good learning for pupils of all abilities. The use made of support staff is good in the reception classes. However, elsewhere in the school, support staff, including specialist teachers, are not used effectively enough during, often lengthy, class teaching sessions. Nevertheless, when given the opportunity to be involved, support staff make a good contribution to pupils' learning.
19. A consistent feature of the best lessons is the high expectations teachers have of their pupils' capacity to learn, to behave well and to work hard. One good example of this was in a Year 4 music lesson in which the teacher inspired pupils with some very well chosen recorded music from North India. Concentration levels were very high as pupils listened for the returning main theme and the introduction of different rhythmic patterns. They were challenged to create their own patterns in class and then in small groups. The demanding task promoted co-operation and learning of the highest quality and gave the pupils a very high degree of satisfaction and enjoyment. An outstanding Year 5 history lesson resulted in first-rate learning about primary and secondary historical sources. Pupils learned to appreciate that eye-witness accounts of past events could be biased. In some classes, teachers have high expectations of learning and behaviour but have reduced expectations of the amount of written work pupils could

reasonably be expected to complete in a lesson. As a result, in some classes, pupils produce too little work.

20. Literacy teaching is satisfactory and there are some good instances of strong teaching that challenges pupils well. This was the case in a very good and well-planned Year 6 lesson in which the teacher brought out very well the subtle change in emphasis that can arise when the clauses in a sentence are rearranged. In a good Year 5 lesson, based on sports reports in newspapers, the teacher's high expectations and skilful questioning motivated and inspired pupils to think and think again. In both lessons, pupils' language learning was well extended. In the reception classes, teachers' high expectations and their imaginative use of drama and music promoted learning of a very high quality, which enabled children to make good progress in early reading. The strong and imaginative use of a good text was another common feature of these examples of high quality teaching and learning observed in lessons for the youngest and oldest pupils in the school. About three out of twenty literacy lessons had unsatisfactory teaching because of weak subject knowledge or poor organisation and, as a result of these weaknesses, pupils did not make as much progress as they should have done.
21. Numeracy teaching is good in Key Stage 2 and satisfactory in Key Stage 1. Lessons are well planned and based on the National Numeracy Strategy. However, a weakness is that the needs of higher attainers have yet to be met. More able pupils are not sufficiently well challenged to enable them to make the progress and meet the standards of which they are capable. This was illustrated in a Year 2 lesson on addition of money. Pupils responded enthusiastically and learning was good for most of the class. However, more able pupils could have achieved more had they been given some additional work to extend and challenge their thinking. At times, the pace of numeracy teaching in Key Stage 1 is too slow. Teaching in science and all other subjects is satisfactory with the exception of music.
22. Music is very well taught. A part-time specialist teacher visits the school each week to teach music to every class. Her excellent subject knowledge is well used to ensure that pupils experience music in a wide range of styles from different times and places. Lessons are rigorous and challenging and pupils respond with enthusiasm. The teacher knows how to help pupils improve their performance. For example, during an inspection week lesson, groups of pupils concentrated on devising and performing rhythmic patterns. From time to time the teacher interjected, giving pupils guidance on how they could improve "You have to practise" and "Someone in your group will be good at this - watch them and copy what they do." This kind of practical approach had a very positive impact on pupils' mastery of the task and led to learning of the highest quality.
23. The Individual Educational Plans, written for all children with special educational need, have clear, concise and manageable targets. Greater use needs to be made of these when teachers are planning their lessons, so that the specific needs of the children may be clearly met. Nevertheless, teaching is satisfactory. The teaching support staff, designated as primary helpers, have over the last year seen a change in their role. Previously they had been involved in administrative and practical support, now they can be observed reinforcing the teaching and supporting the child. The communication between teachers and the support staff is effective and this has a positive impact on both teaching and learning. The special educational needs co-ordinator is employed for three days a week to teach and support individuals and groups of children. Unfortunately, early in the autumn term when the inspection took place, due to difficulties with recruitment, she was required to fill the position of a full-time class teacher for a few weeks. In the short term this had a negative impact on special needs teaching throughout the school. The school hastened to make suitable arrangements, which allowed the special educational needs co-ordinator to resume her usual role.
24. The teacher funded under the Ethnic Minority Achievement Service is fully aware of the need to provide the pupils learning English as an additional language access to curriculum and achievement by teaching them English. She has established good partnership teaching with the teachers whose pupils she is currently supporting. This involves her closely in planning, preparation and classroom organisation and management, but prevents her from dealing with pupils specific language needs. Her activities are well planned and relate to the main activities in the classroom. However, the support she provides in a one-to-one or small group situation is

relatively more effective as this accelerates pupils learning and progress. Pupils observed on such an occasion gained a great deal in developing their reading skills as well as their concept associated with an Irish dance and an Anglo-Saxon village. Most teachers use questioning and other strategies appropriately to involve pupils learning English as an additional language. Teachers encourage all pupils to participate in the full range of activities.

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

25. Overall, the curriculum offered by the school is satisfactory. It has breadth and relevance and provision for personal development is good. A weakness is that across the school the curricular provision is not sufficiently well-balanced because sufficient time is not allocated to all subjects in every class. The quality and range of opportunities for learning currently provided by the school for all pupils are, overall, satisfactory. A particular strength is the specialist music provision, which results in pupils attaining high standards.
26. The school has successfully addressed weaknesses in curricular provision noted at the time of the last inspection. A curriculum plan has been drawn up which provides a broad outline of what pupils are to learn whilst at the school. Improvements have been made to the programme for under-fives. Reception class children now follow a relevant curriculum and have good access to an enclosed and stimulating outside area. The introduction of the National Literacy and Numeracy strategies and the adoption of the QCA schemes of work have led to improved progression and continuity in pupils' learning in Key Stages 1 and 2. The school now makes sound provision for pupils' personal social and health education (PSHE), including drugs education which was found wanting in 1997. Statutory curricular requirements are met. In the past year target-setting has been introduced successfully. The school has found some shortcomings in its group target-setting approach and the system is being refined to more effectively meet individual needs. Nevertheless, the use of target-setting linked to regular assessments has contributed well to improved standards.
27. The curriculum is not sufficiently well-balanced. Timetables have not been constructed with sufficient care nor adhered to with sufficient rigour. The school lacks consistency in its practice and, as a result, in many classes the curriculum is skewed. For example, one morning during inspection week, in a Year 2 class, in addition to their reading and writing during the literacy hour, pupils spent a further forty-five minutes on guided reading and handwriting. In Year 6, pupils' only physical education for the week was a swimming lesson. The school has organised the curriculum so that some subjects are taught only every half term. In particular, history alternates with geography and art and design alternates with design and technology. In theory this means that an adequate amount of time can be allocated to these subjects. The practice in the school varies. The weekly timetable in one Key Stage 2 class allocated 75 minutes to design and technology and in another class the allocation was approximately 30 minutes. A similar picture emerged with time allocated for history. Given that history and other subjects are taught only during alternating half terms this inconsistent approach to time allocation does not allow pupils to build up their skills systematically enough. The situation is further exacerbated because timetable slippage is not infrequent. For instance, during the week of the inspection, lessons started late, over-ran or were changed at short notice. In addition, in some classes, time was not well used during lessons to provide a varied and stimulating diet. The well-timetabled and regular music lessons are a strong and positive feature of curricular provision. This good provision ensures that pupils, whose use of English is tentative, have the opportunity to express their ideas and feelings through music. A more balanced curriculum would increase opportunities for creative expression through the arts and physical education and have the potential for a beneficial impact on attainment, overall.
28. Overall, the school has sound strategies for teaching literacy and numeracy. However, in Key Stage 1, pupils lack opportunities to develop an understanding of mathematical patterns and this has an impact on the progress they make and the standards they achieve. Literacy lessons sometimes place too heavy an emphasis on the phonic element. However, when a text is well used as a starting point for learning, as it was in several lessons, pupils progress well in their learning.

29. The school ensures that all children are treated equally, and are given equal access to the curriculum. The achievement of groups of pupils is monitored through national tests and no significant trends have emerged. Both boys and girls are encouraged to take part in all events and clubs.
30. All pupils with special educational needs have access to the full range of the curriculum as offered by the school, and are fully involved in all activities. Where it is necessary to support children for periods outside the classroom, this is arranged at times when they do not miss other activities. One example is that literacy support is given during the literacy hour. The Individual Education Plans are compiled by the co-ordinator for special needs, in consultation with relevant staff and outside agencies. Children with Statements of Special Educational Need have the requirements of their statements fully implemented. The funding relating to the statements is used mainly to employ support staff, with a small amount being directed towards the provision of resources.
31. Pupils who are learning to speak English are sometimes supported in their classes and sometimes work in a small group setting. The curriculum provided for these pupils is satisfactory. However, the level of support currently available is not sufficient to meet the nature and extent of pupils needs. There are 176 pupils at different stages of learning English, but the specialist teacher can target only up to 27 pupils in one term.
32. At specific times of the school year, curriculum opportunities for Year 5 and 6 pupils are enhanced by booster classes These classes provide extra tuition for pupils prior to the end of Key Stage tests. Equally effective is the school's provision for additional, early and further literacy support opportunities for identified pupils.
33. There is good range of extra-curricular activities. Some good quality extra-curricular activities are held weekly, after school, and all are well-attended. As well as a vibrant choir practice, led by the music teacher, a local dance company provides challenging dance classes and Millwall Football Club runs a skills session. In addition, clubs are regularly held in the weeks leading up to and following half-term breaks. The school has good links with the community, and these make a positive contribution to pupils' learning. There are sound links with partner institutions, including local nursery schools, Lewisham College and Goldsmith's College.
34. The school's cultivation of pupils' personal, including spiritual, moral, social and cultural, development is good, overall. Provision for moral and social development is very good. The curriculum provides pupils with good opportunities for developing knowledge and insights into values and beliefs, and enables them to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge. There are very good opportunities for pupils to learn to distinguish right from wrong. Pupils are treated fairly and develop an understanding of justice. They are encouraged to think of the needs of others and begin to develop a sense of responsibility for others and the needs of others in less fortunate situations. Older pupils have good opportunities to take responsibility, show initiative and to develop understanding of living in a community. The Buddies reading scheme provides a good context in which Year 6 pupils help younger readers. The school teaches pupils to appreciate their own cultural traditions and the diversity and richness of other cultures. Curricular and extra-curricular activities including dance and music activities, are part of the school's good provision. Pupils participate in Black history week and other cultural events. Nevertheless, not enough is done to celebrate and draw on the rich linguistic diversity shared by children and adults in the school community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Overall, the school makes satisfactory arrangements for the care and welfare of its pupils. An adequate number of staff is trained in first aid procedures, and accidents and illnesses are recorded appropriately. There is a clear and comprehensive health and safety policy and regular checks are made of the buildings and grounds by the headteacher, premises officer and governors. To improve the health and safety of pupils further, the school needs to refurbish all the very unhygienic pupils' toilets, and consider erecting a fence around the small

pond. In the Foundation Stage outdoor area there are splintered panels on the wooden bench, trip hazards where tree roots are forcing up the tarmac and too small an area is covered with mats under the swings.

36. The school has addressed the key issue from the previous inspection in relation to child protection. It now has a policy in place, and although this is very brief, the school follows the local authority guidelines. The headteacher is the designated co-ordinator and this is now clearly known by staff. Having undergone formal training, he is about to attend a refresher course and in-service training for all staff has been arranged.
37. The school's procedures for monitoring and improving attendance are not satisfactory. The unauthorised absence rate became considerably worse during the last academic year and the attendance rate, overall, has slipped below 95 per cent. The school is not taking strong enough steps to address the issue; for example, by reminding parents on a regular basis that long-term breaks in schooling affect standards and that parents are not allowed to authorise absence. The school no longer benefits from regular visits from an educational social worker to monitor absence.
38. There are good and effective systems in place to monitor and promote good behaviour. As a result, the school has reduced oppressive behaviour to a minimum. The behaviour policy is clear, and good behaviour is promoted through drawing attention to pupils who do things well rather than those who misbehave. The weekly praise assembly celebrates not only academic achievements but also those who have behaved well or been considerate to others and this does much to promote good behaviour. Those who do transgress are given a report card to monitor their behaviour on a daily basis. This also involves parents, who need to comment and sign the card. The school also monitors and records separately any incidents of racist behaviour, but it is an indication of the very harmonious relationships that such occasions are rare.
39. The school's integrated approach to meeting the needs of pupils who have English as an additional language is reflected in the commitment of class teachers and support staff. This enables them to integrate well into the school community. Pupils need for support is initially identified by classroom teachers. The specialist teacher is sometimes involved in their assessment leading to the preparation of individual action plans. She maintains an up-to-date record, which includes information on pupils' linguistic background and stages of learning English.
40. Identification of those children who may have special educational needs takes place at an early stage, and this is a good feature. The school follows the advice contained in the current national code of practice closely. Use is made of regular, termly, assessments together with the targets set in Individual Education Plans, to monitor children's progress. Statements of Special Educational Need are clearly set out and copies held by both the special needs co-ordinator and the headteacher. The school fully meets all statutory requirements in this area. The register of special needs is up to date and is compiled using the code of practice guidelines. Initial concerns are usually raised by the class teacher and, on occasions, by the parent or guardian. There are satisfactory procedures in place for keeping parents informed about their child's particular need and reviewing progress. Good links are established with the outside agencies involved in supporting procedures and directly working with pupils.
41. The procedures for assessing pupils' attainment and progress are satisfactory. The assessment co-ordinator is relatively new to the post and has achieved much in a short time by developing policies for assessment, marking and reporting. The school carries out the statutory tests and also administers optional tests. A system of half-termly assessments for English, mathematics and science has been introduced this term for each pupil, to assess and record progress. Group targets are used in English and mathematics. There are booster classes for Year 6 pupils and in all classes certain pupils are targeted for extra support. The use of assessment information to guide curricular planning is satisfactory but still developing, as are the assessment procedures for the foundation subjects. The school is beginning to establish portfolios of pupils' work that will also help to record and monitor academic progress.

42. The school's methods of monitoring and supporting pupils' personal development are good although the system is largely informal. It is successful because the staff, including the headteacher, are very caring, know the pupils well and communicate effectively amongst themselves. The programme for personal, health and social education allows further opportunity for staff to monitor and support personal development by providing opportunities to discuss various topics, such as the communities in which we live.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents hold the school in high regard. The evidence from the high number of completed pre-inspection questionnaires, and from the comments made at the parents' meeting, shows that parents have maintained very positive views of the school since the last inspection. The school also enjoys the confidence and support of all sections of the local community.
44. Over 95 per cent of parents stated that their children liked school, that the school was helping their child to become mature and responsible and that the school expects their child to work hard. The two main areas where some parents were less than satisfied were in the amount of homework given and the extra-curricular opportunities available. Inspection findings are that the use of homework is satisfactory and that the provision for extra-curricular activities is good. Pupils have the opportunity to become involved in a range of clubs, occasionally supported by outside groups such as Millwall Football Club, as well as a choir and a recorder group. In addition, many educational visits, including a residential one for Year 6 pupils, take place.
45. Parents of children with special educational needs are involved appropriately throughout the process. They are contacted when teachers raise concerns and are invited to meetings arranged when reviewing Individual Education Plans. If parents are unable to attend the planned review meeting, the school follows up its invitations, both by letter and telephone, in order to encourage them to attend. As a result, the majority of parents do attend and are able to contribute to the process.
46. The quality of information provided for parents is unsatisfactory, overall. The school prospectus and the annual governors' report to parents have statutory items missing, and although newsletters are produced, no information from the school goes out to parents in any of the community languages. Parents do not receive regular curriculum information but there is an opportunity each term for them to meet teaching staff to discuss their child's progress, and all staff, including the headteacher, are very approachable and accessible. The written progress report is satisfactory, although National Curriculum levels are not used and there is some inconsistency in the quality of the information about what the child has achieved particularly in relation to expectations. The use of clear and specific targets for English and mathematics is a good feature however. The parents of pupils with special educational needs are kept well informed of their child's progress and are involved as much as possible in the review procedures.
47. Parents make a satisfactory contribution to children's learning at home, for example, by listening to them read, supporting homework tasks and signing the home-school agreement. A high percentage of parents attend the consultation evenings, and school productions are well supported. However, as at the time of the last inspection, parents play a very limited part in the daily life of the school. There are not enough volunteers to help in class or with activities such as swimming. Although there is a Parent Teacher Association it is not well supported by parents and is run by the school administration officers. The school would like to encourage more parents to become actively involved and is looking at ways to encourage a more productive partnership, but at present the effectiveness of the school's links with parents and their impact on the work of the school are unsatisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are good. The headteacher has a very clear vision for the future direction of the school and he has been able to share this very effectively

with staff and governors. The school's aims are well reflected in its work. The Christian ethos is evident in the very good caring relationships that are the hallmark of the school.

49. At the time of the last inspection the management of the school was found to be in need of some improvement, largely because members of the senior management team and curriculum leaders had not been given opportunities to develop their leadership and management roles. This weakness has been thoroughly addressed. The headteacher has a declared purpose of empowering school staff and within the past year there have been significant and beneficial changes. A deputy headteacher has been appointed, the senior management team has been strengthened and there has been a much greater degree of delegation. For example, the deputy headteacher has been given the responsibility for leading the school in developing and introducing assessment procedures and in evaluating and modifying these procedures. Curriculum leaders have some non-contact time for monitoring teaching and learning and the majority have action plans for developing the work in their subjects. Some are monitoring pupils' work and helping colleagues with planning. All are aware that they have a contribution to make to the management of the school and share a commitment to school improvement and to raising standards.
50. Other weaknesses identified at the time of the last inspection have been met in full or in part:
- a) Child protection procedures, found wanting in 1997, are now satisfactory.
 - b) Assessment procedures and target-setting are now helping to ensure that work is better matched to pupils' needs. Nevertheless, the school is aware that further refinement to these procedures will be necessary to ensure the needs of all pupils, and particularly the more able, are fully met.
 - c) A relevant and appropriate curriculum has been introduced successfully in the early years and the Foundation Stage has sound leadership, which now has been formally acknowledged.
51. The governing body has a sound overview of the work of the school and ensures that statutory duties are fulfilled. Governors have an adequate and growing understanding of the strengths and weaknesses of the school and, with the encouragement of the headteacher, are beginning to be more actively involved in shaping the future direction of the school. New life has been breathed into governors' committees, which now meet termly, and specific governors oversee literacy and numeracy and keep a watching brief on the school's provision for SEN.
52. Good judgement has been shown in determining development priorities. In his first year at the school, the headteacher rightly saw the necessity to create a more robust management structure and to raise standards by establishing a cycle of assessing pupils' performance and target-setting. In addition he focused on the weak areas identified in the previous report, for example, by reviewing the reception class curriculum and child protection procedures. Effective action has been taken to meet these priorities. Current development priorities are very appropriate and are budgeted for. Progress towards meeting targets is monitored by the governors.
53. The headteacher takes appropriate action to monitor teaching and learning in the school and there are some very positive features to this work. For instance, monitoring teaching by the headteacher, deputy headteacher and LEA personnel has begun and a climate of improvement has been initiated but has yet to bed down. A weak area is in monitoring curriculum coverage to ensure that pupils receive a balanced programme. There is lack of rigour in adhering to lesson plans and times, which may in practice lead to pupils missing out on some aspects of the planned curriculum. Curriculum co-ordinators, most of whom have had little experience of management, are growing in expertise as they take greater responsibility for their subjects within the school and have a part to play in ensuring that pupils experience a balanced curriculum. An appropriate performance management programme, based on national guidance, is in place and staff targets have been set which will be reviewed early next year. There are appropriate procedures in place to inform and support teachers joining the school and training places are offered to trainee teachers studying at Goldsmith's college. The school is appropriately staffed and teaching and non-teaching staff are generally soundly deployed. However, support staff are not always used effectively enough.

54. The provision for special educational needs has been well co-ordinated. Due to the difficulties experienced in the recruitment of teachers, for the first few weeks of the autumn term, the special educational needs co-ordinator held a full time class teacher responsibility. As a result she was unable to carry out her important management role during the period of the inspection. However, shortly afterwards, the school was able to make appropriate arrangements, which allowed the co-ordinator to resume her previous provision. There is evidence of effective liaison between the co-ordinator, teachers, support staff and outside agencies. A recent innovation is the use of a dance therapy teacher to work with selected pupils. The co-ordinator has produced a good action plan to further develop the special needs provision. This involves a review of classroom procedures, including the early identification of more able children, together with an outline of training needs.
55. A senior member of staff oversees the provision funded under the Ethnic Minority Achievement Strategy. The available provision is well managed, overall, although sometimes the deployment of the specialist teacher is not sufficiently effective. Opportunities for professional development of mainstream teachers to meet the language needs of bilingual pupils are limited.
56. The school accommodation is poor because of the unhygienic and dilapidated toilets throughout the school. The school has received a grant to improve outdoor toilets, which are in a very poor and crumbling condition. Nevertheless, the indoor toilets are almost as bad and there are no immediate plans for improvement. Despite the best efforts of the conscientious school premises officer and cleaning staff these toilets are unacceptable and a programme of renovation is long overdue. Pupils should not be expected to use such smelly and dingy facilities. The school governors, diocesan authorities and other agencies now need to address this as a matter of urgency. Another poor feature of the school environment is the dismal state of decoration. Cracks in the brickwork are evident in the staircase and paint is flaking off walls and woodwork in several places. Careful displays of children's work and a good collection of prints liven the environment but cannot fully cover up the poor state of internal maintenance. The quality of the physical environment fails to give a message that staff and pupils are valued or to reflect the school's aspirations for raised standards. The school has made the best of its outside space; nevertheless there are some health and safety concerns which need to be addressed. The school has sufficient books and equipment and these are easily accessible to pupils.
57. Financial planning in the school is satisfactory and is related to priorities in the school improvement plan. The committee structure on the governing body is a relatively new development but the finance committee is becoming more involved in financial planning and monitoring the budget. However, the formal evaluation of the cost effectiveness of spending decisions against standards of work seen needs to be developed further. There was a small carry forward last year but the school does not anticipate a surplus for the current year due to the high cost of establishing a new information and communication technology suite. The school makes appropriate efforts to seek best value when purchasing goods and services. The efficiently run school office makes satisfactory use of information and communication technology in managing the school's financial and other records. Funds allocated for specific purposes, such as special educational needs and supporting pupils who have English as an additional language, are used effectively. The school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve standards in mathematics in Key Stage 1 by:
- a) making better use of time in numeracy lessons;
 - b) increasing the pace of teaching and learning;
 - c) providing more challenging work for higher-attaining pupils.
- (Paragraphs: 6, 21, 83, 84)*
- (2) Raise levels of attendance by:
- a) keeping accurate records of authorised and unauthorised attendance;
 - b) providing parents with appropriate information about attendance;

c) introducing initiatives to encourage more regular attendance.
(Paragraphs: 14, 37)

- (3) Provide a more balanced curriculum by:
- a) auditing time allocation;
 - b) structuring the day's programme to make best use of all available time;
 - c) considering increasing the time of the taught day in Key Stage 1;
 - d) rigorously keeping to lesson times;
 - e) ensuring lessons proceed at a good pace;
 - f) further increasing the role of curriculum co-ordinators in monitoring the curriculum experienced by pupils;
- (Paragraphs: 18, 25, 27)
- (4) Improve the extent of provision for children with English as an additional language.
(Paragraphs: 24, 31, 77)
- (5) Liaise with the appropriate authorities to ensure that toilets are upgraded to a satisfactory standard.
(Paragraphs: 35, 56)
- (6) Involve parents more fully in their children's education and in the life of the school by:
- a) providing parents with information about the curriculum;
 - b) making appropriate arrangements to ensure the school communicates effectively with parents who do not have English as their home language;
 - c) explore ways of involving parents more fully in decision-making in the school;
 - d) identify opportunities in which parental skills could be shared within the school community, including in the classrooms.
- (Paragraph: 47)

Additional Issues:

- a) Address the needs of higher attainers in mathematics in Key Stage 2.
(Paragraphs: 21,88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	3	18	38	3	0	0
Percentage	4.6	4.6	27.6	58.5	4.6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	244
Number of full-time pupils known to be eligible for free school meals	0	120

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	202

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.93	School data	1.4
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	8	8
	Girls	11	11	11
	Total	16	19	19
Percentage of pupils at NC level 2 or above	School	64 (62)	76 (78)	76 (78)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	8	8
	Girls	11	11	11
	Total	17	19	19
Percentage of pupils at NC level 2 or above	School	68 (64)	76 (80)	76 (72)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	12	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	16
	Girls	8	7	7
	Total	22	20	23
Percentage of pupils at NC level 4 or above	School	61 (55)	56 (62)	64 (62)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (54)	n/a (72)	n/a (62)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	15
Black – African heritage	139
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	24
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.9
Number of pupils per qualified teacher	28.9
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	204

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	7	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000
	£
Total income	641,859
Total expenditure	640,948
Expenditure per pupil	2,739
Balance brought forward from previous year	0
Balance carried forward to next year	911

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	244
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	15	0	0	1
My child is making good progress in school.	66	25	5	1	2
Behaviour in the school is good.	60	31	2	3	3
My child gets the right amount of work to do at home.	52	36	7	4	2
The teaching is good.	63	28	2	0	6
I am kept well informed about how my child is getting on.	71	19	6	3	1
I would feel comfortable about approaching the school with questions or a problem.	73	19	1	0	7
The school expects my child to work hard and achieve his or her best.	73	23	2	0	2
The school works closely with parents.	59	30	2	5	4
The school is well led and managed.	65	27	1	1	6
The school is helping my child become mature and responsible.	65	30	0	0	5
The school provides an interesting range of activities outside lessons.	47	28	8	4	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Standards in the reception year are satisfactory. Since the last inspection provision is much improved and there are now two reception classes. Teaching has improved; in almost half the lessons seen, teaching was good and there were a few lessons in which teaching was of very high quality. No unsatisfactory teaching was seen in reception. A strong feature of the work with under-fives is the good quality of support given by non-teaching staff. The reception team have successfully introduced a curriculum that is relevant to the children's needs and interests and which is based on the national guidance for the Foundation Stage. Children's physical, emotional, social and intellectual needs are appropriately, and sometimes well provided for. The inspection was carried out very early in the autumn term and the full impact of recent changes in organisation cannot be fully judged. Nevertheless, there are clear signs that the improved quality of education provided for reception children is having a beneficial impact on their progress. Judgements about children's progress are based on direct observation of the present reception class and analysis of the work done by the previous class.
59. Children start full time at St Joseph's reception class in the September before their fifth birthdays. The vast majority have previously attended a nursery or pre-school setting. During the first half term all children are assessed and these assessments show that, in general, children entering the reception year have well-developed personal and social skills. For many, the use of English as a means of communication has yet to become well established.

Personal, social and emotional development

60. Children are likely to exceed the early learning goals in this area by the time they leave the reception class. This is because they enter the school with well-developed skills which are further extended by the school's good teaching, high expectations and positive climate. In addition, adults in the reception class provide good models of co-operation, tolerance and respect. Very good relationships between adults and children are established and these, together with the school's Christian ethos, underpin the work in this area of the children's learning. Children are given good opportunities to make choices and to become independent learners.

Communication, language and literacy

61. Because of the good teaching they receive, children of all abilities make good progress in the early stages of reading. They understand that text carries meaning, are beginning to recognise words and sentences in simple story books and are learning the names and sounds of letters of the alphabet. Teachers plan well together and during the week of the inspection, children's work was centred around the story "We're going on a bear hunt". Both classes were given the opportunity to act out the story and to accompany their acting with music. Some inspiring teaching was seen during these lessons. Teachers' expectations were high, lesson content was imaginative and relevant and teachers and classroom assistants provided good models. As a result, learning was very effective. Following the lead of the adults, children entered well into the spirit of re-telling and acting out the events of the story. "Splish splashing" and other appealing and lively key phrases of the text were well used to help children order the sequence of events in the story and to raise their awareness of connections between written and spoken language.
62. A scrutiny of last year's written work reveals that children make satisfactory progress in learning to write simple sentences. The quality of writing improved significantly when children's work was inspired by stories the class had read together with their teacher and the school now needs to make this practice more widespread. Overall, teaching is sound. There are writing areas in each of the reception classes, and children now need to be encouraged to make more use of these areas and also be given opportunities to use writing for a purpose in their role-play areas or in the garden, for instance, to list the mini-beasts found.

63. Children listen well; however, their spoken English is not as good. Teaching is satisfactory and there are sound opportunities for advancing pupils' speaking and listening skills. However, a weakness is that in some instances children are not given sufficient time to put their thoughts into words before their teacher interjects. And thus the progress they make in their ability to express their ideas and feelings in spoken English is curtailed.

Mathematical development

64. Children are on course to achieve the early learning goals in mathematics by the time they leave the reception class. This is because, overall, teaching is good and provision in the garden is well designed to give children good learning opportunities and to make mathematics relevant in real-life situations. For instance, wheeled toys all have numbers and children park them in the appropriately numbered parking spaces. The scoring games include an ingenious jumping game to help children develop a secure sense of ordinal number. During the week of the inspection the jumping game was very well supported by a classroom assistant, who encouraged the children to recite the sequence of numbers as the game progressed, thus promoting learning in participants and onlookers.
65. During class numeracy sessions, children enjoyed joining in familiar number rhymes and enjoyed the responsibility of counting the children in the class. Most in the group of older children could, with their teacher's help, recite numbers in sequence to almost twenty. Children are less familiar with written numerals, and teaching in these very early days in school focuses on number recognition. However, in one lesson, a weakness was that numerals used by the teacher could not always be easily seen by all the children present and, therefore, the progress made in number recognition was not as good as it should have been. There were too few opportunities for children to follow up this work by drawing or making the shapes of numerals. Nevertheless, children had good independent access to suitable ICT programs, which enabled several to enhance their skills in matching numerals to sets of objects.

Knowledge and understanding of the world

66. Overall, progress early in the school year is satisfactory. By the time children leave the reception year, children are likely to reach the expected goals for this area. Teaching is satisfactory and sometimes good. For example, during the week of the inspection a group of children began observing some snails in the nursery garden. They then discovered that an old log was teeming with wild life. "We've found something" one exclaimed, "Do you know what that is? It's a worm," said the classroom assistant and later added "Look closely through this magnifying glass." The group grew, and interest increased. Children became curious and were keen to find out more about living things. The adult challenged, supported and motivated the children. Because of the careful planning and sensitive intervention of the reception class team, children were able to make good progress.
67. Questioning is sometimes used effectively to extend children's knowledge. In one lesson the two reception classes had a combined lesson during which they were visited by a mother and very young baby. Skilful questioning about the diet and sleeping habits of babies helped children articulate what they knew about the needs of very young humans. During this lesson children listen carefully, somewhat in awe of the tiny visitor. It was a weakness that children were not given enough opportunity or encouragement to respond to this stimulating visit immediately. This was a lost opportunity to fix the experience, and to allow it to extend and to enrich children's learning.
68. There is sound provision for all aspects of this area of learning and provision for ICT is good. The four computers shared by the two classes are well used. During the inspection week, the computers were loaded with a good range of programs covering different areas of learning, including language, mathematics and creative work. There were opportunities for individual work and for paired work and staff gave instruction when appropriate. Children have well-developed skills; they use arrow keys and the space bar with confidence and use the mouse to select from a menu or to move items on screen. They have sound opportunities to develop

control skills with programmable toys. An appropriate selection of construction kits and bricks add to the provision. However, there is a lack of clear floor space for brick play.

Physical development

69. By the end of the reception year children are likely to reach, and in some cases exceed the early learning goals. They move imaginatively and confidently when acting out a familiar story. Because of the good teaching they receive the vast majority reach high standards. They are learning to use space. Collisions are avoided during their PE lessons and when children ride around on tricycles in the garden. Through their work on babies, they are beginning to understand the importance of sleep and good food. The reception class provides good opportunities for physical activities both during adult-directed PE sessions and through child-selected outdoor activities. Children show the expected level of control when riding bikes or scooters and when jumping in and out of hoops. In PE lessons they learn successfully to run and then stop on their teacher's signal. Most respond quickly to their teacher's instructions and display growing confidence in their physical control. Pupils have appropriate fine motor control when handling paint-brushes and musical instruments and use the mouse and computer keyboard with skill. They are less dextrous in their use of pencils pens and tools, including scissors.

Creative development

70. Work, produced by present Year 1 pupils when in the reception class, together with direct observations of the current reception class, indicates that children reach the expected goals in most areas by the time they leave the reception year. Overall, there is appropriate provision, but some areas of relative strength. Children enjoy painting and create lively pictures with an appropriate awareness of shape and colour. In music sessions, they enjoy singing and are beginning to use percussion instruments to accompany voice and movement. In class activities, they enjoy acting a familiar story and adopt their roles with a real sense of performance. However, it is a relative weakness that in more informal settings, children's use of imagination is underdeveloped. For example, very few children were seen to use the role-play areas during the week of the inspection. Role-play areas are not inviting enough. Nevertheless, teaching is broadly satisfactory and sometimes good.

ENGLISH

71. In the 2000 Key Stage 2 assessments the school's performance in English was well below the national average. In the 2001 assessments, performance in both key stages showed a marked improvement. The inspection found standards in English in both key stages to be satisfactory. In view of the large proportion of pupils who enter the school without a well-developed grasp of English, overall, pupils achieve well. Since the last inspection, the school has worked significantly to enrich teaching and learning in English. The National Literacy Strategy has been introduced and the school has been involved in an LEA literacy project. However, in some classes, the focus of literacy teaching is too narrow. At the time of the last inspection, standards in English were broadly satisfactory and these standards have been maintained.
72. Throughout the school, overall attainment in speaking and listening is satisfactory and standards have improved since the last inspection. Pupils' listening skills are good and in some classes they respond well to questioning. In Key Stage 1, pupils listen well to stories and by the end of Key Stage 2, they listen attentively to lengthy readings from Dickens. In Year 4, there are good opportunities for extending listening skills when pupils extract specific data from historical information recorded on audio tapes.
73. Speaking skills are less well-developed. Nevertheless, by the end of Key Stage 1, in a PSHE lesson about communities, pupils recount simply to the class their own experiences of what it is like to belong to a community. In a Year 2 music lesson having listened to some Baroque music, pupils described their feelings, sometimes with expressive phrases. "It made me think of flying in the day." "It made me feel like I wanted to dance," "a 'floaty' sound," "I felt happy," were some of their comments. Towards the end of Key Stage 2, pupils use more varied

vocabulary to express their ideas. In a Year 5 History lesson, pupils shared their views about children's roles in the past. Well-posed questions from the class teacher elicited some good answers. By the end of the key stage, the skills of the majority are below average. Nevertheless, in class discussions on Dickens' *Great Expectations* many ask questions and contribute perceptive comments. A few make thoughtful contributions; for instance, linking past and present attitudes to children, saying "Some children might be confused about it being in Victorian times, it could be at any time."

74. Reading standards in both key stages are satisfactory. At the start of Year 2, most pupils are launched as readers and are using a range of strategies to help them understand a new text. Most enjoy reading and chat about their books with confidence. Phonic skills are developing well because the school puts an emphasis on phonics in its literacy teaching in Key Stage 1. In Year 2, most pupils understand that, in the words "goal", "vote" and "show", the vowel sounds are the same, although spelling is different. Pupils make satisfactory progress through Key Stage 2. Early in Year 3 they use contents page and index to locate information from a non-fiction text. By Year 6, their reading skills are as expected for eleven-year-olds. They are beginning to recognise features of text, discuss characters and identify themes. Some achieve high standards. They recognise the use of sarcasm and descriptive language in fiction and one pupil noted, "The main characters in Dickens' novels are often badly treated."
75. At the end of Year 6, writing standards are as expected for eleven-year-olds, and pupils in Year 2 achieve appropriate standards for seven-year-olds. The satisfactory writing standards noted at the time of the previous inspection have been upheld. Pupils use writing for a range of purposes, including to communicate by letter and postcard. Early in Key Stage 1, pupils make slow progress as story writers. They write the title for their stories, "I can't sleep", then express their ideas in picture form only. In Year 2, pupils learn to organise their story writing to present the events of a story in the correct sequence. More able pupils write with imagination, making good use of word such as "meanwhile" in re-creating the order of events. Spelling is not yet accurate, though phonetically plausible. The majority use full stops but the use of capital letters is not yet well-established. Handwriting standards are good and by the end of Year 2, most pupils are able to write in a cursive hand.
76. At the start of Key Stage 2, pupils write to inform others of a topic they have been researching. Some copy out a few phrases and others present relevant facts in proper sentences. A few write very little. As they progress through the key stage, pupils learn to use appropriate verb tenses. However, the quantity of written work they produce is too low. Their rate of learning improves as they move towards the end of the Key Stage. They learn how to use singular and plural noun forms and to use reported and direct speech. By Year 6 they recognise the main clause in a sentence and write complex sentences. Most are able to write using the passive voice. Higher-attaining pupils, writing in response to the children's novel, *The Lion, the Witch and the Wardrobe*, use good descriptive language to express feelings. During the week of the inspection, in a class activity, pupils planned how they would write using the style and voice of Charles Dickens and showed a good level of awareness of the features of fiction writing.
77. Pupils who are learning English as an additional language make good progress when working in small groups with the EMAS teacher. When the EMAS teacher works in partnership with the class teacher they make satisfactory progress, for instance, in recalling and ordering events in a story sequence. When specialist support is not available, pupils at early stages of learning English do not always make sufficient progress. Pupils who are at higher stages of learning English and who appear to be coping with everyday language in the classroom, are not always confident about using correct grammar and punctuation when writing. Pupils, who have special educational needs, including those who have statements, make satisfactory progress.
78. Pupils respond well in their English lesson. Their behaviour is good and often very good. Most participate with interest and, at times, with enthusiasm. The vast majority are attentive but their concentration sometimes wanes if the teacher input continues for too long. In many classes, lower down the school, pupils take a few minutes to settle down to their individual tasks, but once on task, they work with quiet persistence. Higher up the school pupils adapt promptly to changes of activity. They often work with a good level of independence and concentrated effort. In class discussions, pupils listen well to one another and respect each other's views.

They co-operate well and help one another. This is particularly evident in the 'Buddy Reading Session' when six Year 6 pupils help six Year 2 pupils with reading.

79. Teaching is satisfactory in both key stages and stronger towards the end of Key Stage 2. Teachers' management of pupils is generally good. They have high expectations of good behaviour and pupils respond accordingly. Consequently, in most classes the climate for learning is good and, with rare exceptions, lessons proceed in a calm and productive manner. Teachers' planning is satisfactory, and some well-planned lessons incorporate topics of relevance and interest to pupils. This was the case in a Year 5 lesson in which pupils wrote newspaper style reports about a school football match and, as a result, extended their report writing skills. Overall, lessons provide a level of challenge appropriate to pupils' needs. A feature of the best lessons is that teachers have high expectations of the standards pupils are capable of achieving. This was the case in a challenging Year 6 lesson, based on the writing of Charles Dickens, in which pupils reached high standards in their understanding of some of the characteristics of Dickens' writing. However, in some lessons, teachers' expectations are too low. This was the case in a Year 1 writing lesson in which the writing skills pupils had learned in the reception class were not well enough extended.
80. There is an emphasis on phonics teaching in Key Stage 1. As a result of the good strategies teachers use, pupils are developing good skills in combining letters to build words but they are not yet using their phonic skills in their story and other writing. The school needs to ensure that pupils are taught to use phonics as one of a range of strategies for making sense of text. Despite some good subject knowledge towards the end of Key Stage 2, in general there are weaknesses in teachers' understanding that pupils need a varied range of activities within their literacy lessons. For instance, several teachers spend too long on explanations and expositions and pupils have little opportunity, for instance, for individual writing. A few teachers are uncertain about their objectives. As a result, even after long explanations, pupils are unclear about what they are expected to do. In the best lessons, teachers understand that pupils need opportunities for a variety of activities within a lesson. At the end of Key Stage 2, lessons often have clear explanations, good instructions and helpful reminders, which keep pupils well motivated and on task.
81. A feature of the good lessons seen is the brisk pace at which teaching proceeds. In some lessons, teaching lacks pace and the rate of learning slows down. In general, good use is made of a range of resources, including overhead projectors. Individual white boards are well used to help pupils learn to write complex sentences containing several clauses. In Key Stage 1, the school has a good range of big books but is not yet using them effectively enough to promote pupils' reading and writing skills. Much better use of texts is made in Key Stage 2.
82. The curriculum used in the school is satisfactory. Based on the National Literacy Strategy, as a result of a local initiative it has been tailored to meet more effectively the particular needs of pupils in the area. Satisfactory assessment procedures are in place and are linked to target-setting. Group targets are set for improvement each term. However, the school is refining its target-setting system to become more responsive to the needs of individuals. The school's system for maintaining records of pupils' reading is not used consistently. The subject is well managed and the co-ordinator has an appropriate action plan for developing English in the school. She has had opportunities to monitor the quality of teaching in lessons and has helped staff develop skills in moderating standards in pupils' writing. The school has a useful library used by all classes. It houses a good cross-section of information books and literature and a fine selection of multi-cultural literature. The literacy governor is well-informed and an asset to the school.

MATHEMATICS

83. Standards in mathematics are broadly satisfactory and the school has maintained the acceptable standards found at the time of the last inspection. However, in Key Stage 1, the satisfactory standards noted in 1997 have fallen because pupils do not make sufficient progress in Years 1 and 2. In 2000 at the end of Key Stage 2, pupils' performance in mathematics was well below the national average. The proportion of children achieving at the

higher level (Level 5) was also well below average. Results in the 2001 assessments were similar. However, inspection evidence indicates that standards in Year 6 are similar to those expected of eleven-year-olds nationally. In relation to prior attainment pupils achieve well. There are no significant differences between the performance of boys and girls.

84. At the end of Key Stage 1 assessments in 2000, standards were well below average. The proportion of pupils achieving at the higher levels was also below that found nationally. There was a difference in the attainment of boys and girls. Boys' performance was judged to be nearly a term ahead of that of girls. By the end of Year 2, pupils add and subtract numbers confidently up to 20 and use formal written methods when they are required. They also show a good understanding of money and can work out change and the equivalent worth of coins accurately up to 20p. They have done some work on halves and quarters, but this work is often out of context. A wall display of tile shapes shows that pupils have completed some good work on rotational symmetry but there is very little evidence of other work relating to shape, space and measure. In Year 1, pupils do not have enough exposure to the patterns in number before being asked to develop their skills with number bonds and tables. An example of this was the work on doubling, which provided a good opportunity to introduce pupils to a range of number patterns. However, this had been used as a one-off exercise, an opportunity lost. Throughout Key Stage 1, the application of mathematics to practical situations and to other areas of the curriculum is underdeveloped.
85. Work involving number has a high priority at the end of Key Stage 2, with pupils in Year 6 developing an understanding of the relationship between whole numbers, fractional parts and percentages. This is a very good feature. Pupils add, subtract, multiply and divide to solve problems and are exposed to a variety of strategies, which increases their confidence. They know about the properties of shape and the relationship between perimeter and area, although there is no evidence of pupils being encouraged to make their own investigations here. They construct triangles, rectangles, and acute and obtuse angles, with varying degrees of accuracy. Pupils use block graphs to record data and understand the practical use of graphs when measuring and comparing rainfall over a two-week period. A good feature of their work is their ability to extract data from graphs. There are relevant links to science and history, which enable pupils to use their mathematical skills in a very practical way. Work observed through scrutiny of the pupils' books, covering the previous school year, together with judgements made through lesson observations, suggest that during this Key Stage, work in school is in line with national expectations, and in some instances the attainment is good. This is not reflected in the end of Key Stage assessments and the school needs to fully investigate this. It is certainly true that a greater emphasis needs to be placed, in particular, on the teaching of mathematical terms, together with teaching how to extract the necessary information to solve problems. There needs to be an agreed policy, relating to the consistent use of correct language during the teaching of mathematics.
86. Teaching throughout Key Stage 1 is satisfactory, with a particular strength being the good relationships that exist between the teachers and the pupils. Rare incidents of challenging behaviour are dealt with calmly and effectively but detract from the teachers' ability to support the remainder of the class. In following the National Numeracy Strategy, the lessons always begin with a mental activity and during this period children are engaged and very enthusiastic. However, the whole-class teaching period often continues for too long and, on occasion, the pace of teaching lags. Consequently, pupils do not always have sufficient opportunity to complete their set tasks. When this happens their progress is slower.
87. At Key Stage 2, teaching is judged to range from satisfactory to good, with the majority of teaching found to be good or better. When teaching is good this is marked by a lively delivery, good subject knowledge, together with the ability to make clear the objectives of the lesson. With very good management of time and the setting of short-term targets, the lesson proceeds at a good pace and the children are able to complete the work set. However, even at this Key Stage, it is noticeable that once asked to work independently the children's work can slacken off, although they appear to remain on task. This must be addressed and strategies introduced to enable the children to consolidate their learning, with a much greater sense of urgency. Teachers must have clear, planned targets relating to what is expected by the end of each session, and these need to be shared with the children.

88. The requirements of the previous inspection, namely to encourage the work of higher-attaining pupils by providing them with more challenging tasks, has yet to be addressed. In discussions with groups of children, there are clearly a number with higher than average ability in mathematics who are not being extended. Teachers' expectations of these children are not high enough and they are not being identified at an early stage. During lesson observations, only rarely was any work planned to extend and challenge pupils. Formal assessments take place at Key Stage 1. Further assessments, using the end of Year 5 tasks, are used as an aid to target-setting for the end of the Key Stage. In addition, class teachers are given sole responsibility for setting their own targets. A whole-school approach to target setting has been introduced. However, further development is needed if target setting is to be used as a way of driving up standards. This will require all teachers to have a greater understanding of the levels required by the National Curriculum.
89. Pupils are eager, enthusiastic and have a great desire to be involved in their lessons. They show this in their positive response to good teaching and, on the whole, behave very well. When they are less than co-operative, teachers show skill in avoiding confrontation and provide ways for these children to still function within the group. The level of homework provided is appropriate for the needs of the children, with teachers taking great care to ensure that it is completed.
90. The co-ordinator for mathematics provides satisfactory leadership and has used her non-contact time to monitor planning and to sample work. As part of the monitoring and support of the subject, it is planned that the co-ordinator will observe lessons. There are examples of good teaching evident in the school and these teachers need to be encouraged to share their good practice. In terms of the development of mathematics, it is recognised that there is a need to review the schools' provision for problem-solving. A maths focus week is planned for the spring term, during which parents will be invited into school to work with their children and to gather information relating to helping them at home. This is a very positive move and will help develop community links with the school.

SCIENCE

91. Standards of pupils attainment in science are in line with the national average in both key stages. This is consistent with the last inspection findings and reflects an improvement on the 2000 test results, which showed science as the weakest subject. Contrary to the trend, girls fell significantly behind gender averages than boys. The school has addressed most of the issues raised by the previous inspection, with particular reference to lack of depth of knowledge and application to real-life situations on the part of Key Stage 1 pupils, insufficient time allocation, lack of moderation in teacher assessment and limited range of equipment.
92. Many Year 2 pupils demonstrate a developing understanding that humans need food and water to stay alive. They have started collecting and presenting information on block graphs about topics such as their favourite food. Younger pupils have started observing how they are different from one another as part of their Ourselves topic, but are unable to record this information unaided. In their work on investigating food chains, higher-attaining pupils at the end of Key Stage 2, demonstrated an understanding of how food chains can be used to represent feeding relationships in a habitat. Most pupils know that a food chain begins with a plant, but only a minority understand the terms *producer* or *consumer* in the context of the food chain. Many construct and explain food chains while less able pupils, particularly those with special educational needs, have difficulty with completing their task independently.
93. The quality of teaching observed was satisfactory throughout the school and sometimes good at Key Stage 2. Teachers have secure and sometimes good subject knowledge, and this enables them to use questioning effectively to promote pupils learning. This was evident in the majority of lessons observed. Teachers also encourage pupils to explain their activities. Many place an emphasis on investigative learning and use a wide range of resources that hold pupils interest. Some have high expectations that pupils should work hard and behave well in

lessons. However, insufficient emphasis is placed on planning work to meet the needs of different ability levels in classes.

94. Teaching has an impact on the quality of learning. Pupils throughout school respond to investigative work with enthusiasm, and practical activities are especially beneficial to pupils with special educational needs and those learning English as an additional language. High motivation on the part of many older pupils enables them to develop their scientific knowledge and understanding in other subjects. This was observed when Year 5 pupils measured their pulse-rates and Year 6 pupils found out about feeding relationships in a habitat. There is no significant gender difference in pupils learning, although some pupils learning English as an additional language are often held back as they lack confidence in the use of grammar and punctuation.
95. Pupils' positive attitudes to science enable most of them, including younger ones, to sustain concentration. They are co-operative and many show well-developed collaborative skills. They relate well to one another and to their teachers, demonstrating good standards of behaviour.
96. The adoption of the Qualifications and Curriculum Authority (QCA) science scheme has enabled the school to offer a broad and balanced science curriculum. The focus on investigative science has improved since the last inspection, although there is room for further improvement in this respect. There is evidence of cross-curricular links with mathematics and physical education. Resources are sufficient, and the subject is well managed. However, differentiation is not always clearly focused; nor are monitoring and assessment sufficiently rigorous. Opportunities are also somewhat limited for formal assessment, in-service training and the use of computers in science lessons. These aspects have rightly been included in the subject action plan.

ART AND DESIGN

97. It was not possible to see any art being taught during the course of the inspection week because the school organises its timetable so that art is taught during alternate half terms. Nevertheless, evidence from pupils' previous work and scrutiny plans indicates that the standards achieved in both key stages are at least satisfactory, and some examples of good work were seen.
98. Previous work, including drawings of tools and plants, gives an indication of pupils' developing skill as they move through the school. Pupils' drawings demonstrate that, by the time they leave the school, they have good observational skills and are able to use line well to record their observations. The work of Paul Klee is used as an inspiration for Year 4's exciting patterns. William Morris's prints provide the starting-point for some well-developed printing by Year 3 pupils. In Key Stage 1, pupils have used watercolours and pastel crayons for their still-life pictures. Pupils use a range of techniques and materials, but there is no evidence of three-dimensional work or of works on a larger scale than A3.
99. The school's art programme is based on QCA guidance and pupils' progress is informally assessed. Overall, the subject is managed appropriately and the co-ordinator has an action plan to further develop the subject and her role. Her non-contact time has been used effectively for liaison with a visiting specialist teacher and time has yet to be spent on observing teaching and learning in the classroom. Art is taught during alternate terms and, particularly in Key Stage 1, this may not fully allow for the systematic building of skills and progression in learning. The school needs to ensure that, particularly for those pupils who have difficulty in articulating their ideas and feelings in written or spoken English, there are sufficient opportunities for self-expression through art.

DESIGN AND TECHNOLOGY

100. Pupils attain standards that are in line with national expectations at the end of both Key Stages. Standards are not as high as those seen at the last inspection, when attainment was

judged as good. Judgements are based on the examination of planning documents, wall displays, discussions with pupils and teachers, and the observation of two lessons, one in each Key Stage.

101. In Year 2, children were observed discussing puppets and particularly how to change the puppets' facial expressions. They looked closely at faces that could be described as happy, sad angry or scary. A group of children, working with the learning support assistant, were able to choose from a variety of materials, building up a face on card to show an expression. A second group were developing their sewing skills using wool and binca, threading in a pattern of two. Teaching was good, enabling all the children to be enthusiastically engrossed in their work and making good progress in their learning.
102. In Year 5, children were shown how to make bread, discussing the ingredients and their functions. A good opportunity was missed to discuss the function of yeast and why it makes bread rise, an obvious link to science. However, a good link was made with the concept of irreversible change. Safe working practices were stressed, with harmful bacteria mentioned. Teaching was satisfactory and provided opportunities for discussion of bread as a staple diet and the great range of breads available in different cultures.
103. Currently, the school does not have a co-ordinator for design technology but there are plans to address this issue. Planning throughout the school in design and technology is good. At both Key Stages there are curricular links to information and control technology, while at Key Stage 2 there are planned links to health and science. Assessment is linked to the national guidance and the school plans to develop a portfolio of work to support this.

GEOGRAPHY

104. During the half term in which the inspection took place, no geography was being taught. The evidence on which judgements are based includes scrutiny of teachers planning, pupils work (including that on display) and discussion with staff and pupils. This suggests that the school has maintained standards of pupils attainment in geographical knowledge and skills that match national expectations at the end of both key stages.
105. The majority of pupils in Key Stage 1 show a developing awareness of some physical and man-made features of their locality. Their views on the environment of their locality indicate their recognition of how people affect the environment. Their description of the environment suggests that they have started using appropriate geographical vocabulary. Younger pupils have made observations about their school environment, the seaside, weather and wildlife.
106. Older pupils, in Key Stage 2, develop their knowledge of the environment further. They understand how environmental changes affect people and their lives. They have, for example, found out how coastal erosion and transportation have brought misery to many families.
107. The school has adopted the QCA scheme of work and some cross-curricular links have been developed. The school journey to the Isle of Wight provides opportunities for pupils to undertake some fieldwork. Learning objectives, yearly curriculum overview, action plan and suggested trips reflect good subject knowledge and high expectations of pupils, although there is little evidence of tasks being sufficiently differentiated. Formal procedures for assessment are not yet in place. Some pupils with special educational needs, and those at early stages of learning English as an additional language, appear to be making relatively slower progress in recording and presenting their work.
108. Since geography is not taught every half term, progression and continuity in developing skills cannot always be assured. The subject leader has drawn up an action plan highlighting areas for development, including monitoring of teaching and learning. Her role is, however, under-developed in monitoring and evaluating of teaching and learning in the subject.

HISTORY

109. During the period of the inspection, lessons were observed throughout Key Stage 2 but only one lesson was seen in Key Stage 1. These observations together with discussions with teachers, scrutiny of their planning and analysis of pupils' work provide evidence that at the end of both key stages standards in history are broadly average. This is a similar judgement to that made during the last inspection.
110. By the end of Year 2, children have a good understanding of both past and present. They show a developing grasp of historical facts relating to major events, such as The Great Fire of London, together with an understanding of social history through their work relating to Florence Nightingale. The teaching observed was satisfactory. Children were encouraged to discuss their own position on a time-line, developing a sense of the recent past. This was linked to identifying famous people in living memory before thinking about the Victorian era. A good teaching point was relating the naming of Brooklyn Beckham to the naming of Florence Nightingale, as the children were able to easily identify with this. The teaching provided an opportunity for children to develop an understanding of chronology and make satisfactory progress.
111. At Key Stage 2, the quality of teaching observed ranged from satisfactory to excellent. Good teaching featured a high level of subject knowledge and effective planning, together with an obvious enthusiasm for the subject. In Year 5, pupils investigated the lives of Victorian children and made comparisons with their own lives in London today. They were presented with a wide range of sources, including artefacts and reference materials. With these resources, they were able to discuss the difference between primary and secondary sources of evidence and understood the need to look carefully for bias. The teacher's good use of questioning provided clear opportunities for the children to develop an insight into what life was really like and reach their own conclusions about the era. At the end of the key stage, in Year 6, children discussed the reality of life on board a Tudor ship. They were encouraged to write a letter home describing their experiences. This activity led to examples of well-informed perceptive writing, often to 'Dear Mother', showing a good understanding of the trials of the times. Throughout the key stage, pupils have positive attitudes and these contribute well to their good learning.
112. Teachers provide a good range of media to support pupils learning, including video and audio tapes, artefacts and a range of texts. The school library has a history section, which provides a useful source of reference books to support the planned topics. Visits are planned, for example, to the Florence Nightingale Museum, which greatly support the children's learning by exposing them to first-hand evidence.
113. The co-ordinator provides good leadership and has clear ideas for the development of her area of responsibility, including a comprehensive action plan. Currently, when planning, the school uses the national guidance for history, including the use of the key questions provided, to aid with assessment. Monitoring of the children's work takes place each half term and a portfolio of work is to be compiled.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Standards of attainment are in line with those expected nationally for both key stages, occasionally exceeding them at Key Stage 2. By the time pupils are seven, most know how to use the flood-fill tool to create pictures and save their work. Younger pupils display appropriate mouse and keyboard skills. They know how to use the space bar with a minority of higher attainers dragging objects to a given location on the screen. By the time pupils are eleven, many know how to manipulate the main function keys. For example, a group of Year 6 pupils were observed using multimedia to construct a page about themselves. Year 3 pupils have started altering font and font sizes within a poem to convey meaning, while those in Year 4 use the cut and paste technique to reorganise text to make the meaning clear. Pupils in Year 5 were observed drawing straight and curved shapes to create a plan of their dream bedroom. Many pupils throughout the school use word processing in the context of writing for different purposes.

115. Teaching observed in both key stages was satisfactory and had some good features in both key stages. Teachers levels of subject knowledge vary, but in the majority of cases, are secure for the group they teach, and some have well-developed skills. The interactive approach employed enables pupils to pay attention and keep on task, although teachers' planning does not always incorporate differentiated tasks. Opportunities to practise skills are built into work in some subjects, encouraging pupils to apply their knowledge and skills in meaningful activities. Effective use is made of resources, and pupils are managed well.
116. All of this has an impact on learning that is satisfactory and sometimes good in both key stages. Most pupils are enthusiastic about hands-on experience of computers. They collaborate well in sharing equipment. They are well-behaved and benefit from well-established relationships. Pupils' positive responses contribute well to their learning. They often work at their own pace, and there is no significant difference in the way boys and girls develop their computer skills. The pupils learning English as an additional language, and those having special educational needs, make good progress, overall, in developing their computer skills. Those who have access to computers at home make relatively more rapid progress.
117. The school is currently in the process of having a computer suite installed as part of a National Grid for Learning initiative. The projected information and communication technology curriculum is broad and balanced. The school is not, however, delivering the element of control technology at the moment. The information and communication technology suite, when up and running, has the potential to make a good contribution to pupils' progress and attainment. The availability of single computers in classrooms is currently having a negative impact on teaching and learning. The subject is well managed, although the use of information and communication technology across the curriculum is not yet fully in place; nor are procedures for monitoring and formal assessment. The co-ordinator is aware of these aspects needing attention.

MUSIC

118. Standards in music are good, and some instances of very high quality learning and teaching were seen during the inspection week. Lessons are challenging and rigorous; pupils' full concentration is demanded and given and, as a result, their achievement is good. Listening skills are good; in a Year 4 lesson, some North Indian music was played and pupils were able to identify the main rhythmic patterns and three other patterns that alternated with it. They know that music organised in this manner is called a rondeau. They devise their own short rhythmic patterns and fit them into a class performance while maintaining the pulse well. When working in small groups they start to compose their own pieces by creating a pattern of body sounds for the main theme. They listen well to one another and learn to watch and learn from each other. At the end of the lesson, their response to a replaying of the music from North India was of the highest quality and full of joy. In Key Stage 1, pupils listen with great concentration and are able correctly to identify higher and lower notes in an eight-note scale. A vertical eight-note chime bar stand provides a very effective visual resource for this lesson. Pupils reach good standards. They enjoy their very challenging music lessons and respond well to the challenge. They concentrate intently, listen well, try to improve their performance and co-operate well. They are proud of their achievements and leave the music room invigorated and inspired.
119. Music teaching is of very high quality because of the very good subject knowledge and skill of the specialist teacher. The curriculum is good. Based on National Curriculum guidance it has been well-developed by the teacher using a wide range of good resources. Since the last inspection, specialist teaching has been made available to all pupils rather than those who play instruments and this is an improvement. The out-of-school choir, run by the music teacher is very well attended, is demanding and is a very good addition to the curricular provision. Assessment is informal.

PHYSICAL EDUCATION

120. Standards in PE are good in Key Stage 1. In Key Stage 2, from the limited number of lessons seen and from the extra-curricular dance and football sessions, standards are at least satisfactory.
121. By the end of Key Stage 1, pupils use a variety of ways of travelling. They have good control, stopping and starting on their teacher's instructions, and make good use of space. They devise and perform a sequence of movements and incorporate body shapes at different levels, crouched low down near the floor or spread out in a square shape. They work at improving their performance. In dance sessions, they respond well to music; some achieve very high standards and move with skill and imagination because teachers have high expectations. Teaching is good and learning is well-promoted because teachers help pupils improve by discussing and evaluating their performance. Good routines have been established. Pupils know they enter the hall calmly and quietly, they warm up at the start of lessons and cool down at the end. Pupils are made aware of the effect of activity on their bodies. They feel their hearts before and after exercise and discuss the difference.
122. Year 4 pupils co-operate well in paired work. When exploring ways of travelling on foot, they run and jump landing on one or two feet. They find ways of transferring weight from one part of the body to another. They devise sequences of travel and weight transfer and then, working in pairs, try to mirror the other's movements. The level of challenge is good and pupils respond well. They consolidate their skills and have good opportunities to improve the quality of their movements. The teacher has clear objectives and her explanations are effective; consequently, by the end of the lesson, pupils had planned, performed and evaluated their activities satisfactorily.
123. The co-ordinator provides good leadership. She is looking at ways in which the school can ensure that full coverage of the required areas is in place. At present, assessment procedures are informal and the co-ordinator is aware of the need for a manageable form of assessment. All staff and pupils are dressed appropriately, time is used efficiently, and due regard is paid to safety and personal health. Nevertheless, changing arrangements before and after PE do not always allow Key Stage 2 pupils sufficient privacy. At the time of the inspection the co-ordinator has yet to be involved in monitoring the quality of lessons, but release has been booked for this term.
124. There are good extra-curricular activities. Millwall Football Club provides weekly football training. The Irie Dance Company leads a well-attended dance club for boys and girls. The sessions provide a good opportunity for pupils to learn the discipline of dance from Africa and to celebrate African cultures. Swimming lessons for Key Stage 2 pupils are held at Lewisham College. The co-ordinator arranges walks once a term at Horton Kirby Farm, and these promote walking as a means of gaining healthy exercise.