

INSPECTION REPORT

BELLENDEN PRIMARY SCHOOL

Peckham, London

LEA area: Southwark

Unique reference number: 100775

Headteacher: Mrs V Moore

Reporting inspector: Mr Stephen Lake
22191

Dates of inspection: 9th – 12th July 2001

Inspection number: 197060

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Reedham Street Peckham London
Postcode:	SE15 4PF
Telephone number:	0207 732 7107
Fax number:	0207 732 1351
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Phillips
Date of previous inspection:	3 rd – 6 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22191	Stephen Lake	Registered inspector	Information and communication technology Religious education English as an additional language	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19660	Deborah Pacquette	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30705	Graham Stephens	Team inspector	Foundation Stage Mathematics Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
18283	Sandy Brown	Team inspector	Art and design English Music Special educational needs Equal opportunities	
20752	John Collings	Team inspector	Science Geography History	

The inspection contractor was:

Full Circle
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bellenden Primary School is an average size school set in south London. There are 217 full-time equivalent pupils on roll including 47 part time pupils in the nursery. Fifty eight per cent of pupils come from minority ethnic groups. This is well above average. Twenty per cent of pupils have English as an additional language, which is also well above average. The percentage of pupils entitled to free school meals is well above average at 38 per cent. The school is part of a mini Education Action Zone. Attainment on entry to the school at age three is below average. The current headteacher has been in post for just 18 months. The school has a high turnover of pupils. In 2000 less than one third of the pupils in Year 6 had started their schooling at Bellenden.

HOW GOOD THE SCHOOL IS

This is an effective school in which pupils achieve satisfactorily. Standards are rising rapidly as a result of the quality of the teaching and the good leadership of the headteacher. The school gives satisfactory value for money.

What the school does well

- The standards attained in music at the end of Key Stage 2 are above average.
- Pupils achieve well in science by the end of Key Stage 2 in relation to their prior attainment.
- The quality of learning in the reception class and at the top of Key Stage 2 is good.
- The headteacher and key staff provide good leadership and management.
- The procedures for assessing pupils' progress in the core subjects of English and mathematics are very good.
- The school makes very good provision for the cultural development of pupils and good provision for their social development.
- The school cares for the pupils well.
- Links with the community are very good and make a significant contribution to pupils' attainment.

What could be improved

- Standards attained in information technology are well below national expectations as a result of the lack of suitable equipment and expertise. *(This is addressed in the school development plan.)*
- Standards attained in English and mathematics at the end of Key Stage 2 could be higher although they are improving rapidly. *(Raising standards in English is a key element of the school development plan.)*
- Although the curriculum is broad it is not appropriately balanced.
- Many governors are new to the role and the governing body is not sufficiently involved in shaping the direction of the school and some statutory requirements are not met.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since that time the quality of assessment has improved significantly. A new co-ordinator is in place for special educational needs and provision is now satisfactory. Support has been put in place for higher attaining pupils and this is beginning to be effective. The provision for pupils with English as an additional language has improved considerably and standards are rising across the school in all

subjects apart from information technology where progress is limited by lack of suitable equipment. Taking all factors into consideration the school is satisfactorily placed to improve further.

STANDARDS

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

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

The table above shows that in the 2000 national assessments attainment was well below average in English, below average in mathematics and above average in science. Compared with similar schools attainment was below average in English, above average in mathematics and well above average in science. These results are a considerable improvement from 1998 where attainment was in the bottom five per cent nationally.

The inspection finds that attainment at the end of Key Stage 2 is above average in science and below average in English and mathematics. This is a significant improvement from 2000 given that the current Year 6 cohort were attaining well below this level in the optional tests given at the end of Year 5. Pupils are achieving well in relation to their prior attainment. The school has exceeded the targets set for mathematics and met the targets set for English. Currently children enter the Foundation Stage below average. They are achieving well in the reception year and enter Key Stage 1 with average levels of attainment. Attainment at the end of Key Stage 1 is below average in English and science and average in mathematics. Children read better than they write and speaking is better than listening. In mathematics and science, pupils' investigative skills are less well developed than their knowledge and understanding. Over time the trend in the school's results in the core subjects of English, mathematics and science are above the national trend. Pupils with special educational needs are achieving satisfactorily in relation to their prior attainment. Pupils with English as an additional language are achieving well in relation to their prior attainment and some are achieving very well.

Attainment is above national expectations in music. Attainment in information technology is well below national expectations. Attainment in all other subjects where it was possible to make a reliable judgement is in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Although most pupils are eager to attend school, a significant number are reluctant to work hard enough in some

	lessons.
--	----------

Behaviour, in and out of classrooms	Satisfactory overall but a very significant number of pupils present challenging behaviour that affects learning.
Personal development and relationships	Satisfactory. Suitable provision is made for pupils' personal development. Relationships between pupils are satisfactory although the relationships between adults and pupils are good.
Attendance	Satisfactory. Attendance is in line with the national average although a significant number of pupils arrive late which disrupts lessons and affects the learning of these pupils if they miss the introduction to a lesson.

TEACHING AND LEARNING

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

In the teaching observed 92 per cent was satisfactory or better. This includes 38 per cent good or better of which ten per cent was very good. Eight per cent of teaching observed was unsatisfactory. Pupils' learning is satisfactory overall but learning in the reception class and at the top end of Key Stage 2 is a strength of the school. The key skills of literacy and numeracy are taught appropriately although these skills are not always transferred into other subjects satisfactorily. Teachers pay good attention to inclusion and the needs of different groups of pupils. The needs of pupils with English as an additional language are met well. The needs of pupils with special educational needs are met appropriately. The needs of gifted and talented children have been identified and suitable procedures are in place but it is too early to judge their effectiveness. The quality of learning is good in the Foundation Stage and satisfactory at Key Stages 1 and 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Although the curriculum is broad it is not appropriately balanced. It does not meet the requirements for information technology and although schemes of work are being developed these are not sufficiently linked together to ensure that pupils use key skills to support learning in other subjects. The very good links with the community enrich the breadth and quality of the curriculum.
Provision for pupils with special educational needs	Satisfactory. The school makes satisfactory provision overall although support in the classrooms is inconsistent.
Provision for pupils with English as an additional language	Good. The recent changes to this area have resulted in an improvement in this provision which is enabling pupils with English as an additional language to make good progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for spiritual and moral development is satisfactory. Provision for pupils' social development is good and the provision for their cultural development is very good.
How well the school cares for its pupils	The school cares for its pupils well. Good procedures are in place for child protection and good procedures are in place to deal with oppressive behaviour but procedures for recording pupils' development are in an early stage of development.

The school works well with parents and provides good support. For example, workshops such as the 'Family maths group' are held to teach parents how to support their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a good educational vision and working with other key staff is leading the school well. Overall management is good although there are some variations in the quality of subject management.
How well the governors fulfil their responsibilities	Satisfactory in most areas but with significant improvement required. Governors are very supportive of the school. However many governors are new to the post. As a result the governing body is not sufficiently involved in shaping the direction of the school and relies too heavily on the headteacher. This creates an unacceptable workload for the headteacher. Governors fulfil most responsibilities satisfactorily and appropriate committees are in place, but some statutory requirements relating to the publication of information are not met and the curriculum does not meet statutory requirements due to the lack of resources for information technology.
The school's evaluation of its performance	Good. Detailed analysis has been carried out of the areas in which attainment could be improved.
The strategic use of resources	Satisfactory overall. Care is taken to seek best value in all purchases but these principles are not yet applied to all decisions. The school is suitably staffed with teachers and support assistants to enable the national curriculum to be taught and all staff are deployed appropriately. Several members of staff are leaving at the end of the term and the school is having difficulty find replacements. The school does not have a clerical officer and although temporary staff are providing suitable support this is resulting in an increased and unacceptable work load for the headteacher. Sufficient resources are available to support teaching in all areas apart from information technology where resources are unsatisfactory. Resources available are used appropriately. Accommodation is sufficient in space to enable the National

	Curriculum to be taught but is in need of renovation. (This is in the school's action plan but the governors have yet to carry out a detailed survey of the building and the way in which space is used to enable a long-term strategy for premises to be developed). A very urgent need is to provide sufficient space for an increase in the resources for information technology. Many chairs and desks are of the wrong size for the pupils. The school is aware of this and has already obtained quotes for replacement furniture.
--	---

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children make good progress in the school. • The teaching is good. • The school expects children to work hard. • The school is well led and managed. • The school is helping children become mature and responsible. 	<ul style="list-style-type: none"> • There are no areas that a significant number of parents would like to see improved.

The inspection team agree with the positive comments of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is some variation between cohorts in attainment on entry to the school at age three. This is compounded by the turbulence experienced in some year groups where pupils entering the school at a later age may have more variation in attainment. This is particular problem for the current Year 6 where only eight of the 27 pupils taking the 2001 national assessments have been at the school throughout their school life. For the current group entering the school this year attainment on entry is below average. For many children entering the school their personal and social skills are well below average.
2. Children attend part time in the nursery and then enter the reception class. Children achieve well in reception and the children in the current cohort have attained almost all of the Early Learning Goals with some already working on the National Curriculum. Overall attainment at the end of the Foundation Stage is average.
3. The results of the 2000 national assessments for children aged seven were below the national average in reading, average in writing and well above average in mathematics. When compared to similar schools' reading and writing were well above average and mathematics was extremely high. The results of the assessments for pupils aged 11 were well below average in English and mathematics and average in science. When compared with similar schools, attainment in English was still well below average, attainment in mathematics was average and attainment in science was well above average. The overall trend in the school's results is above the national trend over five years. The last two years have had a dramatic effect on that due to science and mathematics results. The inspection found that when scrutinising pupils' work the attainment in mathematics of the current Year 3 (the seven year old cohort for the 2000 assessments) was lower than that indicated by the assessment results. The teachers and the mathematics co-ordinator are aware of this anomaly and have been analysing pupils' work in an effort to explain the situation. Although the challenge for higher attaining pupils is inconsistent throughout the school this does not fully explain this anomaly. A possible explanation is that for the national assessments pupils were able to work in an environment that was more spacious and supportive than is normally possible in the small classrooms and pupils found it easier to concentrate in this situation. Nevertheless this anomaly is not fully explained and the school is monitoring the situation carefully.
4. The inspection finds that overall standards are rising and achievement in particular is improving. Although attainment is only slightly improved from 2000, taking into account the prior attainment of the current Year 6 cohort, standards are clearly improving.
5. Attainment overall is below average at the end of Key Stage 2. Attainment in English and mathematics is below average and attainment in science is above average. Standards have risen since the time of the last inspection most notably in science. Standards at the end of Key Stage 1 have improved more as the effect of the teaching in Years 1 and 2. Over the last three years standards in all three subjects have risen faster than the national rate. Inspection of the work of pupils in Year 5 shows that this improvement is being maintained and pupils in this year group are already working at a level similar to the pupils in the current Year 6.

6. Pupils are achieving satisfactorily overall in relation to their prior attainment but progress is uneven throughout the school. At present pupils are making the best progress in reception and at the top end of Key Stage 2. The detailed school records show that the measures taken last year to address attainment in Year 6 have proved very effective and the progress made by Year 6 in the last 12 months is very good. This has come about as a result of detailed assessment, good quality target setting and good teaching. Although standards achieved by the current Year 6 are still low, as detailed below, the school is to be commended for the considerable improvements in attainment that have taken place. However, this now needs to be extended consistently though all classes.
7. Attainment in speaking and listening is below average at the end of both key stages. Speaking is stronger than the listening element. Pupils in Year 1 discuss Bear Hunt, and in Year 2 they discuss their favourite books by a particular author. However, groups of pupils in each year group have difficulty listening to their classmates or their teachers for a sustained length of time. At Key Stage 2 pupils are prompted and taught to listen carefully. Pupils in Year 3 can talk about their visit to a Roman villa and pupils in Years 5 and 6 speak enthusiastically about their visit to the local Muslim centre, but standards for a significant number of pupils are below average. Teachers speak clearly to pupils and listen carefully to them. A significant number of pupils do not concentrate fully when listening to their teachers' explanations in class, and they sometimes find it difficult to listen for sustained periods, for example, in the first part of the literacy hour.
8. Standards in reading are below average at the end of both key stages. By the end of Key Stage 1 more able pupils can read texts that are appropriate for their stage of development, although average and lower attaining pupils show little understanding of what they have read, and have not yet developed adequate reading strategies to help them with meaning, and struggle to decode texts. Higher attainers are developing accuracy, fluency and understanding, and can discuss characters and select main facts from the text. However, expression has not yet developed. At Key Stage 2 the introduction of books associated with the literacy hour is beginning to have an impact on pupils' interest in reading, as they experience a wide range of literature in a variety of forms, but very few pupils are advanced readers or choose to read a range of books with advanced narrative. Higher attaining pupils talk about the plot and characters in stories by popular authors such as J K Rowling and Anne Fine. Most of the reading from these pupils was mechanical and lacked expression, even though it was accurate. Lower attaining pupils, including those with special educational needs read slowly. Sometimes they need help with unfamiliar words.
9. Standards in writing are below average at the end of both key stages. By the end of Key Stage 1 most pupils recognise spelling patterns and can spell a range of common words correctly. Handwriting and presentation skills are underdeveloped. By the end of the key stage pupils are beginning to produce simple pieces of writing, some punctuated with full stops and capital letters, although not always correctly. By the end of Key Stage 2 pupils can use correct technical terms, such as prepositions, adjective and adverb and write to achieve particular effects, choosing descriptive words carefully. Most pupils find it difficult to produce a sustained piece of writing with the variety of language and accuracy expected. Throughout the key stage pupils fail to achieve a satisfactory standard in the writing skills of grammar, spelling and punctuation. Writing follows a basic plan. Grammar and punctuation are not used consistently. Handwriting and general presentation are poor. The majority of pupils have not developed a joined handwriting style. The lack of this affects the presentation of their writing, which is a weak feature throughout the school.

10. Pupils have below average attainment in mathematics when they enter the nursery but they make good progress and reach standards that are in line with expectations by the time they enter Key Stage 1. By the end of this key stage most pupils work confidently with numbers to 20 and many with numbers to 100. They work out how many coins will divide exactly into 50 pence and how to give change from a pound. Pupils draw nets and make boxes and estimate and then measure short lengths in centimetres. They work on direction drawing left and right turns in their books but do not reinforce this work by using a controllable toy, a reasonable expectation for this year group.
11. Attainment in mathematics is below average by the end of Key Stage 2 but achievement is good. Pupils have covered a greater percentage of the mathematics curriculum in Year 6 than would normally be expected. Many are competent in the four rules of number to a 1000. Pupils understand decimals and can round them up or down to the nearest whole number. They investigate the properties of different shapes and can use a protractor to measure the angles. They explore rotational symmetry and have a satisfactory knowledge of area and perimeter calculating the area for both regular and irregular shapes. Evidence on the classroom walls indicates some experience in handling data and using information and communication technology (ICT) to create block graphs and pie charts however this work was not replicated in pupil's' books.
12. Attainment in science at the end of Key Stage 1 is below expectations especially in investigative science. Year 2 pupils investigate dissolving, sugar and cocoa in test-tubes and create simple circuits including a switch. They identify the difference between plants and animals, study the life cycle of a butterfly and investigate forces through the pushing and pulling of common objects. However, while work is planned, insufficient is recorded and what is recorded is not well presented making it difficult to judge progress over time. Nevertheless, pupils' achievement at Key Stage 1 is satisfactory with pupils entering the school below average and leaving the key stage below expectations.
13. Attainment in science is average overall by the end of Key Stage 2. Attainment in the Programmes of Study assessed by national tests is above national expectations but pupils' attainment in scientific enquiry is below national expectations. However at Key Stage 2 achievement is good with pupils entering the key stage below expectations and leaving in line. By the end of Key Stage 2 pupils, record circuits using correct symbols and identify through investigation what makes bulbs dimmer, for example, longer wire, more batteries or bulbs. They can identify balanced and unbalanced forces and use this to explain the rate of descent of parachutes made of different materials. Pupils understand the link between increased breathing and heart rate during exercise and can explain it terms of the muscles need for increased oxygen. However while pupils in Key Stage 2 carry out a number of valid investigations these do not show a systematic progression in the skills necessary for pupils to independently hypothesise, pose their own question, plan, carry out and evaluate their own investigations. Scientific enquiry has been identified in the school development plan as an area in need of development.
14. Attainment in information technology was deemed unsatisfactory at the time of the last inspection. This is still the case although for slightly different reasons. The lack of suitable equipment means that pupils are unable to complete all of the National Curriculum Programmes of Study. Attainment at Key Stage 1 is below average. Although pupils are starting to use word processors to complete some pieces of work

this is at a fairly basic level. Very few pupils can use simple data-handling programs. Pupils use simple art programs to complete pieces for display. No pupils have access to control technology. Attainment at the end of Key Stage 2 is well below average. Pupils build on the basic skills learnt at key Stage 1 and produce more complex pieces of word processing with some pupils using Word Art. Some piece use simple art programs to illustrate writing, for example in a piece of writing about St Lucia. However, few pupils use computers to access information through the World Wide Web or from CD-ROMs and the use of information technology in mathematics and science is very underdeveloped.

15. Standards attained in music are above national expectations at the end of Key Stage 2. Almost all pupils can play the recorder. They know basic notation and sing tunefully with good attention to rhythm. Pupils' performances in their shows such as 'Joseph and the Amazing Technicolour Dream Coat' demonstrate their ability well.
16. In all other subjects where it is possible to make a reliable judgement attainment is in line with national expectations and pupils achieve satisfactorily. Pupils use their literacy to support learning in such subjects as history, geography and religious education. However, in many cases the presentation of work in these subjects is considerably weaker than the work seen in pupils' handwriting books. In the same way these subjects do not make a sufficient contribution to improving pupils. Not enough opportunity is taken in foundation subject to support the development of pupils' numeracy skills.
17. Pupils' literacy and numeracy skills are below average at the end of both key stages and not enough use is made of these skills to support learning in other subjects.
18. Pupils on the special educational needs register make satisfactory progress and a few make good gains, particularly in improving literacy skills where sessions are linked to their ability and need. In literacy and numeracy lessons, pupils on the special educational needs register make similar progress to other pupils. In lessons where learning is interrupted by restless behaviour, pupils with special educational needs are often amongst the first to lose concentration. Pupils for whom English is an additional language make sound, and sometimes good, progress when they benefit from regular support.

Pupils' attitudes, values and personal development

19. Overall, pupils' attitudes to the school are satisfactory. Most pupils are motivated, interested in learning and participate well in the many activities of the school. This includes pupils with special educational needs and English as an additional language, who have positive attitudes to learning and are well integrated into the school. There are a significant number of pupils reluctant to work hard enough in some lessons.
20. Pupils' behaviour in lessons and when moving around the school is satisfactory. There are a few pupils who during lessons cannot sustain concentration for very long periods and who find working independently difficult. These pupils' needs are being well identified and in most classes, the school has clear and positive strategies for managing their behaviour. Teachers work closely with learning support assistants, volunteers and the special educational needs co-ordinator to ensure that the disruption to the rest of the class is minimal. Parents support the view that the school works hard to promote good behaviour and behaviour in general is improving. No litter or graffiti are present in the school. Most pupils respect and care for the school's property and environment.

21. Pupils' are polite, friendly and courteous to visitors, greeting them warmly, holding open doors and offering directions when asked. When invited to do so, they speak freely about life in school and willingly share their experiences. Pupils in general are honest and trustworthy and show due respect for school property and that of others. Overall, good attitudes and behaviour are reinforced by the way examples are rewarded and by the consistent and positive support of pupils' efforts by the staff.
22. The personal and social development of pupils is satisfactory. Pupils enjoy taking responsibility when given the opportunity. For example, pupils successfully participate in assemblies, deliver registers and play an active role as classroom and lunchtime monitors. When required to work in pairs or groups in lessons, most pupils do so successfully. They co-operate well with each other and share resources responsibly. Pupils identified as having special educational needs are generally as positive in their responses to learning as other pupils. Most persevere willingly and they take pride in completing their work.
23. The relationships formed between pupils are satisfactory. The relationships between pupils and adults are good. Pupils co-operate well in lessons and are often observed helping and supporting each other. The good relationships also extend between pupils and the classroom support staff. There is a good degree of racial harmony in the school. Pupils show respect for other cultures, values and beliefs. This is a strength of the school.
24. Pupils' attendance is satisfactory and in line with national average. Most pupils enjoy coming to school and are punctual. The school monitors attendance rigorously and works closely with the education welfare office to further improve attendance. Comprehensive strategies have been implemented to reduce unauthorized absences and lateness. The consequent, improving attendance has begun to make a positive contribution to the quality of learning in the school.

HOW WELL ARE PUPILS TAUGHT?

25. The quality of teaching is satisfactory overall but with some variation throughout the school. In the lessons observed the quality of teaching was satisfactory or better in 92 per cent. This includes 38 per cent good or better of which ten per cent was very good, although eight per cent of teaching observed was unsatisfactory. This is an improvement from the time of the last inspection.
26. The quality of teaching in the Foundation Stage is good overall and at least satisfactory in all of the areas of learning but there is some variation. All of the teaching in the reception class is good with a significant amount very good. This high quality teaching is ensuring that children make good progress in the Foundation Stage. Throughout the Foundation Stage good use is made of teaching assistants. In many cases these people make a significant impact upon the children's learning. Teachers and assistants work well as a team with good procedures for planning. As a result of the good teaching the quality of learning is good and this is seen in the good progress made by children.
27. Teaching is satisfactory in Key Stage 1 and Key Stage 2 but again there is considerable variation with the best teaching seen at the top end of Key Stage 2. Strengths of the teaching observed the attention given to inclusion with good efforts to ensure that all groups of pupils make progress. This is achieved through detailed assessments that include analysis of how pupils in different ethnic groups achieve

and analysis of specific areas requiring improvement. This is translated into teaching methods chosen to meet the needs of the pupils. For example, analysis of pupils achievements and behaviour showed that the current Year 6 cohort was underachieving as a result of the attitudes developed in the class over the last few years prior to the appointment of the head. The senior management team reorganised the Year 5 and 6 into two mixed classes with some sorting by ability. This changed the group dynamics and allowed more focused teaching. To build upon this all literacy hours in these classes are taught by the English co-ordinator and all numeracy sessions are taught by the mathematics co-ordinator. Together with the analysis of prior performance and the setting of challenging targets this has enabled the current Year 6 to make very good progress in their final year in the school. The re-organisation has also improved behaviour in these classes.

28. Teachers are secure in their subject knowledge in most subjects apart from information technology. The skills of literacy and numeracy are taught appropriately in English and mathematics lessons but too little emphasis is placed on the use of these skills in other subjects. Teachers make good use of volunteers in many ways for example; a parent volunteer who is a scientist makes a valuable contribution to pupils learning in science.
29. Teachers plan appropriately and set clear objectives for pupils. In most cases lesson objectives are shared with pupils to enable them to know what they are expected to achieve, but this is in an early stage of development in some classes. Overall teachers have satisfactory expectations of what pupils can achieve although as indicated above expectations are higher at the top end of Key Stage 2. In Key Stage 1 although expectations are satisfactory overall, the challenge provided to some potentially higher attaining pupils is inconsistent. This is also seen with pupils in Year 3. The school is aware of this and is addressing the situation. For example, a suitable policy for gifted and able pupils has been developed and is to be implemented fully in September. This includes the provision of a support assistant to work with the identified pupils.
30. Many pupils present challenging behaviour and this is managed satisfactorily by teachers to ensure that behaviour does not affect learning. Nevertheless this is a minor area for improvement as inconsistencies in behaviour management are apparent. Teachers in Year 6 still have to spend a considerable amount of time in each lesson dealing with behaviour management. This is largely as a result of the inconsistencies lower down in the school where the behaviour policy is not always followed effectively. Further factors here are the disruption caused by the problems with the accommodation and the disruptive effect of some pupils who have moved into the school later in their school life and so not benefited from the work done in reception. The school is addressing this and early next term training is to be provided to help pupils with anger management. At present volunteers who come in to work with pupils on a one-to-one or small group basis give a good deal of valuable support with behaviour problems.
31. Most resources are used satisfactorily to support teaching and learning apart from ICT where use is inconsistent. This is partly because teachers are unsure in the use of ICT as training has not yet taken place and partly because the accommodation makes use of some equipment such as computers and overhead projectors, difficult.
32. Pupils' learning is satisfactory overall but learning in the reception class and at the top end of Key Stage 2 is a strength of the school. The key skills of literacy and numeracy are taught appropriately although these skills are not always transferred

into other subjects satisfactorily. Teachers pay good attention to inclusion and the needs of different groups of pupils. The needs of pupils with English as an additional language are met well. The needs of pupils with special educational needs are met appropriately. The needs of gifted and talented children have been identified and suitable procedures are in place but it is too early to judge their effectiveness. Very few pupils with special educational needs benefit from good teaching in withdrawal sessions. In these instances work is well targeted to their needs and teaching methods and approaches to learning are carefully selected. In mainstream classes, although teachers are aware of the range of special educational needs in their classes, the choice of strategies used, especially in group work, does not sufficiently reflect these needs. Lesson observations, apart from literacy lessons, showed little variation in task to take account of pupils' abilities and frequently all pupils follow the same activity. There is little evidence of individual pupils' targets being taken into account in lessons.

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

33. The curriculum for the Foundation Stage is broad and balanced and is based securely on the Early Learning Goals. Children in the reception class are well prepared for the routines of the literacy hour and National Numeracy Strategy before they leave.
34. The school meets the requirements of the National Curriculum and uses the approved scheme for the locally agreed syllabus to inform planning in religious education. The curriculum is broadly based and the quality and range of learning opportunities are satisfactory overall and good in English and mathematics where the national strategies continue to have a positive impact. However the school devotes more time to the teaching of English than most schools and scrutiny of work shows that this impacts on other areas of the curriculum. A curriculum map details overall coverage in each year group and the school is making use of nationally provided schemes of work from the Qualifications and Curriculum Authority which they appraise and adapt as necessary in the light of existing schemes and the needs of the school. However there is no system in place to monitor overall provision and ensure that a balanced curriculum is actually being presented. Consequently there is insufficient time given to geography, history, design and technology and ICT and the curriculum needs to be developed in these areas in order to raise standards still further. Insufficient time for design and technology, ICT, and history in upper Key Stage 2 was judged to be a concern at time of the last inspection.
35. Curriculum planning is satisfactory overall. In the Foundation Stage where the local education authority has offered considerable advice and support, long, medium and weekly planning is good. However the quality of daily plans in the nursery lack consistency and do not always identify clearly what pupils will know, understand and be able to do by the end of lessons. The reception teacher plans well to introduce the national strategies in English and mathematics to children in the summer term before they transfer to Key Stage 1. Overall, half termly, weekly and daily plans in Key Stages 1 and 2 clearly specify what pupils are intended to learn with learning intentions described and explained at the beginning of all lessons. Planning for both English and mathematics is detailed and indicates provision for pupils of differing abilities. However greater emphasis needs to be given to ensuring that pupils have opportunities to apply the mathematics that they learn and also have more opportunities to experience all aspects of ICT by ensuring that long-term planning identifies where links can be made between subjects.

36. The school places great emphasis on ensuring equality of access to the curriculum. As a result all pupils, including those with special educational needs and those for whom English is an additional language, have full access and are prepared appropriately for the next stage of education.
37. Provision for pupils' spiritual, moral, social and cultural development is good overall with sound spiritual and moral provision, good social and very good cultural provision.
38. Although there is no systematic approach to pupils' spiritual development throughout the school, there is a sound range of opportunities for pupils to reflect and be made aware of their own and others' spirituality. Whole-school assemblies are broadly Christian and pupils are given opportunities to reflect on the themes, for example, caring for God's creatures and care and respect for each other. To support their studies in religious education they visit a Mosque to develop their understanding of how people of different religions worship. Other subjects also give a range of opportunities for pupils to develop their spiritually, for example, Year 3 pupils were inspired by archaeological Roman artefacts. Pupils were also caught up in expressing themselves through music and movement in the school musical performance and in the Year 5-6 assembly in response to the residential visit. Pupils also have a number of opportunities to involve themselves in the lives of others and to write poetry, for example, a school 'Victorian' day, 'writing home' as an evacuee and poems reflecting 'Dirty old London'.
39. Provision for pupils' moral development is satisfactory. This is largely due to the good role models and good relationships between pupils and all adults in the school. Pupils' attitudes and behaviour in lessons and around the school are satisfactory. This results in pupils who are polite and helpful to visitors and are keen to share their work and achievements. Pupils respect each other and work together, for example, in mathematics when investigating the relationship between hand span and the ability to bounce a ball. Although there is behaviour a policy there is no set of universally accepted school rules or reward systems that are consistently applied. This is a significant factor in the inability of a significant minority of pupils to work responsibly and independently or to listen attentively to the teacher or to the contributions of others.
40. Provision for pupils' social development is good. Pupils enter school from a wide range of cultures and a significant number from low socio-economic backgrounds. Through encouragement to work in groups, for example, the 'hand span' example above, group music composition, science investigation, a wide number of school visits and the residential course for Year 5-6, pupils are polite, co-operative, support each other and are willing to work together. Older pupils willingly act as monitors to organise assemblies, support younger pupils during lunch and help visitors. Other activities that support pupils' social development are opportunities to take part in school cluster performances of dance and singing at the Queen Elizabeth Hall and a school production of Joseph and the Amazing Coloured Dream Coat, visit to old people's home and opportunities to take part in the Junior Citizen project. The school also provides a range of extra-curricular activities such as football, guitar lessons and 'bubble theatre'. Other after-school activities particularly support cultural provision, for example, African dance lessons provided by a parent and French lessons.
41. Provision for cultural development is very good. The syllabus for religious education supports the study of a wide range of religions and is developed through, for example, the visit to Dulwich to compare old and new churches, and a visit to a Mosque as part of the Southwark Muslim Woman's Association cultural event. This latter visit helped

Year 5-6 pupils develop a deeper understanding of Muslim culture, food, religion and history. Year 1 pupils study aspects of black history, for example, Fredrick Frazer's lead to fellow slaves for the right to education and, as part of the science curriculum, pupils study the lives of famous black scientists such as Dr George Washington Carver, Louis Latimer and Mary Seacole. The school also creates 'events' to support cultural development, for example, a 'Victorian school' for a day when studying the Victorians and have visits from 'Roman soldiers' and 'Mary Seacole'. They make comparisons between Peckham and other towns in the European Union, for example, Arras, France, and Year 4 create brochures, a radio advertisement including rap, percussion instruments and the simulation of sea, sand and wind to promote the island of St Lucia. African dance is included in the physical education curriculum as well as being a popular after-school activity.

42. Although the policy for personal, social and health education is currently being written provision for sex and drugs education is made through science. Personal development is promoted on a day-by-day basis through the very good care and attention that staff pay to all pupils. The importance of healthy lifestyles and exercise is taught to pupils through their physical education lessons.
43. Community links are very good and a strength of the school. Most classes in Key Stage 2 have close links with a local organisation. Year 3 pupils receive visits from members of a local wildlife centre; year 4 pupils visit and receive visits from the Bubble Theatre and year 5 pupils regularly work with members of the Southwark Playhouse. Pupils visit old people's homes to sing and play and they helped design the artwork for the recently installed school railings. Year 3 pupils have performed at the Queen Elizabeth II Hall in London and the school has used the stage at a local secondary school to perform a concert. Visitors regularly take assemblies and three adults from the Caribbean Volunteers Reading Project visit the school every week to offer support in reading activities.
44. The school has satisfactory links with partner schools. Pupils transfer to several other schools at the age of eleven with some outside the immediate area. This makes it more difficult to build up close relationships although the head teacher has visited all the schools concerned and is anxious to ensure that transfer arrangements do not inhibit pupils' progress in any way. All pupils have the opportunity to visit their new schools prior to transfer and teachers meet to discuss pupils' individual needs.
45. A satisfactory range of extra-curricular activities enhances the curriculum. A French club, two dance clubs, a football club together with weekly workshops with a local theatre group and a chess club arranged for the autumn term provides pupils with a range of opportunities. The school also provides opportunities for pupils to further their learning through language and booster classes held out of school time. These extra-curricular activities are further enhanced by regular visits to places of interest both locally and further a field that support all aspects of the curriculum. Year 6 pupils have the opportunity to take part in a residential visit in the summer term that contributes much to their social, moral and spiritual development.
46. There are many pupils who find it difficult to operate without adult help and support. A good level of support is available for pupils in lessons, although its focus is not always clear. Arrangements for collaborative working with class teachers are not always well established and roles and responsibilities are not well understood, so pupils' learning is often minimised.

47. Pupils with English as an additional language have access to the whole curriculum as a result of the provision made to support these pupils. The provision includes volunteer groups such as the local Caribbean group who come into school to support the schools efforts to raise the attainment of this group of pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. Teachers in the Foundation Stage know the children well and care for them well. However, ongoing procedures for assessment need to be developed further in order that a more detailed record relevant to progress in achieving the Early Learning Goals is kept.
49. The school has a very good comprehensive range of assessment procedures in English and mathematics particularly at Key Stage 2 where the Qualifications and Curriculum Authority non statutory tests are set each year and thoroughly analysed to identify areas needing improvement and to set realistic targets. This is a significant improvement since the last inspection where assessment procedures were unsatisfactory. The analysis and monitoring of different groups of pupils are also very thorough, for example, pupils' progress in English and mathematics is monitored, for example, by gender, ethnicity, free school meals, English as an additional language and late birthdays to ensure that no group of pupils is under-performing. The school uses these combined with an analysis of pupils' attainment in national tests to inform long-term planning. Some samples of pupils' work in English and mathematics are kept as a record of their progress.
50. Assessment in science is being reviewed. Teacher assessment in science at the end of Key Stage 1 shows an over estimation of pupils' ability. Information and communication technology, and the remainder of the non-core subjects, have no systematic means of recording pupils' attainment and is unsatisfactory. This results in lack of planning of appropriate work based on pupils' prior achievement to meet the needs of all pupils in these subjects. The problem has been identified and systems are being reviewed to more closely match the expectations in the Qualifications and Curriculum Authority expectations in these subjects.
51. The school's procedures for child protection and ensuring pupils' welfare are good. There is a staff member with overall responsibility for child protection and all members of the staff team are trained and are aware of lines of accountability. Pupils receive good levels of supervision by staff during the entire school day. The provision for medical care and first aid is good. The school undertakes regular routine checks of the premises to identify and eliminate any health hazards. A rolling programme of maintenance is in place, which is being implemented adequately. The school has effective measures to ensure that it cares well for their pupils.
52. Procedures for monitoring and improving attendance are good. They are systematic and well implemented. The school uses strategies such as a member of staff meeting late-comers at the main door, regular contact with the education welfare officer and follow-up letters to parents. The importance of very good attendance is also promoted through newsletters and celebration assemblies.
53. The school has good procedures to monitor and promote acceptable behaviour and to eliminate bullying. These have a positive impact on the attitudes and behaviour of pupils. Self-discipline and inclusion are promoted through a variety of strategies that involve rewards and sanctions, one to one counselling, comprehensive individual educational plans and working in partnership with parents. The school has clear rules to ensure good conduct and discipline. These outlined in a positive way the school expectations of pupils' behaviour and they make a significant contribution to the standard of behaviour throughout the school.

54. Educational and personal support and guidance in the school are good. They are consistently of a high standard and take account of parents' and pupils' views. Pupils have reading records, which contain written comments from staff. The school offers good pastoral care for their pupils. Pupils with English as an additional language are well supported and their needs are addressed fully. Pupils with special educational needs are identified and given good support by staff in the school, although support from the local authority and the educational psychologist is limited for pupils at Stages 3 - 5 of the Code of Practice. Parents support the view that the school cares effectively for their children.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents' views of the school are good. They are pleased with the school and the progress that their children are making. They feel welcome in the school and a part of the school's community and their children's learning. Most parents feel that the school is well led and managed and their children are making good progress. The quality of links between the home and the school are generally good.
56. The school actively encourages parental involvement. Parents are happy with the daily activities of the school and the 'open door' policy that is in operation. Some parents participate as volunteer helpers in the school. Parents have also attended courses in the school to help their children read and write. Parents have represented the school at external functions, for example, at a conference on 'working in partnership'. The school has a parents' association, who meets fortnightly at the school and is successful in fundraising and organizing social events. Opportunities are arranged for parents to discuss and sign all individual education plans as they are reviewed. Overall, parental involvement has a good impact on the standards of pupils' education. Parents who have children with special educational needs are kept informed of their progress at consultation evenings and on other occasions as necessary. They are informed about annual reviews and their views are taken into account.
57. In general, information provided for parents is good. Parents receive regular letters, newsletters and reports about their children's progress and are invited to open evenings and other meetings. The school's annual reports to parents are unsatisfactory as they give broad statements of pupils' achievements, which are not specific to individual pupils. The school's prospectus and governor's annual report to parents do not meet statutory requirements.
58. Parental contribution to pupils' learning at school and home is good. This is done mainly through the many parents who help in the school, the home/school schemes, work-shops for parents and homework schemes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The management and leadership of the school are satisfactory overall with some strengths and a few areas for development. This maintains the situation noted at the last inspection but examination of records show that there has been a significant improvement since the appointment of the current headteacher. The headteacher has a clear educational vision and this is a key factor in the significant improvements taking place in the school. She is supported well by key staff and together they are providing good leadership, working together as an effective team. A clear focus on raising standards of attainment is enabling the school to move forward from the low performance that was present in the two years after the last inspection. The senior

management team has reviewed the aims of the school. Although these have yet to be formally approved by the governing body, it is apparent that the school has a very clear commitment to inclusion and to providing equality of opportunity for all. It is too early for these aims to have all been realised but the school leadership is working hard to put in place all of the necessary systems to enable this to take place. The high focus on the quality of relationships is ensuring that all teachers have a shared commitment to improvement and as a result standards of attainment and the quality of education provided are improving. Progress is monitored very well. New assessment procedures are in place and detailed records are kept for each pupil showing the attainment in the core subjects of English and mathematics. Priorities have been identified and appropriate action taken. This can be seen in many areas of the school; for example, the way in which the teaching of pupils with English as an additional language has been revised to ensure that resources are targeted more appropriately has been monitored carefully and it can be seen that the attainment of this group of pupils is improving rapidly. Subject managers provide satisfactory leadership in their areas overall with English and mathematics managed very well. The management of science and design and technology is developing but the management of information technology is unsatisfactory and there is no clearly defined management of the overall curriculum

60. Many members of the governing body are recently appointed and many are relatively inexperienced in their role. Prior to the appointment of the present head governors were not meeting regularly enough. This has now improved and governors hold regular meetings at least once a term. Suitable committees are in place to oversee the work of the school, but the lack of coherence and experience in these committees means that the governing body is insufficiently involved in shaping the direction of the school. Governors rely very heavily on the headteacher and on support from the local education authority. Whilst acceptable in the short term this is presenting an excessive workload for the headteacher. The school development plan is satisfactory and most governors are aware of the strengths and weaknesses of the school. However, governors are not sufficiently involved in drawing up the school development plan and are not clear enough about the links between the school development plan and budget planning. Improvements are supported appropriately by financial management although other factors such as the difficulty in recruiting teaching and non-teaching staff is limiting some of the planned progress. Most statutory requirements are met but the governors annual report to parents has several key omissions, including sufficient detail on the provision for pupils with special educational needs and the national comparisons for the results of the last national assessments of pupils.
61. The nominated governor for special educational needs has been ill for several months and this has limited the opportunities for overseeing the provision for special educational needs. The special educational needs co-ordinator manages the arrangements for all the pupils with special educational needs satisfactorily although some improvement could be made in monitoring the provision to ensure consistency. The school makes adequate staffing provision for pupils with special educational needs, but the focus of such support varies across the school, resulting in inconsistent levels of pupil progress.
62. The monitoring of the budget is barely satisfactory, although are funds provided for specific purpose are spent appropriately. Governors receive very detailed and complex reports on expenditure that requires the headteacher to spend a lot of time explaining the financial position. Governors are aware of the need to seek best value in their expenditure and the last audit found that suitable measures are in place for

this. However, the fact that the governors do not have a sufficiently well developed understanding of their strategic role over the long term limits the way in which the budget can be planned to allow for a sustained and structured long-term improvement. Too much of the management by the governors is concerned with managing the immediate and not planning for the long term. The school has a contingency that is well in excess of the recommended five per cent. Currently this is in excess of 70,000 pounds and there is no clear plan for the use of this money. Individual members of the governing body are very supportive of the school and aware of the need to improve the effectiveness of the governing body. To support this many are involved in training at present to develop the necessary skills that will enable them to take a more proactive stance in planning and holding the school to account.

63. The accommodation is sufficient in floor area to allow the National Curriculum to be taught but the way in which the space is used is limiting opportunities for improving the quality of the education. The building has a well-used look. Originally designed as a semi-open plan building, various alterations have been made to try to provide separate teaching areas. Unfortunately this has left a situation where three of the classrooms are accessed through neighbouring classrooms. This causes disruption to classes as pupils pass through on their way to the toilets. Given that the school has a number of pupils who present challenging behaviour this type of interruption is unacceptable. Further difficulties are created by the layout of the classrooms and the lack of good quality boards. For example, teachers trying to make best use of an overhead projector in literacy lessons have difficulty somewhere to project the image that enables all pupils to see it. One room is set aside for an after-school club and for music. Although valuable activities, this does mean that the room is not used fully.
64. The current school development plan acknowledges the need to improve the quality of the accommodation. The school keeper is working very hard to bring about improvements requested by the governors such as redecoration of some areas and replacement of some carpets. An estimate has been obtained to replace some of the worn out and incorrectly sized furniture. This is commendable so far as it goes. At present the governors do not have a suitable long-term strategic plan for improving accommodation but are dealing with the immediate. For example, the improvement in resources needed for information technology requires space to be found to house new computers. At present various suggestions are in the process of consideration, but these are not being looked at as part of a systematic review of the whole of the accommodation that takes into account all of the priorities in the school development plan despite the fact that governors express concern about the accommodation. This delay and lack of focus on the accommodation is preventing the school taking advantage of various forms of funding that are available to develop facilities for information technology.
65. The school has a good number of suitably qualified teachers to deliver the National Curriculum and this enables music to be taught by a specialist and the deputy headteacher, who is the special educational needs co-ordinator to have two days a week non-class time. However, the governors do not have a clearly defined rationale for this staffing arrangement. The effect of a class containing a number of pupils who present challenging behaviour being taught on job share has not been analysed or considered sufficiently to assess the impact of this upon the attainment of the pupils. A number of teachers are leaving at this end of this term and at the time of the inspection, just two weeks before the end of term it had not been possible to fill all of the vacancies. Although this is a considerable problem for the school it does give governors an opportunity to review and develop a rationale for the organisation of classes. A large number of teaching assistants are available and many of these give

good support especially in the early years and those employed specifically to support pupils with English as an additional language. During the inspection it was noted that support assistants are not used consistently throughout the school and in some classes spend large amounts of time sitting and watching the class teacher. The headteacher is aware of this and professional development has been provided. For example, only a few weeks before the inspection professional development took place for all staff on the best ways of supporting pupils with English as an additional language. Professional development is managed by the headteacher and based upon assessment of the needs of teachers as identified through performance management and classroom monitoring. It is satisfactorily linked to the priorities of the school development plan but delays in providing training for teachers in information technology are restricting improvement in this subject.

66. Resources overall are adequate and good in the Foundation Stage, although there are weaknesses in some curriculum areas. There are an adequate number of books and sufficient equipment of satisfactory quality and condition, range and accessibility in the classroom. Resources for pupils with special educational needs and with English as an additional language are adequate. Books, materials and equipment are entirely appropriate for age, gender and cultural diversity. Areas for improvement are the insufficient quantity of materials for the whole class to use in science and the urgent need to address the weaknesses in the range of equipment for ICT, especially for modelling and control strands of the subject.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to build upon the improvements that have taken place and sustain these the governors, headteacher and staff should:

- (1) Raise standards in information technology (paragraph 14) by:
 - providing sufficient equipment to enable the National Curriculum Programmes of Study can be taught; (paragraph 66)
 - review accommodation systematically and objectively to ensure that computers are situated where they can be used most effectively and ensure that furniture provided with computers is appropriate for the age of the pupils; (paragraph 64)
 - ensure that training for teachers in the use of ICT takes place as a matter of urgency; (paragraph 65 and 128)
 - provide more opportunities for ICT to support learning in all areas of the curriculum; (paragraph 14, 31, 35)
 - develop systematic and rigorous procedures for monitoring and evaluating pupils' work in information technology including detailed assessments procedures that build upon the good practice seen in English and mathematics. (paragraph 50)

- (2) Raise standards of attainment in English and mathematics (paragraph 5) by:
 - building upon the good quality work already taking place at the top end of Key Stage 2 and extending this throughout the school ensuring that the planned actions in the school development plan are completed consistently; (paragraph 6)
 - providing more opportunities for mathematics to be supported through teaching in the foundation subjects; (paragraph 16)
 - ensuring that teachers' expectations of the standards of presentation in all subjects are rigorous and match the work that pupils produce in handwriting lessons. (paragraph 11)

- (3) Review the balance of the curriculum to ensure that:
 - sufficient time is provided to enable all elements of the National Curriculum Programmes of Study to be covered; (paragraph 34)
 - activities planned in foundation subjects complement one another to avoid duplication of work; (paragraph 35)
 - it is clear what will be taught and when to all pupils as they progress through the school in all subjects. (paragraph 35)

- (4) Improve the role of the governing body by:
 - providing more training for governors to enable them to fulfil their strategic role; (paragraph 62)
 - involving governors more closely in the development of the school improvement plan in order that decisions taken reflect closely the priorities of the plan; (paragraph 60)
 - developing a long-term view of the improvements needed in the school and linking this more closely to budget planning. (64)

A number of minor issues that the governors should consider when drawing up their action plan are identified in paragraphs 3, 7, 9, 11, 33, 39, 40, 51, 58, 64, 65, 70, 80, 83, 84, 89, 90, 92, 99, and 103.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	28	54	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	193
Number of full-time pupils known to be eligible for free school meals	0	85

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	43

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	3.8
National comparative data	5.2

Unauthorised absence	%
School data	1.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	9	12	13
	Total	21	25	27
Percentage of pupils at NC level 2 or above	School	75 (75)	89 (75)	96 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	14
	Girls	10	12	13
	Total	20	25	27
Percentage of pupils at NC level 2 or above	School	71 (79)	89 (71)	96 (68)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	16
	Girls	6	7	10
	Total	12	16	26
Percentage of pupils at NC level 4 or above	School	43 (66)	57 (59)	93 (83)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	12	12
	Girls	6	5	8
	Total	13	17	20
Percentage of pupils at NC level 4 or above	School	46 (69)	61 (66)	71 (83)
	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	54
Black – African heritage	18
Black – other	17
Indian	0
Pakistani	18
Bangladeshi	0
Chinese	1
White	46
Any other minority ethnic group	18

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	19.26
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	170

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	1
Total aggregate hours worked per week	24

Number of pupils per FTE adult	12
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	660,391
Total expenditure	610,221
Expenditure per pupil	2,737
Balance brought forward from previous year	9,509
Balance carried forward to next year	59,679

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	6	0	0
My child is making good progress in school.	64	33	3	0	0
Behaviour in the school is good.	39	44	8	3	6
My child gets the right amount of work to do at home.	44	44	6	3	3
The teaching is good.	72	25	3	0	0
I am kept well informed about how my child is getting on.	58	33	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	78	17	6	0	0
The school works closely with parents.	64	25	11	0	0
The school is well led and managed.	67	22	3	0	8
The school is helping my child become mature and responsible.	61	28	3	0	8
The school provides an interesting range of activities outside lessons.	42	33	3	6	17

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

68. Children enter the nursery in the September and January after their third birthday and enter the reception class in the January and September before their fifth birthday. Most enter with attainment below average and all, including those with special educational needs and those with English as an additional language make good progress in all areas of learning. By the time they enter Year 1 most will have achieved their Early Learning Goals and therefore will be well prepared for the next stage of education.

The quality of education provided

69. The reception teacher supports the early years co-ordinator very well and as a result the overall the management of provision for children in this key stage is satisfactory. Planning demonstrates that the Early Learning Goals form the basis for all that takes place and therefore the curriculum is broad and balanced and appropriate to meet the needs of the children. Assessment procedures are in place however they generate comments of a general nature and are not designed to either guide staff when observing the children or ensure that the 'stepping stones' of learning, as described in the national guidance, are taken into account when assessing progress. Overall provision of resources is satisfactory. There is enough space for the children to work in safety and with a sense of purpose however the flooring is very well worn and the provision of new carpets should be considered as a priority.

Personal, social and emotional development

70. Children make good progress in personal and social development in both classes. Some children in the nursery still call out for attention in group situations but most quickly learn to raise their hand before they speak and by the time they leave reception all children observed had learned to take turns and to share resources. Established routines in both classes provide an environment in which children feel secure and therefore they quickly develop their independence, responding well to the planned opportunities for learning prepared for them. For example, a group from the reception class explore the effect of weight on floating containers with the nursery nurse and the more able children are encouraged to record what they see. In the hall children from the nursery class play 'Mr Bear' and demonstrate that they can play to rules. After the game several dress independently although a considerable number still need assistance and need to be encouraged to do more for themselves. Throughout the stage children are confident, speak freely and are keen to share their work with visitors. They are also developing sensitivity to others, as children in reception break into spontaneous applause when a child, after much thought and consideration, answers a question correctly. Through careful questioning teachers also ensure that children are included, for example the teacher in reception deliberately targeted a question at a very quiet pupil, giving him time to answer and thereby including him in the lesson and boosting his self-esteem in the process.

Communication, language and literacy

71. On entry to Key Stage 1 the attainment of most children will be in line with the Early Learning Goals. In the nursery children are learning to listen attentively and enjoy

stories. They are familiar with the story of the Three Bears and, encouraged by the teacher, who models writing well, they write invitations to the Three Bear's party. Good attempts are made by all the children at emergent writing and they read their invitations clearly. Some are beginning to write and recognise individual letters and several can write their names in a mixture of lower and upper case letters, occasionally reversing letters in the process. In reception, children listen well as the teacher reads Handa's Surprise. The lesson proceeds at elathereby reinforcing the sequence of the story. She holds up the names of pieces of fruit and when asked how he knew that it said 'passion fruit' the boy says because it begins with a 'p.' They taste a tangerine and are encouraged to use words such as sour, juicy and sweet when describing the taste although one child was convinced that the tangerine tasted salty! Children go on to write shopping lists, they play a game of 'snap' based on the initial sounds of words and they use the computer well when, supported by the nursery nurse, they write their names and learn how to use the mouse and back-space to correct mistakes.

Mathematical development

72. In mathematics, children's attainment overall is broadly in line with what is expected of children of this age and likely to be in line with the Early Learning Goals by the time they enter Key Stage 1. In the nursery the concept of three is reinforced well in a variety of activities linked to the Three Bear's party for example when children compare small, medium and large bowls in the water tray. The children practise counting to ten, they sort cups and blocks in order of size and can identify the common two-dimensional shapes such as square, circle and triangle. In reception the majority of children can count from one to 20 and some to 100. They make pictures from a variety of regular shapes that they can name. They follow the structure of the National Numeracy Strategy and several count in tens from three to 93 with the number square in view. They sort a variety of shapes according to agreed criteria and the work is well differentiated as the more able children sort to four criteria whilst the less able are restricted to two. They write numbers well and several exercise good control forming the numbers clearly and of a reasonable size.

Knowledge and understanding of the world

73. Children's attainment in this area is below on entry and teachers endeavour to provide a variety of opportunities to develop children's understanding of all they see and hear. They walk out into the local community and visit shops; they look around the local post office and find out what happens to a letter when it is posted; they visit farms and use the local community garden to enhance their listening skills and to observe the insects that live there. Through their story in English children find out about different fruits and develop their senses as they smell, feel, and taste it. They can identify guava, mangos, avocados, tangerines, pineapples, and passion fruit. In nursery they use the computer confidently as they listen to the story of Goldilocks and the Three Bears and use the mouse well to 'drag' the characters around the screen placing them in different situations which they describe, laughing as they do so. They use the central courtyard experimenting with floating and sinking games, supported well by the nursery nurse who extended their learning by asking questions that encouraged the children to give explanations and to predict what would happen next. They make models out of cardboard boxes and use scissors and glue to cut and join as expected for their age.

Physical development

74. Children develop well in this area of learning. There is a secure area for outside play equipped with a climbing frame, ladder, steps, benches and tables, playhouse, water, sand and small and large wheeled vehicles. The area is shared with the reception class on a Friday. Most children co-operate well as they take turns on the slide or in pushing each other around in the 'pram.' However a significant minority are still at an early stage of personal and social development and tend to play by themselves and need to be encouraged to join in with others. The nursery teacher is over anxious at times as they run and play but she sensibly intervenes when two children climb the climbing frame simultaneously. Children move confidently in the hall as they work with small equipment such as balls. In a very good lesson children in the reception class warm up by stretching and those with English as an additional language copy the others as they listen well and respond to the teacher's instructions. All but two of the children keep control of a ball by bouncing it and others demonstrate how they can bounce pass to each other. By the end of the lesson all of the children can dribble, bounce pass and throw and catch with more confidence.

Creative development

75. By the age of five children attain the expected levels in creative development. They have plenty of opportunities to sing well-known rhymes and songs although music was not observed during the inspection. In the reception class they cut out shapes from magazines and stick them together making 'cubist' pictures in the style of Picasso! They use paint to print patterns of cogs and wheels and make baskets of fruit out of clay, copying pictures from their story Handa's Surprise. In the nursery children use the computer to generate colourful patterns. They use large brushes to create swirls of colour and print patterns using different materials. They make bowls for the three bears out of clay and plastiscine trying hard to create bowls of three sizes! There are many opportunities for children in both classes to take part in role play although during the inspection both 'home corners' were set up in a similar way as was the playhouse outside and this did not encourage children to develop their role play imaginatively and in a range of different environments.

ENGLISH

76. Standards of attainment are below those expected nationally for pupils at the end of Key Stage 1. The school results in the 2000 national tests for seven year olds show standards to be well below the national average in reading at Level 2, but above the national average at the higher Level 3; standards in writing to be close to the national average.
77. In the National Curriculum tests and assessments at Key Stage 2 pupils' attainment standards were well below national average. The school's results were very low in comparison with similar schools.
78. Taken over the last four years the performance of the pupils fell below the average for their year group by the equivalent of almost three terms. Both boys and girls achieve well below the national standards. There is little difference between the performance of both boys and girls. Inspection evidence is that pupils' attainment in English is now below expectations, rather than well below. The establishment of the National Literacy Strategy and the increasing competence of the teaching staff are having a positive impact on the pupils' progress in most lessons. Progress is satisfactory overall but inconsistent with pupils making best progress at the beginning of Key Stage 1, and in Years 5 and 6.

79. Attainment in speaking and listening at the end of Key Stage 1 is below average. Speaking is stronger than the listening element. Pupils read their work aloud, as in the beginning of a traditional tale in Year 2. They show an understanding of the main points of a story. For example, the pupils in Year 1 discuss Bear Hunt, and in Year 2 they discuss their favourite books by a particular author. Groups of pupils in each year group have difficulty listening to their classmates or their teachers for a sustained length of time.
80. By the end of Key Stage 1 most pupils attain below average standards in reading. More able pupils can read texts that are appropriate for their stage of development, although average and lower attaining pupils show little understanding of what they have read, and have not yet developed adequate reading strategies to help them with meaning, and struggle to decode texts. Higher attainers are developing accuracy, fluency and understanding, and can discuss characters and select main facts from the text. However, expression has not yet developed.
81. Standards in writing are below average at the end of Key Stage 1. By the end of the key stage most pupils recognise spelling patterns and can spell a range of common words correctly. Handwriting and presentation skills are underdeveloped. Too little emphasis is placed on developing a cursive style. Pupils have insufficient opportunities to apply the technical skills that have been taught. By the end of the key stage pupils are beginning to produce simple pieces of writing, some punctuated with full stops and capital letters, although not always correctly.
82. At the end of Key Stage 2 standards in speaking and listening are below the national average. Observations in lessons and assemblies, and talking to pupils show they are achieving below the national levels. Throughout the key stage they are prompted and taught to listen carefully. Teachers speak clearly to pupils and listen carefully to them. A significant number of pupils do not concentrate fully when listening to their teachers' explanations in class, and they sometimes find it difficult to listen for sustained periods, for example, in the first part of the literacy hour. Pupils in Year 3 can talk about their visit to a Roman villa and pupils in Years 5 and 6 speak enthusiastically about their visit to the local Muslim centre, but standards for a significant number of pupils are below average. This is partly because less emphasis is placed on the systematic development of this aspect of language, and partly because pupils do not use a range of spoken responses. Teachers provide good opportunities for questions and answers, but there are few opportunities to enable pupils to express themselves in a more sustained way.
83. Standards in reading are below average for 11 year olds. Pupils make good progress at the upper stages of Key Stage 2. The introduction of books associated with the literacy hour is beginning to have an impact on pupils' interest in reading, as they experience a wide range of literature in a variety of forms. Very few pupils are advanced readers or choose to read a range of books with advanced narrative. Higher attaining pupils talk about the plot and characters in stories by popular authors such as J K Rowling and Anne Fine. Most of the reading from these pupils was mechanical and lacked expression, even though it was accurate. Average attaining pupils can re-tell stories they have heard previously, and use a range of strategies to correct their mistakes. Lower attaining pupils, including those with special educational needs read slowly. They describe what is happening from the clues in the text or the picture and can talk about their favourite parts of the story. Sometimes they need help with unfamiliar words. Research skills develop slowly, but by the end of the key stage most pupils understand about content, glossary and index. There is

little evidence about the development of skimming and scanning skills or the use of the library for private research.

84. Standards in writing are below average at the end of the key stage. Pupils make satisfactory progress. Pupils experience a range of styles and purposes for writing. Work builds progressively through the key stage, extending pupils' knowledge. Pupils learn, understand and can use correct technical terms, such as prepositions, adjective and adverb. Pupils write to achieve particular effects, choosing descriptive words carefully, and changing the length of the sentences, as seen in the display in Years 5/6 on different kinds of story openings.
85. Most pupils find it difficult to produce a sustained piece of writing with the variety of language and accuracy expected. The redrafting of work is not developed sufficiently to extend and challenge the skills of the pupils or to enable them to attain the appropriate levels for their age.
86. Throughout the key stage pupils fail to achieve a satisfactory standard in the writing skills of grammar, spelling and punctuation. In Year 6 a few higher attaining pupils achieve above average standards, but most pupils do not use full stops and capital letters reliably. Writing follows a basic plan. Grammar and punctuation are not used consistently. Handwriting and general presentation are poor. The majority of pupils have not developed a joined handwriting style. The lack of this affects the presentation of their writing, which is a weak feature throughout the school.
87. Pupils who receive additional literacy support in small groups enjoy the sessions and make sound progress. Pupils with special educational needs are catered for through differentiated work and make satisfactory progress towards the targets in their individual education plans. Pupils for whom English is an additional language make sound, and sometimes good, progress when they benefit from regular support.
88. Pupils' attitudes to English are generally satisfactory, and where teaching is lively and enthusiastic the response of the pupils is very positive. However, a minority does not listen to the teacher and becomes restless, talk unnecessarily and behave inappropriately. On these occasions the impact on their learning is not positive and progress slows. Pupils respond well to the familiar routines of literacy hour. However, pupils rarely show initiative in checking or extending their work and too often pupils are satisfied with a minimum standard in their work.
89. In Key Stage 1, teaching is at least satisfactory, with 33 per cent of teaching being good. In Key Stage 2, 89 per cent of teaching was satisfactory, with 56 per cent of lessons good. Lesson planning is thorough. A strength of English teaching throughout the school is the consistent approach that the literacy hour has brought. The introduction of standardised plans means that lessons have appropriate structures, balance and pace. In most lessons they have good relationships with pupils and manage them well. In a minority of lessons the strategies employed for behaviour management mean impetus and pace are not maintained, and progress is slowed. In the best lessons the match of work is good, and teachers' expectations are high. There are good demonstrations by teachers, which focus pupils' attention upon teaching points. In a few instances where pupils are not clear about their group tasks or when the task is too easy or too difficult pupils become restless and unfocussed. In some group activities pupils work individually, rather than in pairs, or a group. In this way opportunities are missed for pupils to discuss and check out their thinking with each other, which would improve their speaking and listening and their rates of learning.

90. The school has made strategic plans to continue to raise the profile of literacy and a promising start has been made. The action plan is set out clearly and identifies targets and resources. A programme to raise standards by targeting specific groups of pupils has been introduced in Years 4, 5 and 6 for higher attainers.
91. The enthusiastic co-ordinator manages the literacy strategy effectively. She has monitored and analysed the work of colleagues and is aware that some teachers are more confident than others. She gives good advice on planning and monitoring and supports the quality of teaching and the curriculum. The organisation and conditions in the classroom have an adverse effect on the strategies used within the hour. Big books cannot be used effectively. For the whole-class teaching at the upper end of Key Stage 2 and the placement of overhead projector has implications for classroom management, as the whiteboard is unsuitable for projection.

MATHEMATICS

92. 2000 national test results showed that at the end of Key Stage 1 the attainment of pupils was well above the national average and extremely high compared to similar schools. At the end of Key Stage 2 attainment was below the national average but in line when compared to similar schools. For the year 2001, whilst it is not possible to make national comparisons, the school's results show similar outcomes in Key Stage 1 and an increase in the percentage of pupils obtaining the expected levels in Key Stage 2.
93. The National Numeracy Strategy has been implemented well and this is having a positive effect on raising standards throughout the school. However despite the high percentage of pupils who attain the higher levels in national tests in Key Stage 1, this standard of work is not reflected in many of their books and this indicates that several pupils in this group achieved higher standards in spite of the lack of challenge in their class work. Tests to find out what pupils know and can do take place regularly throughout the school and the results are analysed well to indicate areas of learning that need to be developed by different groups of pupils.
94. In Key Stage 2 inspection evidence indicates that the current Year 6 class have made rapid progress in the last 12 months. The rearranging of timetables to enable the maths co-ordinator to teach all the pupils in this group and the emphasis given to mathematics in the last year accounts for rapid progress. Results that show a slight improvement on last year's in percentage terms despite the variation between the two cohorts of pupils.
95. Pupils have below average attainment in mathematics when they enter the nursery but they make good progress and reach standards that are in line with expectations by the time they enter Key Stage 1. By the end of this key stage most pupils work confidently with numbers to 20 and many with numbers to 100. They know that multiplication is repeated addition and explore and complete number sequences. They work out how many coins will divide exactly into 50 pence and how to give change from a pound. They identify common two-dimensional and three-dimensional shapes and learn to tell the time to half past, quarter too, quarter past and on the hour. They draw nets and make boxes and estimate and then measure short lengths in centimetres. They work on direction drawing left and right turns in their books but do not reinforce this work by using a controllable toy, a reasonable expectation for this year group.

96. It is evident from the amount of work available for scrutiny that pupils in their final year in Key Stage 2 covered a greater percentage of the mathematics curriculum than would normally be expected. Learning Intentions are recorded for every piece of new work putting all evidence in context. Many are competent in the four rules of number to 1000. They understand decimals and can round them up or down to the nearest whole number. Many understand the relationship between decimals, fractions and percentages. They investigate the properties of different shapes and can use a protractor to measure the angles. They explore rotational symmetry and have a satisfactory knowledge of area and perimeter calculating the area for both regular and irregular shapes. Evidence on the classroom walls indicates some experience in handling data and using ICT to create block graphs and pie charts however this work was not replicated in pupils' books.
97. The quality of teaching varied from one lesson that was unsatisfactory to others that were good. Overall it was satisfactory in both key stages. In the unsatisfactory lesson pupils were not challenged and a few pupils distracted others resulting in little learning taking place. The good lessons proceeded at a good pace, teachers had high expectations and the pupils developed good work habits ensuring that they remain focused and are anxious to do well. For example, in a Year 5/6 class the lesson begins briskly as the teacher praises the pupils, engages their attention and makes the learning intention clear. The work is very well planned and matched to their ability and as a result the pupils gain in their understanding of equivalent fractions and how to order them successfully.
98. Pupils have few opportunities to apply the mathematics that they learn in other subjects. They make comparisons and draw graphs in science and in Year 3 they used Venn diagrams to sort Roman numerals according to set criteria. This is an area that the school needs to develop if pupils are to gain an understanding of the value of mathematics in its applications in everyday life.
99. Overall the majority of pupils enjoy mathematics and work with enthusiasm. In the very few lessons where pupils' behaviour was less than satisfactory either the task had not been explained clearly or the work was not sufficiently challenging.
100. The subject co-ordinator provides very good leadership and management for mathematics and is actively involved in monitoring, planning and teaching. She has worked closely with the local education authority and has established useful systems and routines that enable her to identify strengths and weaknesses in each year group. If over time, this information influences planning and delivery then it will help foster a continuing improvement in standards. It is also important that pupils in all Year groups but especially at the top of Key Stage 1 and the beginning of Key Stage 2 are sufficiently challenged as, over time this will help increase the number of pupils gaining the higher levels of attainment in their national tests at the end of Key Stage 2.

SCIENCE

101. In 2000 pupils' teacher assessed standards of attainment at the end of Key Stage 1, were above the national average. Standards in the end of Key Stage 2 tests in 2000 showed pupils' were above the national average and well above when compared with similar schools. This represents a very significant improvement since the last inspection when standards in science were well below the national average. The improvement is due to an emphasis on science since the appointment of a new co-ordinator and knowledgeable voluntary support.

102. Standards of work in the school show that attainment at the end of Key Stage 1 is below expectations especially in investigative science. The difference in attainment in 2000 and that seen in the school is due to over optimistic teacher assessment and some inappropriate work. This is to be addressed through the adoption of a new scheme of work.
103. Overall the current Year 6 pupils are in line with national expectations with attainment in the Programmes of Study assessed by national tests being slightly above expectations but pupils' attainment in scientific enquiry below expectations. Pupils' achievement at Key Stage 1 is satisfactory with pupils entering the school and leaving the key stage below expectations. However, at Key Stage 2 achievement is good with pupils entering the key stage below expectations and leaving in line.
104. Year 2 pupils investigate dissolving, sugar and cocoa in test-tubes and create simple circuits including a switch. They identify the difference between plants and animals, study the life cycle of a butterfly and investigate forces through the pushing and pulling of common objects. However while work is planned, insufficient detail is recorded and what is recorded is not well presented.
105. Year 6 pupils record circuits using correct symbols and identify through investigation what makes bulbs dimmer, for example, longer wire, more batteries or bulbs. They can identify balanced and unbalanced forces and use this to explain the rate of descent of parachutes made of different materials. They understand the link between increased breathing and heart rate during exercise and can explain it in terms of the muscles need for increased oxygen. However while Key Stage 2 carry out a number of valid investigations these do not show a systematic progression in the skills necessary for pupils to independently hypothesise, pose their own question, plan, carry out and evaluate their own investigations. Scientific enquiry has been identified in the school development plan as an area in need of development.
106. Although support for science does not feature on the individual education plans for pupils with special educational needs these pupils are supported by teachers and support staff and make sound progress.
107. In the majority of classes the contribution of science to literacy is restricted to answering questions and completion of worksheets; however by the end of Key Stage 2 pupils record their investigations independently. There is insufficient use of science to support numeracy skills or ICT.
108. Pupils' attitudes are satisfactory; they find science interesting and enjoyable. The vast majority of pupils particularly at Key Stage 2 take care in the presentation of their work.
109. Too few lessons were seen to come to a secure judgement on teaching. However from talking to pupils, a scrutiny of their work, the lessons seen and the standards achieved, it is at least satisfactory.
110. The current scheme of work is being replaced and assessment procedures are unsatisfactory. Both issues are part of the school development plan. While pupils make good progress overall there is insufficient information to support teachers in developing pupils' knowledge systematically, understanding and skills particularly in independent scientific enquiry.

111. To improve the subject further the school needs to implement the new scheme of work and assessment procedures from September to support teachers in planning challenging work that is more accurately matched to pupils' prior ability particularly at the end of Key Stage 1 and the lower end of Key Stage 2.

ART AND DESIGN

112. No lessons were observed during inspection, but the scrutiny of pupils' work, displays in classrooms and around the school indicate that standards are broadly in line with national expectations at both key stages. This is confirmed from discussions with teachers. Pupils have opportunities to work with a range of media and to experiment with different techniques. Work was observed where pupils use pencils, paint and pastels to produce good observational drawings and paintings. Some Year 6 pupils have produced work in the style of Van Gogh.
113. At present the planning for art lacks detail; the scheme of work is being developed to encompass the Qualifications and Curriculum Authority guidelines by the co-ordinator, who is keen to share her expertise and to develop the range of techniques, as well as other aspects of the subject, such as art appreciation.

DESIGN AND TECHNOLOGY

114. It was not possible to observe any lessons during the inspection and therefore a secure judgement on teaching cannot be made. Judgements on attainment and progress are based on discussion with pupils and teachers, scrutiny of pupils' work in books and on display and an examination of teachers' planning. Inspection findings are that standards are in line with those generally found for pupils of this age at the end of both key stages.
115. In Year 1 pupils make a variety of hinges for the Three Pigs' house using clips, sticky paper and folds. The outcomes were the result of several attempts by the pupils to improve their original designs. In Year 2 pupils have made a variety of wheeled vehicle understand the concept of a chassis. They describe with detail how the vehicles were made and accompany their descriptions with detailed designs showing the various aspects, that is, the top, bottom and sides. At Key Stage 2 pupils design and make mosaic floors linked to a history topic and design and make models of St Lucia to show the terrain and flora that may be found there. The oldest pupils talk with enthusiasm about the toys that they design at school and made at home. These include puppets, a land yacht a cup and ball and various other. Pupils are able to describe what makes an effective toy and how they evaluate outcomes to try and improve them.
116. Although the co-ordinator is able to monitor planning she does not yet monitor teaching. He is in the process of developing a format for assessing design and technology and a draft document has been prepared. The school currently uses a scheme of work prepared by the Qualifications and Curriculum Authority and has prepared an overview of provision linking the subject to the various topics studied in each year. Time on the curriculum for design and technology is very limited and this prevents standards rising further.

GEOGRAPHY & HISTORY

117. The school teaches geography and history in a combined humanities curriculum. Attainment in geography and history is in line with expectations and overall pupils' achievement is good. This is an improvement on the last inspection where Key Stage 2 pupils were not taught in sufficient depth.
118. In Year 2 pupils study the lives of, for example, Mary Seacole and Guy Fawkes and use photographs and video to interpret life at the seaside 100 years ago. They

compare Dulwich to Peckham and use maps to identify features, for example, town, airport, port, motorway, mountains and borders.

119. By Year 6 pupils understand the reasons for the start of World War II, plot its progress on maps and interpret photographic evidence to deduce what life was like during the Blitz. They use this information to write sensitively about 'When the bomb dropped'. They are aware the effect of, for example, rationing, bombing and evacuation. In geography, pupils are able to identify the countries that comprise the European Union and compare features and life between Peckham and Arras near Calais.
120. In the majority of classes the contribution of humanities to literacy is significant, for example, letters home written from the point of view of an evacuee in Year 6. However the contribution humanities make to the development of pupils' numeracy skills is limited, for example, to the use of maps. Information and communication technology is not used sufficiently to support humanities, for example, census information, Internet for maps and CD-ROMs as sources of data. This is identified as a priority in the school development plan.
121. From a review of their work and talking to pupils their attitudes are sound overall. However, independent planning and presentation of work are variable and overall unsatisfactory. Pupils with special educational needs are appropriately supported by teachers and support staff and make sound progress.
122. Too few lessons were observed to be able to come to a secure judgement on the teaching of humanities. However from talking to pupils, teachers and a scrutiny of pupils' work teaching is at least satisfactory.
123. The school is in the process of adopting the Qualifications and Curriculum Authority's schemes of work for history and geography. The current procedures for assessment are unsatisfactory. However the school are reviewing this to adopt a system which more directly reflects the Qualifications and Curriculum Authority's expectations.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. It was only possible to observe one lesson in information technology during the course of the inspection. This is due to the fact that insufficient teaching is taking place in information technology coupled with the fact that some of the planned sessions did not take place for reasons outside the control, of the teachers (for example a computer crashing). Very little work was available to examine apart from some that was on display in classrooms and corridors. The subject manager was able to provide a small portfolio of work completed earlier in the year. To support this information, discussions were held with pupils to ascertain the extent of their knowledge. Taking all information into account it is clear that standards of attainment are below national expectations at the end of Key Stage 1 and well below at the end of Key Stage 2. This is similar to the standards noted in the last inspection.
125. Attainment at Key Stage 1 is below average. Although pupils are starting to use word processors to complete some pieces of work this is at a fairly basic level. Very few pupils can use simple data-handling programs. Pupils use simple art programs to complete pieces for display. No pupils have access to control technology. Attainment at the end of Key Stage 2 is well below average. Pupils build on the basic skills learnt at key Stage 1 and produce more complex pieces of word processing with some pupils using Word Art. Some piece use simple art programmes to illustrate writing, for example in a piece of writing about St Lucia. However, few pupils use computers

to access information through the World Wide Web or from CD-ROMs and the use of information technology in mathematics and science is very underdeveloped.

126. Improvement since the last inspection is unsatisfactory. Attainment in information technology was deemed unsatisfactory at the time of the last inspection. This is still the case although for slightly different reasons. The lack of suitable equipment means that pupils are unable to complete all of the National Curriculum Programmes of Study. For example, the school does not have any programmable toys that can be used to cover the control elements of the National Curriculum Programmes of Study. Only one computer is connected to the Internet and this restricts the amount of access that pupils have to using the Internet for research or for sending emails. In addition to the shortage of equipment further problems exist in the siting of equipment. Space in the classrooms is limited and the furniture in use for computers is not matched correctly to the height of the pupils. Currently this poses a health and safety risk to pupils.
127. Improving standards in information technology is a key area of the school development plan but this is not being implemented with sufficient urgency. Discussions are taking place on where to site a computer suite but are limited by the fact that governors are not taking a holistic view of the accommodation that examines all available options. The subject manager is concerned that this delay may lose the school a substantial grant available from the local education authority towards the cost of providing a computer suite.
128. Teacher confidence in this subject is improving slowly but teachers generally are not secure in this subject. The subject manager is well aware of this and all teachers are due to receive training under the New Opportunities Fund (NOF). Circumstances outside the control of the school mean that this training will not start until later next term. It is unreasonable to expect substantial improvements until teachers have had the opportunity to receive this training.

MUSIC

129. It was only possible to observe a few lessons in music during the course of the inspection. Additional evidence was obtained from assemblies and tapes of concerts by the pupils. This indicates that the standards noted in the last inspection are being maintained and attainment at the end of Key Stage 2 is above national expectations.
130. At Key Stage 1 pupils learn to copy and repeat simple rhythms using drums or tambourines. They develop their singing abilities beginning to sing two part rounds by the end of the key stage. Pupils build upon these skills at key Stage 2 and all learn to play the recorder. An essential element of this is that pupils begin to learn standard notation as they learn how notes go up and down on the stave. In addition, attention is given to pupils reading out the words of songs so that this subject supports the development of their literacy skills. By the end of the key stage pupils are confident performers eager to share their expertise with others.
131. Pupils have good attitudes to this subject for the most part. All of the teaching is done by a specialist part-time teacher. During the inspection the quality of teaching observed was satisfactory with some good elements and this is a significant factor in the good achievements of the pupils. Music is taught every week and not blocked as some other subjects are and although this is valuable in ensuring that pupils build upon their success steadily it does affect the way in which the rest of the curriculum can be planned. Most of the teaching takes place either in the hall or in the spare

classroom. It is good that class teachers share the lessons with the specialist music teacher but this does prevent this time being used to give teachers non-contact time that could be used for monitoring or curriculum development. Given the fact that the balance of the curriculum is an issue it may be necessary to revise the way in which music is taught.

PHYSICAL EDUCATION

132. It was not possible to see all of the aspects of the physical education programme during the inspection and therefore no overall judgement on the quality of teaching, attainment or progress of pupils can be made. Judgement can only be made on the elements that were observed as well as taking account of discussions with pupils and teachers and an examination of teachers' planning.
133. In the only lesson observed in Key Stage 1 pupils in Year 1 entered the hall quietly. They follow the example of the teacher and warm up well. One pupil explained that it is important to "Get his muscles warm". Pupils listen appropriately as the teacher recaps the previous lesson and explains what to do. They co-operate well in groups as they move around the hall and develop a sequence of movements for use in the next lesson.
134. The subject manager has made a good start in raising the profile of physical education within the school and monitors planning and teaching. She has audited stock and consulted with the special needs co-ordinator to ensure that a suitable range of resources is available to meet the needs of all pupils in lessons. The school scheme of work has been revised in light of national guidelines and the policy amended. Swimming lessons have been reinstated for Years 3 and 4 and support sought from local sports teams; for example the London Broncos (an American football team) in order to interest and motivate the pupils. The lack of a school field restricts the opportunities for some aspects of the games and athletics curriculum. The subject manager is aware that if standards are to rise then more time needs to be devoted to physical education.

RELIGIOUS EDUCATION

135. It was only possible to observe to observe one lesson in religious education and so a reliable judgement cannot be made on teaching. However, examination of pupils' previous work and discussions with children indicate that standards are in line with the requirements of the locally agreed syllabus at the end of both key stages. This maintains the standards noted in the last inspection. Pupils achieve satisfactorily and progress is sound.
136. At Key Stage 1 pupils learn about the basic tenets of major faiths and know that all faiths have special books and special places for worship. At Key Stage 2 pupils deepen their knowledge and understanding of Christianity, Judaism, Islam and Buddhism. Pupils know that the parables of Jesus are a way of explaining how to live and they also know that other religions provide similar rules for living. Pupils have good opportunities to learn about religions at first hand through the involvement of the local community groups. For example, during the inspection a class visited the Muslim women's centre to learn more about Islam. This good use of the community makes a valuable contribution to pupils' attainment in this subject. A good deal of the best quality work is oral but pupils do record sufficient work to enable progress to be judged. However, much of the work recorded is not well presented. Handwriting is

often weak and does not reflect the writing that pupils are capable of, as recorded in their handwriting books.