

## ERRATUM

The following paragraph should read as follows:

### **What the school does well**

- Good leadership and management give the school clear direction. The headteacher and her deputy work closely with staff and governors to raise the quality of education and the standards of pupils' attainment.
- Teachers create a welcoming and safe environment in the Nursery and Reception classes, where children develop an enthusiasm for school and learning.
- Teaching is good for older pupils and develops their knowledge and skills very effectively in literacy, numeracy and science. Teachers provide good support, both for pupils learning English as an additional language and those with special educational needs. This is reflected in the high standards achieved in Year 6 English tests, which indicate very good progress for many pupils.
- Pupils develop positive attitudes to school and to one another. They receive clear guidance on moral and social issues and participate in a very good range of cultural activities that help them to develop respect for the views and values of others.
- The school works hard to forge good links with the community and parents are very appreciative of what the school does and the accessibility of the headteacher and staff.

# INSPECTION REPORT

## **CHERRY ORCHARD PRIMARY SCHOOL**

Charlton, London

LEA area: Greenwich

Unique reference number: 100115

Headteacher: Frances Cumming

Reporting inspector: David Cann  
2009

Dates of inspection: 5 – 7 November 2001

Inspection number: 197933

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior with Nursery

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Rectory Field Crescent  
Charlton  
London

Postcode: SE7 7DG

Telephone number: 020 8856 6766

Fax number: 020 8856 4960

Appropriate authority: The governing body

Name of chair of governors: Mr Allan MacCarthy

Date of previous inspection: 6 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20009	David Cann	Registered inspector	Equal opportunities Science Physical education	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
9334	Jenny Mynett	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23054	Graham Johnson	Team inspector	English Geography History	How well are pupils taught?
29378	Kenneth Watson	Team inspector	Special educational needs Mathematics Information and communication technology Design and technology	How good are curricular and other activities offered to pupils?
20142	Malcolm Childs	Team inspector	Foundation stage English as an additional language Art Music Religious education	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cherry Orchard Primary School is a school for pupils aged three to eleven, with 223 pupils on roll (111 boys and 112 girls). Pupils live mainly in the immediate neighbourhood and are drawn from a wide range of socio-economic backgrounds. Pupils' attainment on entry is often well below expectations. Currently, nearly half the pupils are eligible for free school meals which is well above the national average. Thirty-eight per cent of pupils are on the school's special educational needs register, which is above the national average, and 12 pupils have statements, which is well above average. Nearly half the pupils learn English as an additional language, which is well above average, and many enter school with a very limited knowledge of the language. The school was an infants school until 1995 and has only had a Year 6 class since 1999.

### **HOW GOOD THE SCHOOL IS**

Cherry Orchard Primary School is a school with many strengths which is highly valued by the community it serves. Under the sensitive and clear leadership of the headteacher, staff have a shared commitment to raising pupils' interest in learning and their levels of achievement. By Year 6, pupils attain high standards in literacy and make good progress in English, mathematics and science. Children benefit from a very good start at the Foundation Stage but, currently, they are making insufficient progress by Year 2 where test results are well below average. Staff encourage all pupils to participate in school life and to develop the confidence to contribute. Pupils celebrate their different cultural backgrounds and learn to respect one another's values and beliefs. The school represents good value for money.

#### **What the school does well**

- Good leadership and management give the school clear direction. The headteacher and her deputy work closely with staff and governors to raise the quality of education and the standards of pupils' attainment.
- Teachers create a welcoming and safe environment in the Nursery and Reception classes, where children develop an enthusiasm for school and learning.
- Teaching is good for older pupils and develops their knowledge and skills very effectively in literacy, numeracy and science. Teachers provide good support, both for pupils learning English as an additional language and those with special educational needs. This is reflected in the high standards achieved in Year 6 English tests, which indicate very good progress for many pupils.
- Pupils develop positive attitudes to school and to one another. They receive clear guidance on moral and social issues and participate in a very good range of cultural activities that help them to develop respect for the views and values of other's.
- The school works hard to forge good links with the community and parents are very appreciative of what the school does and the accessibility of the headteacher and staff.

#### **What could be improved**

- Improve the attainment of pupils by Year 2 in reading, mathematics and science by raising the expectations of pupils' behaviour and achievements;
- Raise attainment of all pupils in information and communication technology (ICT);
- Ensure the most effective use of classroom assistants, especially in maintaining the continuity of classroom routines and pupils' behaviour.

*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 October 1997 and was judged to have many positive features. Three main areas for improvement were identified and the school has made sound progress in addressing these. The standards achieved in English by pupils aged seven and eleven have risen steadily since the last inspection. Standards in design and technology have improved and are now in line with expectations. However, while standards in ICT have improved they have not kept pace with the increased

expectations nationally and pupils' attainment is unsatisfactory. The management of the school has been strengthened with formal systems for monitoring teaching and the exchange of good practice. The headteacher, the literacy and numeracy co-ordinators have played a valuable role in implementing this and the school is aware of the need to continue to develop this across all subjects in due course. The governing body plays a more active role in monitoring the curriculum. The quality of teaching for pupils in Years 3 – 6 has been significantly improved since the last inspection. Teachers' knowledge, expertise and expectations have been raised and planning is now generally of good quality. While the systems for assessment have also been improved, teachers still need to use information more rigorously in planning the next stages of learning, especially in mathematics. The school is good at evaluating its performance and accurately identifies areas for development. It is in a strong position to maintain its improvement.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar* schools
	1999	2000	2001	2001
English	E	E	B	A
mathematics	E	C	D	B
science	E	D	E	C

**Key**

well above average      A  
 above average          B  
 average                    C  
 below average          D  
 well below average      E

*\*Those schools with a similar number of pupils eligible for free school meals.*

Pupils' attainment by Year 6 has improved steadily since 1999. In the 2001 tests, pupils achieved levels in English which were above the national average and well above those achieved in similar schools; they made very good progress. In mathematics, pupils' results were below the national average but above those achieved in similar schools. In science, pupils' results were well below the national average but in line with those achieved in similar schools. The attainment of current pupils in Year 6 is in line with nationally expected standards in all three subjects. Pupils join the school in all year groups with skills that are often well below those expected. Many learn English as an additional language and have a very limited knowledge of the language on entry. The progress of these pupils, and those with special educational needs, is very good by the time they reach Year 6. Children who join at the Foundation Stage make good progress and by the age of five they attain levels close to those expected for their age. In Years 1 and 2, however, pupils' progress is slow. In the 2001 tests and assessments for pupils aged seven, they attained good levels in writing, but their results in reading, mathematics and science were well below those attained both nationally and in similar schools. The attainment of current pupils is also well below expectations. Pupils' attainment in ICT is below expectations by Year 6, but in all other subjects pupils achieve the levels expected of them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a positive approach to learning and enjoy taking part in school life.
Behaviour, in and out of classrooms	Most pupils behave well but there is a significant minority which can be disruptive in lessons

Personal development and relationships

Pupils are given many opportunities to develop their initiative, take responsibilities for their learning and contribute to the running of the school.

Attendance	Well below the national average and a small number of pupils are regularly unpunctual.
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## TEACHING AND LEARNING

Teaching of pupils in: [52 lessons observed]	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Unsatisfactory	Good

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

Teaching has improved since the last inspection with a significantly greater number of good lessons observed and much less unsatisfactory teaching. At the Foundation Stage, teachers create a welcoming and safe environment in which children settle quickly and enjoy coming to school. Activities are carefully planned to extend their learning across all the expected areas of development. In Years 3 to 6, the lessons observed were predominantly good with clear objectives and a sense of purpose and pace. Pupils responded with enthusiasm and in most instances showed initiative in extending their learning. Although most pupils in the school behave well in lessons, some disrupt learning and distract teachers. Teachers do not always make best use of classroom support assistants to help them manage these difficult pupils. The attainment of pupils by Year 2 indicates that teaching is not effective in fully developing their literacy and numeracy skills and learning in Years 1 and 2 is often unsatisfactory. The ill-health of staff has contributed to a lack of continuity, but teachers have not established consistent expectations about behaviour and what pupils should achieve. In the lessons observed, literacy and numeracy were taught satisfactorily although reading was not consistently practised and monitored. At Key Stage 2, literacy teaching is very effective and extends pupils' skills across all subjects. The teaching of numeracy is good at Key Stage 2, with clear directions on what pupils should complete in a lesson. However, teachers at both key stages do not always check on how well pupils have learnt new work in mathematics when planning subsequent lessons. While the teaching of music is very good, the teaching of ICT is not extending pupils' skills across the curriculum to ensure satisfactory progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a wide and stimulating curriculum. It is very successful in including all pupils and is effective in meeting their varied and challenging needs.
Provision for pupils with special educational needs	Pupils are identified at an early stage and effective support is very well organised. Pupils make good progress by Year 6.
Provision for pupils with English as an additional language	Pupils are generally given a good level of assistance and make good progress as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral and social development is good and they enjoy a range of cultural activities that develops their knowledge and interest successfully. Their personal development is well-promoted through discussions and their involvement in school life.
How well the school cares	The school puts much effort into monitoring pupils' personal and

for its pupils	academic progress and has been very successful in promoting a caring environment.
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The school works hard to establish good relationships with all parents and is successful at developing their involvement and support.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher works closely with staff to give the school clear direction and is very well supported by her deputy. The contribution of the senior management team is good but the school recognises that the roles of subject co-ordinators require further development.
How well the governors fulfil their responsibilities	Governors fulfil their duties very effectively. They are increasing their support for the school by undertaking training and implementing new initiatives.
The school's evaluation of its performance	The headteacher, staff and governors are good at evaluating the school's strengths and weaknesses. The development programmes are comprehensive and effective.
The strategic use of resources	The quality and quantity of staff, accommodation and resources are good. The deployment of classroom assistants does not always harness their skills effectively but, otherwise, resources are used well. The school applies best value principles in monitoring its spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• Children make good progress and are expected to work hard</li> <li>• Behaviour is good and children become mature and responsible</li> <li>• Teaching is good and the school is well led and managed</li> <li>• The school works closely with parents who feel comfortable about approaching the staff</li> </ul>	<ul style="list-style-type: none"> <li>• The quantity and regularity of homework</li> <li>• The range of extra-curricular activities for younger pupils</li> </ul>

The inspection team agree with parents' positive comments and those on the inconsistency of homework. The extra-curricular opportunities are good for older pupils but activities for younger pupils are limited by cost and staff availability.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. By Year 6, pupils' attainment is in line with expectations in English, mathematics and science. In 2001, test results in Year 6 were above the national average in English, but below average in mathematics and well below average in science. In comparison with results in similar schools, pupils attained levels which were well above average in English, above average in mathematics and average in science. In all three subjects, pupils' attainment has risen steadily since 1999 and the upward trend is evident with current Year 6 pupils. Pupils' current attainment is in line with the levels expected for their age in all subjects except ICT, where attainment is below average. The many pupils who learn English as an additional language make good progress, especially in developing their language skills. There is no significant difference in the attainment of boys and girls. The school has set realistic targets for pupils to achieve in tests in 2002, at the end of Year 6, and pupils are in line to achieve them.
2. Pupils join the school in all year groups with skills that are often well below those expected. Nearly half the pupils learn English as an additional language and when they start school many have low levels of English comprehension. On entry to the Nursery, many pupils have very limited English communication skills and their development in other areas is well below those expected. They make very good progress in Nursery and Reception classes and by the age of five most achieve levels which are close to the early learning goals for children. In Communication, Language and Literacy, children are still behind expectations but in all other areas they develop well, especially in their social and personal skills.
3. Pupils' attainment by Year 2 is well below nationally expected standards in English, mathematics and science. In tests and assessments, in both 2000 and 2001, pupils' results were well below average and this is confirmed by the attainment of pupils in Year 2 currently. In comparison with similar schools, pupils attained results that were well below average in reading, average in writing and below average in mathematics. Even allowing for the particular difficulties of many pupils, their progress across Years 1 and 2 is slow. Teaching is not challenging pupils sufficiently, with the result that they are not continuing the progress evident at the Foundation Stage. Their attainment is sound in subjects like art, music and design and technology but in geography, history and ICT, pupils are not achieving satisfactory standards.
4. The school provides effectively for pupils with special educational needs. The levels they reach are often below the nationally expected standards but they make good progress and achieve the goals set for them. Pupils are assessed soon after entry and given a good level of individual attention by teachers and support staff. Their progress is monitored closely, and once per term their targets are reviewed to ensure that they receive the appropriate guidance and support. In some instances, support staff are not fully briefed and directed by teachers but, in the main, teaching assistants know the pupils well and communicate closely with teachers. Where support staff are assigned to help individual pupils, this support is not always provided at the most valuable time to assist pupils in their learning.
5. Nearly half the pupils enter the school with English as an additional language. They receive a good level of support and achieve similar rates of progress and levels of attainment to other pupils. Teachers are well aware of the language levels of these pupils and work well to keep them fully involved in lessons and help them to understand the work being covered. The emphasis on language and communication skills at the Foundation Stage is very important in developing children's confidence and knowledge of English. Throughout the school, teachers are generally successful in stressing the language which pupils need to know. They provide appropriate guidance on technical vocabulary and good opportunities for pupils to practise their learning in spoken and written activities. Younger pupils receive intensive support from specialist staff, which is effective in improving their understanding of class instructions and key words. For older pupils

with a wide range of different learning needs, the active support from specialist staff is not always as effective. Staff, new to the school, do not know the precise language levels of all the pupils and are still developing the skills of providing the right degree of intervention.

6. Much attention and encouragement have been given to the development of pupils' literacy skills and this is proving effective in raising standards by Year 6. Standards in speaking are just below the expected levels by the age of seven and in line with them by age eleven. Teachers use questioning well to probe pupils' understanding before introducing new work and encourage them to explain their ideas fully and to share their experiences with others. Older pupils are sometimes required to lead class assemblies and they are often directed to discuss ideas in pairs or small groups. Standards of listening are below average by the age of seven, but are at least average by the age of eleven. Pupils develop good powers of attention, although a minority have difficulty in concentrating during periods of discussion. Standards in reading are below the national average at Year 2 but pupils make satisfactory progress. By seven, many pupils recognise a wide range of frequently used words and have a sound knowledge of letters and words, acquired through systematic teaching. Older pupils make good progress in their reading and their standards are in line with national averages by the age of eleven. Standards in writing are below average by the age of seven. While the quality of the writing of some pupils is at the expected level, the work of a number of them is not sufficiently detailed because their first effort is often accepted as their best. Pupils do not have sufficient opportunity to plan and improve their work. By the age of eleven, the quality of writing is at least in line with national averages, and some pupils produce work of good quality. This is because teachers generally set out clear targets and expectations for what they expect their pupils to achieve.
7. Since the last inspection, the teaching of numeracy has improved for Years 3 to 6 but the good teaching reported at Key Stage 1 has not been maintained. This is reflected in test results in Years 2 and 6 and the attainment of current pupils. Results of national tests show that, overall, pupils achieve below average levels but in view of their low level of attainment on entry they make at least satisfactory progress by the time they leave the school. Standards at the end of Key Stage 1 are not as good as they should be. Results have improved in the last few years, but, even so, pupils only attain levels well below those achieved in similar schools. This is partly explained by the high number of pupils with special educational needs, and pupils learning English as an additional language, but the good progress made by pupils in the Foundation Stage is not maintained. By Year 6, pupils attain levels in line with those achieved in similar schools. They make good progress between Years 3 to 6, and pupils develop much more confidence in developing their own strategies for solving problems. Pupils who learn English as an additional language increase their knowledge of mathematical terms so they understand problems and explain their methods with greater precision.
8. In science, the school makes good use of national subject guidance to provide an improving range of interesting and practical scientific activities. This encourages pupils to take an enthusiastic and interested approach to their work, and has raised their skills in carrying out scientific investigations. This is particularly effective in Years 3 to 6, where pupils have a good knowledge of life and living processes. In Years 1 to 2, pupils make slow progress. There has been a lack of continuity due to staff absence and this has adversely affected pupils' learning.
9. In ICT, pupils are not achieving the expected standards by Year 2 or Year 6. The school has not kept pace with the changing requirements for the subject and pupils do not have sufficient opportunities to develop their skills in depth. Although there is some good work going on in individual classes, ICT does not play a regular part in pupils' learning. In Year 1, pupils do not have enough experience of practising their skills and by the time they reach Year 2 they are already working below expectations. Pupils make steady progress at Key Stage 2, and there is evidence of some good work towards the top end of the school. Nevertheless, there is insufficient time given to using computers in class work and pupils' knowledge and understanding are below expectations by the end of Year 6. All use word processing programs to produce text but many are not confident when talking about data-handling or control technology. Although pupils with English as an additional language are fully included in all activities, opportunities are missed to enhance their learning through the use of information technology.

10. In Year 2 and 6, pupils attain levels which are in line with national expectations in art, music, design and technology, physical education and religious education. In Year 2, pupils attain levels which are below expectations in history and geography but pupils in Year 6 attain levels in line with expectations.

### **Pupils' attitudes, values and personal development**

11. Pupils are enthusiastic and enjoy school. They demonstrate positive attitudes both to their learning and other activities in and around school. Parents are particularly pleased by the way the school promotes pupils' personal development, and helps their children to become mature and responsible. They value the good teaching and high expectations of staff, which helps pupils learn and make good progress. Most pupils are particularly well motivated when there is a practical focus to the lesson, they are eager to contribute and get involved. However, some pupils have a short attention span and can lose concentration by the end of the day, when the pace is slow, or if there are over-extended sessions on the carpet. Pupils under five in the Nursery and Reception class are showing very positive attitudes to school. They are highly motivated, showing interest in their activities, and are able to focus well on their tasks. They are also developing good social skills, enabling them to play happily together sharing their resources. In one lesson, four boys were observed in the 'home corner' happily having a tea party together.
12. The standard of behaviour in and around the school is satisfactory. The school has worked hard at promoting good behaviour, with effective results. Parents feel that the behaviour of pupils in the school is good. Pupils are aware of the school rules and ways of going on. However, there is a significant minority of pupils who exhibit challenging behaviour and can be very disruptive, requiring careful management by staff. During the inspection there were a number of instances where the behaviour of some pupils was unsatisfactory in classes where there were supply teachers. This was a result of some pupils taking advantage of the fact that the teachers did not know them or the systems operating in the school. Effective use of behaviour modification programmes and the use of outside specialists generally ensure that these pupils are well contained. Pupils with English as an additional language have positive attitudes towards learning. They behave well and the school is successful in achieving good personal relationships between all the ethnic groups represented in the school.
13. Pupils respond positively to the reward system, and feel that it encourages them to behave and work harder. Pupils are very friendly, happy to talk about what they are doing and very willing to show their work to visitors. They feel that the school is a welcoming and happy place, "it's fun not just hard work – sometimes boring but mostly fun" and that "the teachers work hard and are good". When asked whether there were incidents of bullying they replied "occasionally" but they knew who to go to if it happened, and were confident it would soon be sorted. There were three pupils excluded for a total of twenty-six days last year, and one pupil permanently excluded.
14. Relationships in the school are good, both between staff and pupils, and amongst the pupils themselves. The school works hard to promote tolerance and kindness and to ensure that pupils do not feel excluded. Pupils with special educational needs, and those who speak English as an additional language, are particularly well-integrated into the school and its activities. There is a high degree of racial harmony between the different cultural groups in the school. Pupils generally work well together in pair and group situations. However, a small minority of pupils has not yet learnt how to work harmoniously together and is prone to squabbling. This was evident in a Year 4 geography lesson, where some pupils had difficulty sharing the maps they were looking at together. There is also a reluctance to work together in some classes, where boys and girls are paired up for activities.
15. The school offers very good opportunities during assemblies, collective class worship and during circle-time for pupils to talk about important issues, sharing their views and feelings, with a good moral code promoted. The school seeks to ensure that all pupils are valued and appreciated. A Year 5 circle-time activity provided a safe ecology where pupils could discuss their feelings about

having things stolen. The clear aims and ethos of the school encourage value and respect for one another, and are reinforced by the good role models of the staff.

16. Opportunities to develop pupils' personal development and initiative are good. Teachers seek to provide opportunities for pupils to develop their initiative or to take responsibility for their own learning. Pupils are frequently given choices and encouraged to explore. For instance, in a Year 5 dance lesson pupils devised their own warm-up exercises. Pupils take on their roles of responsibility such as class monitors conscientiously. Pupils in Year 3 – 6 have additional responsibilities, such as sorting out the play equipment at lunch-time. Year 6 monitors assist meals supervisors by helping with the younger pupils in their playground during lunchtime. Two pupils in each year have been selected by their class to represent them on the school council. The school council members are very enthusiastic about their role and feel that this provides them with the chance to; "get our ideas to work", and "helps get our views across to help others".
17. Attendance levels in the school are unsatisfactory. The attendance figure of 92.9 per cent for the last academic year was well below the national average. Many of these absences relate to parents taking their children on holiday in term-time, school refusers, as well as pupils who had left the school and who remained on roll until notification was sent by the receiving school. Punctuality is also a problem with a small number of parents regularly bringing their children to school late in the mornings. Registers are completed correctly during the registration period, which provides a settled start to the day. The school is now correctly reporting attendance figures in the prospectus and governor's annual report to parents.

## **HOW WELL ARE PUPILS TAUGHT?**

18. The quality of teaching has improved since the last inspection, with a high number of lessons judged to be good. It is good at the Foundation Stage and for pupils in Years 3 to 6 but unsatisfactory in Years 1 and 2. This quality of teaching has improved since the last inspection, with a much greater proportion of good teaching and a similar reduction in unsatisfactory lessons. Where teaching is good, teachers have high expectations for pupils to succeed. They set clear learning objectives and create a well-ordered learning environment. Although only one lesson was judged unsatisfactory in Years 1 and 2, the effectiveness of teaching over time is unsatisfactory because pupils do not make the progress expected in their learning, especially in the key subjects of mathematics and science. This is because teachers' expectations are not always sufficiently high and because teaching methods and planning do not focus sufficiently closely on how standards may be raised.
19. As at the time of the last inspection, teaching in the Foundation Stage is good. Three quarters of the lessons observed here were at least of good quality, and examples of very good and excellent teaching were also seen. Basic language and number skills are taught well, and teachers expect their children to make good progress in their learning in these areas before they are five. Lessons are well managed, and teachers create an attractive and welcoming environment in which systematic patterns of learning are established. Teachers display a good understanding of their children's ability and what they need to learn next. As a result, the tasks children are set are generally well-matched to their ability. Although opportunities to develop children's understanding are occasionally missed, teachers generally use these imaginatively to enrich children's experience and to sustain their interest.
20. The quality of teaching in Years 1 and 2 is unsatisfactory, overall. Pupils do not make the necessary gains in their knowledge, skills and understanding by the time they are seven, especially in mathematics and science, because the effectiveness of teaching over time is below that expected. This is primarily because too little is expected of pupils; they are often set tasks that do not challenge them sufficiently and, as a result, they do not make the expected progress. An important secondary factor is the lack of continuity in teaching in Year 1. This has led to disruptions in patterns of learning among pupils who particularly need systematic and consistent teaching. However, more than 90 per cent of the lessons observed in the course of the inspection were of satisfactory quality. Lessons are generally planned satisfactorily and well organised, but

their objectives are sometimes not achieved because the pace of learning is slower than expected. This is either because teachers spend too long discussing work with pupils so that they do not have sufficient time to finish the task they have been set, or because teaching is disturbed by a lack of concentration among a small minority of pupils. Although teachers have to work hard at behaviour management in some lessons, relations between pupils and teachers are generally good. Many pupils display an enthusiasm for learning and respond readily to the tasks they are set.

21. In Years 3 to 6 good teaching was seen in all classes but the best teaching takes place for the oldest pupils, where lessons are rigorously planned. Pupils have a clear understanding of what they are expected to learn and apply themselves with concentration and enthusiasm so that they make good, and sometimes very good progress. The good quality of teaching is reflected by what pupils achieve over time. Pupils make good progress because they are set work at a level appropriate for their aptitude and ability, and because the curriculum is sometimes interpreted in an imaginative way that fires their interest and enthusiasm. For example, role-play is used very effectively in English and history lessons to encourage pupils to reflect on events, characters and feelings. In music, a calm, expectant atmosphere is often created to inspire pupils' interest and to develop unselfconscious participation. In many areas of their work, teachers have high expectations for their pupils. Lessons proceed at a brisk pace, and teachers use a range of strategies to maintain concentration. They use questioning well, facilitate discussion in pairs or small groups and hold short brainstorming sessions to ensure that pupils remain focused on the work in hand. Overall, behaviour management is good, and minor disruptions are generally dealt with promptly and skilfully.
22. In English, the lessons observed were satisfactory for Years 1 and 2 and good for Years 3 to 6. Differences in the quality of teaching relate principally to what is expected of the pupils at each key stage. For example, the learning objectives set for pupils at Key Stage 1 are not always met because whole-class discussions are too long, leaving pupils insufficient time to practise the necessary skills. As a result, pupils do not always write at the depth or length required to make good progress. While pupils practise their reading skills adequately during literacy lessons, there is no insistence on regular reading practice at home, and reading habits beyond the school are not monitored with sufficient rigour. For Years 3 to 6, teachers generally set clear learning objectives for their pupils and expect pupils to meet the deadlines they set for each phase of their lessons. As a result, pupils concentrate well and develop good learning habits. Across the school, the national guidance for teaching literacy is applied appropriately. It is often used imaginatively for older pupils to support other areas of the curriculum.
23. Teaching in mathematics is unsatisfactory for Years 1 and 2, but good, overall, for Years 3 to 6. For Years 1 and 2, the lessons observed during the inspection were of satisfactory standard, but over time teaching is unsatisfactory because pupils do not make the expected progress in the acquisition of knowledge and skills, a judgement that confirms national test results. *One of the reasons for this is that long introductory sessions and a loss of attention among pupils sometimes compromise the pace of lessons.* For Years 3 to 6, teachers are clear about what they expect of their pupils, skills are well practised and lessons are well organised, with teachers mostly keeping to the agenda they have set. In one very good lesson for older pupils, for example, skilful questioning was used to probe pupils understanding, and the teacher constantly referred to previous learning to enable pupils to relate this to new work.
24. The teaching of science is unsatisfactory for Years 1 and 2 and good for Years 3 to 6. The reasons for the difference in the quality of teaching between the two key stages are also similar. In Years 1 and 2, teachers have to work hard to engage the attention of all pupils, and find it difficult to drive learning forward or to complete the work they have planned. Although not always good at listening to one another, pupils mostly relate well to the teacher and sometimes make perceptive contributions to class discussion. In Years 3 to 6, lessons are well organised so that there is sufficient opportunity for pupils to discuss, measure and consider the variables affecting the outcome of experiments. Sometimes, however, teaching is too directive, so that pupils are not given sufficient opportunity to reflect on what they have learnt. Resources are generally well managed and used appropriately to clarify pupils' understanding.

25. No judgement can be made on the overall teaching of information and computer technology because only two lessons were observed. Although this was of very good quality, pupils in general across the school have too few opportunities to learn and practise the skills necessary to make progress in the subject, and standards are unsatisfactory.

26. Teaching in religious education is of satisfactory quality at both key stages. Teachers generally refer appropriately to previous learning, using questioning sensitively to check pupils' understanding and lead them to new learning. As at the time of the last inspection, teachers display appropriate subject knowledge and are very sensitive to the learning needs of pupils from different religious backgrounds. Story-telling and role-play are used well to enhance pupils' understanding.
27. The teaching of music is good across the school. Some excellent and very good lessons were seen in the course of the inspection, and the good work of both the specialist teacher and class teachers ensure that pupils both develop positive attitudes to the subject and enjoy a wide range of musical experiences.
28. The effectiveness of teaching in history and geography in Years 1 and 2 is unsatisfactory over time, because pupils do not make the progress expected by the age of seven. However, the history lessons observed were both of satisfactory quality. In Years 3 to 6, teaching is good, overall, especially in history at the end of the key stage because teaching methods are used imaginatively. Role-play and questioning are used to good effect to make more vivid for pupils the people and events of the past.
29. The teaching of art, physical education and design and technology is satisfactory across the school. Teachers generally plan their work well and offer sufficient opportunities for practising the necessary skills. Pupils at Key Stage 2 use their literacy skills appropriately to make evaluations of their work in design and technology. Lessons in physical education are well organised and build on previous learning so that pupils develop a good sense of progression in the skills they practise.
30. Class teachers are effective at promoting the understanding of pupils with English as an additional language. This is reflected in the progress that these pupils make and the standards they achieve. A part-time specialist teacher and three part-time bilingual assistants provide valuable support. Teachers generally make good use of these assistants. However, there are lessons where support specialists are not given enough information on the precise focus of the lesson in order to make the best use of them.
31. Pupils with special educational needs are given a good level of support. Teachers give good individual support in many lessons and organise their class seating to help them attend easily to pupils who need attention. They know the targets in pupils' Individual Education Plans and plan work appropriately. Where support staff are available, pupils with special educational needs learn effectively alongside their fellow pupils. They benefit from the extra explanations and guidance given to them. However, there are occasions when support staff are not available at the most effective part of the lesson to help pupils with their learning. In withdrawal sessions for groups of pupils, support is well organised and provides a high level of intensive help focused on developing specific skills, such as spelling or reading skills.
32. The learning of pupils is not satisfactory at Key Stage 1, but good at Key Stage 2. There are significant contrasts between pupils in the two key stages in their levels of concentration and interest, and in their acquisition of skills and pace of working. These result principally from differences in teachers' expectations already described, but also from disruptions to continuity in learning. In contrast, pupils at Key Stage 2 make good progress in their learning because teaching is consistent and good ground rules for learning are established early in the school year. Most lessons offer pupils clear objectives to which they readily respond, and pupils display a growing awareness of how they are to meet the individual learning objectives that have recently been introduced.
33. Homework is set regularly in some classes, but patterns are not applied consistently across the school. For example, pupils' home reading habits are vigorously promoted and closely monitored in some classes, while in others relatively little attention is paid to reading beyond the school. There is an insistence in some classes that pupils will learn spellings each week at home, but this principle is not universally applied. The quality of marking contributes positively to pupils'

learning in about half of the classes, and its discriminating use here clearly incites them to higher achievement.

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

34. Since her appointment, the present headteacher has put a high priority on improving the breadth, balance, resourcing and delivery of the full curriculum. A great deal of work has been done to improve short-term planning in literacy and numeracy, to put schemes of work in place for the foundation subjects and to develop the role of the curriculum co-ordinator. This has been particularly effective in improving the curriculum for Key Stage 2, which was criticised at the last inspection. The introduction of published schemes of work has improved coverage, continuity and progression and the implementation of the national schemes for literacy and numeracy have been successful in raising standards. Although there is still work to be done, particularly in some of the foundation subjects, the school has been largely successful in putting in place a broad and balanced curriculum that meets statutory requirements and caters well for the varied and often very challenging needs of all its pupils.
35. Taking into account the high proportion of pupils with special educational needs, and of those with English as an additional language, the school can be proud of the way its strategy for teaching the basic skills of literacy has been so effective. Work still has to be done to improve the strategy for teaching numeracy skills, particularly in identifying opportunities to enhance numeracy in other curriculum areas, such as information and communication technology or science.
36. The provision for pupils with special educational needs is good. It was identified as a strength at the last inspection and this has remained the case. The co-ordinator is rigorous in identifying pupils with special needs at an early stage, often when they are still in the Nursery, and in putting in place procedures to meet those needs. At the early stages of the Code of Practice for pupils with special needs the class teachers are fully involved with drawing up short-term, achievable objectives, and progress towards those objectives is assessed through regular reviews. At the later stages, the school's close contact with outside agencies is successful in giving pupils their full entitlement to extra support and guidance. The system is well supported in the classroom by support assistants, but there are times when the deployment of those assistants could be better. With so many pupils needing extra support it is vitally important that assistants are used where the need is greatest, which is not always the case at present.
37. Provision for extra-curricular activities is good for the upper years in the school but only satisfactory, overall, because at present activities for younger pupils are limited by the cost and availability of staff. The older pupils are offered a range of activities, such as music, including singing, guitar and violin, sports such as football and rugby, fitness, dance and drama. Curriculum enrichment through visits to places of interest and through visitors to school is good. Last year the school reviewed the opportunities to stimulate pupils' interest and enhance their learning through a programme of visits and visitors embedded in the long-term plan. This includes such places as the local environmental centre, museums and art galleries, and the opportunity for Year 6 pupils to go on a week-long school journey to a centre at Swanage.
38. The principle of giving all pupils equality of opportunity to be included in every aspect of school life is firmly rooted in policy and practice. The school has a very clear Equal Opportunities Statement that is displayed on notice-boards throughout the school, and has in place a new policy and a strong anti-racist statement. All the staff are committed to this policy and co-ordinators monitor their subjects for cultural diversity and ethnic or gender stereotyping. The school has good links with partner institutions, such as the local secondary and primary schools, through teacher visits, induction days and music and drama activities. The contribution of the community to pupils' learning is also strong, with visits by police, fire officers, dental health practitioners and the local curate, playing an important part in school life. The school is part of the Greenwich Healthy Schools Initiative and has appropriate provision for sex and drugs education. There is no separate

policy for Personal, Social and Health Education at present but there are plans to put one in place in the future.

39. At the instigation of the headteacher, the school has recently introduced a comprehensive new behaviour policy that is based on positive reinforcement and an effective anti-bullying policy. The school has put much time and effort into improving pupils' behaviour through such things as different teaching strategies, class rules, rewards and sanctions. This has had a very positive effect, and despite the presence of a significant minority of pupils with behavioural and emotional difficulties, behaviour around the school and in most classrooms is good. Circle-time is used well to raise awareness of social or moral issues. For example, in one session, Year 5 pupils talked freely about the impact that stealing had had on their lives. Skilful handling by the class teacher enabled all the pupils to be fully involved, and, encouraged by the reflective atmosphere, many made perceptive and interesting comments. The recently introduced school council is giving pupils the opportunity to develop social skills and show initiative and take responsibility. Nevertheless, it is important that the school continues to give due emphasis to social and moral development, because poor behaviour in some classes by a minority of pupils continues to affect the learning of the majority.
40. Spiritual development is good. Spiritual awareness is fostered through the appreciation of such things as works of art or music, and through the way pupils develop insights into the values and beliefs of others in lessons and circle-time. The daily acts of worship are well planned to cover a range of topics, many of a spiritual and reflective nature. The provision for cultural development is very good. The cultural diversity of the school is celebrated whenever possible through the curriculum, the environment and through a wide range of books and other resources. All classrooms have interesting and stimulating displays featuring different religions and cultures and opportunities are exploited to increase awareness in many curriculum areas. For example, in physical education, some pupils are learning West African dancing, and skilful and sensitive teaching enables all to enjoy and appreciate the particular qualities of this traditional activity. The assembly rota and religious education curriculum cover a wide range of religions, cultures and festivals, and the success of this inclusivity may be measured by the way that parents from such a wide variety of backgrounds are happy for their children to take part in the daily corporate acts of worship.
41. Pupils with English as an additional language have full access to the curriculum. In addition, they participate fully in the range of extra-curricular activities that the school offers to older pupils. Their self-esteem is developed through the many ways in which the school makes use of resources within the community to enhance the curriculum.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

42. The pastoral focus of the school is good. The school continues to provide a caring and supportive environment, and the provision for pupils' health, welfare and guidance makes a good contribution to their personal and academic development. Teachers and their support staff know the pupils very well. They monitor pupils' personal development effectively and will act quickly when they see a need. The support offered to those pupils with special educational needs, and to those who speak English as an additional language, is good. The school seeks to ensure that pupils have equal opportunities and provides an inclusive ecology where the contribution of each is recognised and valued.
43. Procedures for monitoring and promoting discipline and good behaviour, and eliminating any oppressive behaviour, are very good. This is reflected in the improvement in behaviour which parents report has taken place over the last two years. There is an orderly atmosphere in the school. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour and dealing with any disruptive pupils or incidents of bullying. There is a good balance of rewards and sanctions, with most staff offering a consistent approach to behaviour management. The school makes good use of outside behaviour specialists and has

implemented sensitive monitoring and behaviour modification procedures. These strategies, such as anger management training, are being effective and are helping to manage incidents of disruptive behaviour. Pupils report occasional incidents of bullying but know who to go to. They are confident that any problems reported will be taken seriously and dealt with promptly.

44. Procedures for monitoring and improving attendance are satisfactory, and have been a focus of attention over the last couple of years. However, the limited time allocated to checking and chasing up pupils who are away is not sufficient to enable a rapid response to attendance problems. Parents are informed regularly about their responsibilities regarding the need to ensure that their children attend school regularly and promptly, and are encouraged not to take their children on holiday in term-time. Certificates are awarded each term as an incentive for full attendance. Effective links have been established with the education social worker's department, although there is currently no specified person allocated to the school.
45. The school has satisfactory systems in place for child protection and ensuring pupils' health, safety and welfare. The school has an appropriate policy, with procedures and guidelines for child protection. The headteacher and her deputy are the designated reference points. There has been no recent in-service training received to update staff regarding changes to the legislation. However, staff have been involved in case conferences and are aware of the relevant procedures. Updating training is planned next year for both the headteacher and other members of staff. Well-established systems are in place to take care of pupils who may fall ill during the day, and there are effective procedures to meet the medical needs of pupils. An appropriate number of staff are qualified to provide first aid.
46. There is a comprehensive health and safety policy, and appropriate procedures in place to address the issues of safety and security of pupils in and around the school. Regular health and safety checks and risk assessments are undertaken by the premises manager, and the health and safety governor. The governing body takes an active role in fulfilling its responsibilities for health and safety.
47. The school has a wide raft of systems in use for assessing pupils' attainment. These include base-line assessment, reading and spelling assessments, standard assessments in Years 2 and 6 and optional assessments in the intervening years. While assessment is satisfactory in English it is not well used in mathematics to ensure that pupils' learning is planned accurately to provide appropriate challenges for them. Teachers maintain details of the data collected by the school and they analyse this in order to set individual targets for pupils year on year. The data is also used to set school targets for cohorts of pupils year on year. These enable the school to plot trends and to monitor pupils' progress. Pupils' individual performance is assessed appropriately in English and learning targets are set, but in some classes these are not yet used to the greatest effect when teachers are planning new work. On-going assessment is weak in mathematics. Teachers are not rigorous enough in establishing what pupils already know and can do, and do not give enough time at the end of the lesson to consolidate learning and assess where difficulties need to be addressed in the future. In science, full-time staff use assessment information to plan lessons but where supply teachers are standing in, this is not always readily available and thus not used to prepare appropriate teaching. At the Foundation Stage, thorough assessments of children's skills are carried out on entry and teachers monitor their progress carefully to plan their learning.
48. The school assessment and monitoring procedures for pupils with English as an additional language are detailed, easily accessible and used effectively to inform future planning of lessons. In consequence, the progress made by these pupils and the standards they achieve are in line with other pupils. Assessment of pupils with special educational needs is good. Their Individual Educational Plans are regularly reviewed by teachers in conjunction with the school's special educational needs co-ordinator. Targets are adjusted to ensure that pupils have clear goals to help them progress and these are used effectively by teachers in planning work and the level of support that pupils receive.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. Parents have very positive views about the school.
50. The school's links with parents are very effective and are among the strengths of the school. Most parents felt happy to come to the school if they had problems, and knew they would be listened to. At the parents' meeting and in questionnaires parents considered that the headteacher and members of staff were welcoming and approachable, and commented that "it is a good community school for the area". They specifically remarked that, "being a small school everybody knows each other", which causes them to "all bond together". However, a number of parents expressed concerns regarding the amount of homework given and the lack of out-of-school activities offered to younger pupils. A small number of parents have concerns regarding the extent to which the school works closely with them in keeping them informed.
51. The quality of information provided for parents is very good. Information regarding the school and its activities is detailed in the school prospectus and governors' annual report to parents. The school makes good use of translators and interpreters to ensure that parents are kept suitably informed. Regular contact is maintained through termly newsletters and regular updating letters, informing parents about activities and school trips. Curriculum information, including details of projects and topics to be covered, is distributed to parents half-termly. Meetings have been held to discuss the numeracy strategy, school uniform and the current sports/arts bid. Consultation evenings are well attended, providing opportunities for parents to review their child's progress and achievements. The pupil's annual reports are very detailed, describing what has been covered and pupils' progress and attainment in each subject area, as well as identifying some targets for improvement. However, these reports do not identify pupils' attainment and progress in relation to pupils of a similar age, which are a helpful indicator.
52. The contribution of parents to children's learning at home and school is satisfactory. The school encourages parents to become involved in their children's learning by helping out in the school. A small number of willing volunteers help out with groups or assist on school visits. The reading records, however, indicate that parents are not always listening to their children read at home. The impact of parents' involvement on the work of the school is good. The parents 'coffee morning' group is very active, planning and organising a number of fund-raising events. These help to generate small amounts of money to help subsidise some school activities, such as the Easter egg hunt and Christmas parties. The school also runs a number of successful parent groups in conjunction with the home/school liaison officer. This has enabled groups of Vietnamese and now Asian parents to spend a few hours in the school gathering information and getting their questions answered, as well as attending English language sessions locally.
53. The school works closely with parents from the different ethnic groups represented within the school in order to maintain a bond of trust and to enable those parents for whom English is an additional language to more effectively support their children's learning. Meetings with parents, and the good use of the expertise of outside agencies, such as the Greenwich Ethnic Minority Achievement Services (EMAS), make an important contribution to the progress made and standards achieved by pupils for whom English is an additional language. Parents also have the opportunity to improve their own English by attending well-subscribed classes in school offering English for speakers of other languages (ESOL) using the services of a language teacher from outside the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The headteacher provides good leadership and has a clear vision of how she wants the school to develop. She is very well supported by her deputy and the senior management team. Staff are committed to raising the school's performance and improving the quality of education. Together they have addressed most of the areas for development indicated at the last inspection. In addition, the school has improved standards of behaviour in the school and established a code

which is accepted and largely followed by pupils. The school has also initiated a number of programmes to build stronger links with parents and the local community. In the last report, leadership was judged to be very positive and this has been maintained successfully.

55. The management of the curriculum is satisfactory. The school has placed an understandable emphasis on developing literacy and numeracy skills and has done this effectively. The need to develop teaching and pupils' attainment at Key Stage 2 has been carried out successfully and standards have risen significantly. The focus has drawn attention away from some of the needs of Key Stage 1 but staff ill-health and absence have also contributed to the problems. Co-ordinators monitor their subjects at a satisfactory level and maintain an overview of planning and pupils' progress. However, the amount of time available to them to monitor teaching is limited, in part through staff shortages and in part through staff commitments to their classes. The school has identified this as an area for development.
56. The headteacher evaluates teaching and provides sensitive support for her staff but opportunities for other staff to observe and exchange good practice are underdeveloped. There are proper systems for performance management in the school which are well managed to help staff meet their agreed targets.
57. Governors take a close interest in the school's affairs and evaluate the school's performance carefully. They have continued to develop their involvement and impact on the school and have reacted positively to the recommendations of the last report. They meet regularly and keep themselves well-informed of developments. Through their committee structure they are effective in monitoring the school's finances, premises, curriculum and special educational needs provision. Governors visit the school regularly and their visits to classrooms are appreciated as a valuable way of strengthening their links with staff and pupils. Governors have been conscientious in attending training courses and in evaluating their performance as a governing body.
58. Currently, administration of the school and its finances is very effective. The school applies good value principles in its spending and in agreeing contracts. Governors maintain a close check on finances and, with the headteacher, are closely involved in budget planning to support school developments. There is a small but appropriate operating surplus, which is less than five per cent. The school makes good use of its grants, which are correctly applied to raising standards, pupils with special educational needs and pupils with English as an additional language. The school has extended the use of new technology effectively in general and financial administration. However, there is only one terminal currently available in the office, which restricts the activities of the two administrative assistants on occasions.
59. The provision for pupils with special educational needs is good. It benefits from the energetic and experienced leadership of the special educational needs co-ordinator, who maintains a close link with teachers and, where necessary, with outside agencies. She monitors attainment closely and identifies specific areas in which pupils require additional support, for example, word problems in mathematics.
60. Staffing levels are satisfactory, overall, with a high proportion of the budget allocated to support staff. The school has a clear rationale for deploying such staff but does not always evaluate the effectiveness of this with all parties. Pupils with special educational needs are allocated time from learning support assistants, but these are not always linked to the most important lessons or parts of lessons. In a mathematics lesson, a pupil had support during the whole-class introduction but not during the vital time when she had a task to complete. General assistants are assigned appropriately to classes where needs are identified at the beginning of the year. However, where a class needs teaching supply cover for a long-term absence, support staff are not always reassigned to meet the immediate need of providing continuity. In some classes, teachers do not make the most effective use of specialist support by giving them clear guidance on the learning objectives and the precise role they can play. There are examples of good practice and the exchange of assessment observations between support staff and teachers but these are not consistent in all classes.

61. The co-ordination of work relating to pupils who have English as an additional language is undertaken by a part-time teacher who works officially in school for two days a week. She is providing effective leadership of this work, which relates to 52 per cent of pupils in the school. Her primary aim has been to assist class teachers to become effective teachers of pupils with English as an additional language, while she and the part-time bilingual classroom assistants work with the pupils who have the greatest need. The process is clearly effective and reflected by pupils' good progress. The Ethnic Minorities Achievement Grant (EMAG) is used well to support pupils, both through staffing and the good range of bi-lingual texts and other resources that are available.
62. Resources are generally satisfactory and the school now has a good number of quality computers and is building up the range of software to an acceptable level. The library is well stocked and used to help older pupils develop reading and research skills, but is not used enough by younger pupils. The school's accommodation is adequate for the needs of pupils and the curriculum. The outdoor facilities are satisfactory but would benefit enormously from the new plans which the school has drawn up to obtain funding.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

63. In order to improve the standards in the school the governors, headteacher and staff should:
- (1) Improve the attainment of pupils by Year 2 in reading, mathematics and science by:
    - establishing consistent expectations of pupils behaviour and attainment in lessons;
    - improving the recording and use of assessment data in planning;
    - minimising the disruption of staff changes through the deployment of classroom assistants.  
(Paragraphs 3, 6 – 8, 20, 22 – 24, 32, 84, 86, 95, 96, 102)
  - (2) Raise pupils' attainment in ICT throughout the school by:
    - increasing the opportunities for pupils to use computers regularly in their class work;
    - extending pupils experience across all areas of the ICT curriculum.  
(Paragraphs 9, 25, 125 – 130)
  - (3) Make more effective use of classroom assistants by:
    - ensuring that teachers identify the specific tasks and strategies for them to carry out;
    - consulting teachers in order to allocate support time at the most effective times of the day;
    - reviewing the allocation of support to meet short-term tactical needs.  
(Paragraphs 5, 31, 36, 60)
  - (4) In addition, the school should:
    - continue to monitor the rate of pupils' attendance and increase the amount of time given to checking on pupils who are absent;  
(Paragraphs 17, 44)
    - maintain the programme for improving pupils' classroom behaviour with a view to supporting consistent expectations from supply staff;  
(Paragraphs 12, 13, 39, 96)
    - ensure the consistency of planning across the Foundation Stage.  
(Paragraphs 65)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	6	23	20	1	0	0
Percentage	4	12	44	38	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents nearly two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	198
Number of full-time pupils known to be eligible for free school meals	0	89

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	11
Number of pupils on the school's special educational needs register	14	75

English as an additional language	No of pupils
Number of pupils with English as an additional language	93

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	6.1

#### Unauthorised absence

	%
School data	1.1

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	20	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	6
	Girls	13	18	16
	Total	20	25	22
Percentage of pupils at NC level 2 or above	School	67 (77)	83 (73)	73 (67)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	5
	Girls	17	14	12
	Total	23	20	17
Percentage of pupils at NC level 2 or above	School	77 (67)	67 (67)	57 (73)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	11	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	10
	Girls	9	6	9
	Total	19	14	19
Percentage of pupils at NC level 4 or above	School	83 (65)	61 (81)	83 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	9	8	9
	Total	19	18	19
Percentage of pupils at NC level 4 or above	School	83 (65)	78 (74)	83 (65)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	39
Black – other	5
Indian	6
Pakistani	1
Bangladeshi	7
Chinese	1
White	104
Any other minority ethnic group	32

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	23
Average class size	26.1

#### **Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	251

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	27
Number of pupils per FTE adult	9.3

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.9
Number of teachers appointed to the school during the last two years	5.3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **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	5	1
Other minority ethnic groups	1	0

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

### **Financial information**

Financial year	2000
	£
Total income	669,533
Total expenditure	660,088
Expenditure per pupil	2,987
Balance brought forward from previous year	7,640
Balance carried forward to next year	17,085

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	236
Number of questionnaires returned	107

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	4	1	0
My child is making good progress in school.	56	37	3	0	4
Behaviour in the school is good.	55	39	2	0	4
My child gets the right amount of work to do at home.	31	37	15	8	8
The teaching is good.	53	40	0	1	6
I am kept well informed about how my child is getting on.	48	40	7	2	4
I would feel comfortable about approaching the school with questions or a problem.	65	30	2	1	2
The school expects my child to work hard and achieve his or her best.	63	32	0	0	6
The school works closely with parents.	51	40	6	2	1
The school is well led and managed.	51	39	4	1	5
The school is helping my child become mature and responsible.	52	44	0	1	3
The school provides an interesting range of activities outside lessons.	45	26	13	4	12

## **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**

64. Children enter the Foundation Stage with skills that are well below those expected in all areas of learning. They make good progress in Nursery and Reception even though their attainment in Communication, Language and Literacy is below expectations. They are well placed to achieve the expected targets by the time they enter Year 1, with the exception of those areas of learning where English language is important. This is a significant achievement as over half the children enter the Nursery with English as an additional language and many have identified special educational needs. The quality of education provided in both the Nursery and Reception classes is a strength of the school and is providing a secure foundation to raise standards. The way in which the Nursery fosters the personal, social and emotional development of the children is impressive. The inspection report of 1997 found that children under five made very good progress in all areas of learning and this has continued to be the case in spite of the increased demands of the early years curriculum. The high standards identified previously in the Nursery have been maintained and there has been significant improvement in the quality of provision in the Reception class.
65. Very good co-ordination of the work of the Nursery and Reception classes has provided a strong commitment to raising standards that is shared by the teachers, nursery nurse and classroom support assistant. This is reflected in the teaching observed during the inspection that was good in general, and very good on occasions. The progress made by the children over time suggests that teaching is very good, overall. Children are assessed on entry to the Nursery and again when they enter the Reception class. Teachers make close assessments of their progress and apply this to the very good planning of lessons in the Nursery. Planning of lessons in the Reception class is satisfactory but has yet to reach the same high standard and is currently being reviewed by the Nursery and Reception staff. The aim is to ensure that planning across the whole Foundation Stage is continuous and relates clearly to the stepping-stones leading to the achievement of the expected targets. Nevertheless, teachers and other staff have a good understanding of the structure of the Foundation Stage.
66. The Nursery accommodation is used very well to support teaching. However, its design has created a space that makes the best practice difficult to achieve. This is particularly the case in terms of suitable space for creative play, whether that area is a post office, a cave or a castle at different times of the year. The shape of the space available also makes supervision difficult. It is to the staff's credit that they provide all areas of learning in spite of the limitations of the building. Pupils have access to large and small apparatus, and the secure outdoor area, as a natural extension of the indoor classroom. Resource provision is satisfactory, overall. The Reception class is spacious and also has its own outside area. Currently the climbing-frame is not available which limits the experience that children can enjoy but the school has plans to develop this area in the near future.
67. Children are admitted into the Nursery on a part-time basis from the age of three, usually at the start of each term. They transfer into the Reception class at the start of the term in which they become five. This means that some children will only spend one term in the Reception class, making it essential that all children transferring into Year 1 have had a parallel educational experience whether they are registered in the Nursery or in the Reception class. At the time of the inspection 50 children were attending the Nursery on a part-time basis and nine children were attending the Reception class full-time. Children who have special educational needs are identified early, and given effective support that enables them to make the same good progress as other children. This is also the case for children who have English as an additional language.

### **Personal, social and emotional development**

68. Effective teaching ensures that the children's progress is very good in both the nursery and Reception classes. Most children have achieved the targets for this area of learning by the end of the Reception year. Teachers and support staff act as very good role models for the children. Class routines are very well established, and children have learned good habits such as concentration, perseverance and purposeful play. They are enthusiastic when they arrive in the Nursery each day, and even the youngest are keen to try most things. Very good organisation and teamwork on the part of the staff in the Nursery have created an environment in which the children develop good levels of independence. Within the security of the Nursery, their behaviour is very mature and they share and take turns with very little sign of disputes. Relationships are very good and children work and play effectively and purposefully, either alone or with each other. A number of instances were observed of children helping each other. Even when a very young child has a little difficulty in sharing they are very patient and understanding. The children take responsibility for helping to keep their classrooms tidy and for undertaking tasks such as returning the register to the school office. The good work begun in the Nursery continues in the Reception class where the children continue to work well, co-operate and support one another within a carefully structured school day.

### **Communication, language and literacy**

69. The use of language, both spoken and written, is very important to the children's work across the whole curriculum. Given the generally very low levels of attainment in English on entry, nursery staff give a high priority to providing the children with every opportunity to hear and use language. Staff are constantly talking with the children and encouraging them to talk and listen to one another. Each day, when they arrive in the Nursery, there is an opportunity for them to talk with their teacher, the Nursery nurse and classroom assistant about anything that they wish to share. They listen attentively to instructions, comments and stories, and respond readily with their views and opinions. However, the quality of responses is limited by the poorly developed speaking skills of many children. A love of books is evident amongst nearly all the children, as is their eager anticipation as they listen to a story such as *The Dark Dark Tale*, waiting for the opportunity to say the words with their teacher. Stories and other language activities are carefully selected to link to the work that the children are doing at the time. In both classes appropriate elements of the National Literacy Strategy are used well. However, there is not a clear language theme for the week that acts as a focus for both children and staff. Language is also developed when children 'read' books to themselves and to adults, in group discussion and through role-play, although the latter is limited by the space available. Many opportunities for pre-writing activities are provided. Nearly all children hold a pencil or paint-brush correctly, and a number of older children can write their own name. Although good progress is made, attainment when they enter the Reception year remains below that typical for children of this age, especially in terms of reading and writing.
70. The Reception teacher builds upon the good work done in the nursery and her teaching ensures that good progress continues. This means that some children achieve all the targets in this area, with the majority working towards them but with some weaknesses in their reading and writing skills. Nevertheless, most children leave the Reception year with a love of language and books that prepares them well for their work in Year 1. Literacy lessons are well paced and they challenge and excite the children. They enjoyed reading the words of *I Love Animals* with their teacher and guessing what was coming next. The focus of the lesson was on the letter 'w' and other single letters. Group work was timed well, and set at a level that was appropriate for the different levels of understanding of the children. The lesson was well paced and finished with a 'Guess the letter game' that the children really enjoyed.
71. The teachers in Nursery and Reception and the Nursery nurse have particular skills in using books with children. They are good at talking with them, helping them to develop ideas, listening carefully to what they say and responding accordingly. The classroom assistant in the Nursery closely monitors the progress being made by the children in their reading as she changes their library books on a daily basis.

### **Mathematical Development**

72. When they join the Nursery, many children have had only limited experience and their levels of attainment is very low. Numeracy is taught well in both the Nursery and Reception classes through a range of different strategies, including very effective use of number rhymes and action songs. Number activities are related to real settings whenever possible, such as counting the number of milk cartons, or the number of children present or absent. Effective teaching means that they make very good progress and most are likely to achieve the targets set for them by the end of the Reception year.
73. Every possible opportunity to count is taken in the Nursery, and children learn to write numbers up to ten correctly and to count up to ten and beyond in order. They develop early understanding of weight and capacity through weighing different objects and through sand and water play, using a range of different containers. Through their work in art, they develop some understanding of three-dimensional shapes and most can name a circle, rectangle, triangle and square.
74. Building upon the very good progress made in the Nursery, the Reception class is taught in structured lessons that are of an appropriate length for these young children. In one lesson observed, the start of the lesson was very challenging, with the children counting up to ten and then to twenty. They enjoyed naming the different numbers highlighted by their teacher and most showed secure understanding of the order in which numbers up to twenty should be placed. While one group worked on other activities the teacher worked with five children on 'more than' and 'less than' helping them to identify numbers that were one or two more or less than a number under ten. All of the children were successful in achieving this task. Most have a satisfactory knowledge of the properties of simple two- and three-dimensional shapes and they continue to develop a secure understanding of weighing and capacity. Higher-attaining children are confident in simple addition and subtraction.

### **Knowledge and understanding of the world**

75. Teaching ensures that children make very good progress, and most achieve the expected targets by the end of the Reception year. The Nursery offers a rich experience that is successful in opening the children's eyes to the wonder of their world. Living things fascinate them, and there is ample evidence of this in the good quality displays of their work on plants and animals. A recent visit to The London Zoo provided the children with a rich range of experiences that were being used well by the Nursery staff in language, imaginative play, mathematics and art-work. They use the computer confidently to activate a program set under the sea to move forwards, backwards and up and down. Work on the computer helps the children's language as they talk and laugh together, and contributes to their physical development as they control and use the 'mouse'. The children also walk around the local area and are beginning to develop a simple understanding of maps and plans.
76. The good work begun in the Nursery continues through the Reception year, where the children produce satisfactory work for their age. Some concepts, such as the meaning of charity, challenge the children as they reflect on the meaning of 'Remembrance Day' and make their own poppies. They enjoyed making a wormery and the discussion that took place during this lesson made an important contribution to their observational and language skills. Throughout the Foundation Stage every opportunity is taken to help the children become aware of the different cultures represented in the school.
77. Children in both the Nursery and Reception classes enjoy using large construction toys to create objects or imaginary worlds, such as a zoo. They understand the purpose of simple tools and the need to use them safely. Discussion with the children showed that teachers and support staff are effective in stimulating the children to ask questions through well-planned activities, effective use of resources and a good range of factual books. The many opportunities for discussion help the development of the children's language skills.

### **Physical development**

78. Children make good progress and most achieve the targets expected by the end of the Reception year. They develop co-ordination through the use of tricycles, bicycles and scooters in the outside area, and through climbing and balancing, using large apparatus. The look of achievement on a nursery child's face as he successfully knocked a 'frog' off its stand with a ball was a wonderful moment. Children in the Reception class have the opportunity to develop their physical skills in the hall using the apparatus. Children in both classes enjoy running and jumping and small ball control. Teachers' planning shows that all aspects of this area of learning are being taught and that health and safety receive proper attention. Children take care in using large and small structural toys and develop fine control through activities such as the use of simple tools, painting, drawing and learning to write.

### **Creative development**

79. Most of the children have limited creative skills on entry. Very good teaching ensures that they make good progress, and most achieve the expected targets by the end of the Reception year. Teachers, the Nursery nurse and learning support assistants are particularly skilled in developing children's aptitudes in all areas through well-planned activities and probing questions that arouse the children's capacity to solve problems.
80. Across both year groups, children paint, draw, and create large and small pictures, two- and three-dimensional modelling and work in collage and play dough. It was fascinating to observe the progression made between entry into the Nursery, when a painting of themselves was simply a splodge, to quite accurate representations by the end of the Reception year. In the Nursery, there were lots of paintings of animals and sunflowers that linked with their work on understanding the world around them. Similarly, in Reception, writing and letter formation was being supported through the use of pictures of 'M' and 'm' made using silver glitter.
81. Opportunities to engage in role-play and become someone other than themselves, to sing and to make music, all help to make these classrooms lively and interesting, and to stimulate children's creative development. Enthusiastic singing of action songs and nursery rhymes were observed in the Nursery together with many opportunities to experiment with instruments and the sound that they make. The children particularly enjoyed correctly identifying a number of untuned instruments, with their eyes closed, from the sound that they made. This rich provision leads on to high quality musical experience in the Reception class where the children were observed playing a range of untuned instruments and singing "*There was a farmer and his dog*" very well. This lesson had plenty of challenge for the children and they thoroughly enjoyed the success that they achieved. Children also enjoyed playing with the range of dolls available that reflected the range of different cultures within their class.

### **ENGLISH**

82. Standards in English are below the national average in the early part of Year 2, and are in line with national averages by Year 6. Current standards in writing at Year 2 suggest that results in next year's tests are likely to be lower than those obtained in 2001. This is because of differences in attainment between the different year groups. Standards in English in Year 6 are currently in line with those expected nationally by the end of the key stage, and are likely to be comparable with this year's above-average results in national tests if the very good progress pupils make in Year 6 is maintained throughout the current year. There are no differences between the attainment of boys and girls.
83. Since the last inspection, standards in reading at Key Stage 1 improved between 1998 and 2000, but dipped in 2001 because a large proportion of pupils for whom English is an additional language found the context of the reading test difficult. Conversely, these pupils performed better in the writing test because they were able to display to good effect the particular skills they have acquired in using the language. Overall, results in writing have varied considerably from year to

year since the last inspection. Current standards in both reading and writing at Key Stage 1 are broadly similar to those obtaining at the last inspection. Standards at Key Stage 2 have improved markedly since 1999 and teachers have high expectations for the success of their pupils, especially at the end of the key stage. Here, teachers have a very clear understanding of the outcomes they intend for each lesson, and organise pupils' work and time well to ensure that these are met.

84. While pupils' progress in their learning at Key Stage 1 is satisfactory, that at Key Stage 2 is good, overall, and many make very good progress towards the end of the key stage. The difference in the rate of progress between the key stages arises mainly from differences in teachers' expectations. At Key Stage 1, for example, teaching is not always strongly focused on what pupils need to achieve by the end of the lesson. As a result, initial explanations are sometimes too long so that pupils do not have sufficient time to complete tasks. While pupils' behaviour is generally managed satisfactorily, teachers have to work hard to obtain the high standards of behaviour necessary for pupils to make good progress, and sometimes the purpose of the lesson is deflected and its pace disrupted by the need to deal with minor disturbances. At Key Stage 2, teachers generally manage pupils' behaviour well. In most classes, teachers expect that pupils will keep to a clearly identified agenda for their learning in each lesson, and teachers use a constantly changing pattern of strategies; for example, discussion in pairs, brainstorming and note-taking, to ensure that the momentum of the lesson is maintained. Across the school, the progress of pupils with special educational needs and that of pupils for whom English is an additional language generally mirrors the progress of other pupils across the school. It is satisfactory at Key Stage 1 in reading and good in writing, an area of the curriculum in which the school has worked hard to secure improvements in achievement. At Key Stage 2, learning support in all aspects of the curriculum is generally well-focused and strongly directed towards achieving the goals that teachers have identified.
85. Standards in speaking are just below average by the age of seven, and those for pupils aged eleven are in line with those seen nationally. At Key Stage 1, pupils are given sufficient opportunities to speak during discussions with the class teacher. Teachers here generally use questioning well to probe pupils' understanding before introducing new work, inviting them to offer explanations or asking them to share their experiences with others. Such opportunities for speaking are generally well-directed, but occasionally pupils make unsolicited contributions that detract from the pace of the lesson. At Key Stage 2, pupils are offered a range of opportunities for speaking. They are sometimes required to speak at length, for example, when leading class assemblies, but more frequently they are invited to discuss briefly in pairs or small groups questions or ideas posed by the teacher. In one very good lesson, for example, older pupils discussed at some depth the reasons for the behaviour of characters in a Shakespeare play. Standards of listening are below average by the age of seven, but are at least average by the age of eleven. While many pupils at Key Stage 1 develop good powers of concentration, a minority have difficulty in concentrating during periods of discussion, although their attention is more strongly focused when a story is told or read. On some occasions, pupils here are expected to listen for too long without a variation in activity. At Key Stage 2, many pupils develop good listening skills because teachers keep the lesson going at a brisk pace, setting deadlines by which activities are expected to be completed and checking pupils' concentration and understanding with telling questioning.
86. By the age of seven, standards in reading are below the national average but pupils make satisfactory progress in their learning as they move through Years 1 and 2. By the age of five, most pupils understand that the printed word carries meaning, some recognising that letters used singly or in combination generally represent the same sounds. By seven, many pupils recognise a wide range of frequently used words and begin to tackle previously unknown words with confidence, using the knowledge of letters and sounds they have acquired through systematic teaching. While they practise their reading skills regularly in groups, pupils do not always have sufficient practice individually in reading aloud to adults, either at school or at home, with the result that they do not reinforce with sufficient frequency the skills they have learnt. Pupils make good progress in their reading at Key Stage 2, with the result that standards are in line with national averages by the age of eleven. Pupils' progress here is regularly monitored, and even

older pupils in the key stage are encouraged to read regularly at home to adults. In Years 5 and 6, pupils are guided well in their choice of literature; this ensures that they read from a sufficiently wide range of texts.

87. Standards in writing are below average by the age of seven. From the age of five, pupils write short captions commenting on the pictures they have drawn. By Year 2, many are able to describe simple events in their lives in chronological order and begin to comment on their experiences as they show a growing awareness of the audience for whom they are writing. Those with the greatest aptitude and ability regularly punctuate simple sentences correctly and become aware that punctuation aids the reader's understanding. While the quality of the writing of some pupils is at the expected level, the work of a number of them is not sufficiently detailed because their first effort is often accepted as their best, and because pupils do not have sufficient opportunity to plan and improve their work. By the end of Key Stage 2, the quality of writing is at least in line with national averages, and some pupils produce work of good quality. This is because teachers generally set clear targets and expectations for what they expect their pupils to achieve, and because pupils are well-motivated, responding with enthusiasm to the challenging tasks they are set. In good lessons across the key stage, for example, pupils are given tasks to complete within clearly specified deadlines; this encourages them to work at a brisk pace and to remain focused on bringing their work to a satisfactory conclusion. Writing is often planned and redrafted before a final version is attempted. In almost all classes at Key Stage 2, marking is used well to exhort pupils to higher achievement. Pupils with special educational needs, and those for whom English is an additional language, generally make good progress in their writing, largely because the school has sought to raise attainment in this particular aspect of the curriculum during recent years.
88. The teaching of spelling, overall, is satisfactory, but patterns for learning are not consistent from class to class. For example, in some classes at Key Stage 2, pupils are systematically tested on words they are expected to learn at home. In others, there is no such provision. As a result, pupils in some age groups make much better progress in this aspect of their learning than others. The teaching of handwriting is, however, more consistently learned and applied. Many pupils begin to join their writing successfully by the time they are seven so that, by the age of eleven, many have developed a fluent, cursive hand.
89. The lessons observed were satisfactory at Key Stage 1, and good, overall, at Key Stage 2. Teachers across the school generally plan their work well. The work set is generally well-matched to pupils' ability and teachers generally have a good understanding of the level of their pupils' achievements. The principal difference in the quality of teaching between the key stages relates to teachers' expectations. At Key Stage 1, the planned work is not always brought to a satisfactory conclusion because minor disruptions sometimes slow the pace of lessons or because discussions lose focus or become protracted. At Key Stage 2, where three-quarters of the lessons were good or very good, learning objectives are more frequently achieved because lessons move at a good pace and because teachers insist on a high degree of concentration, setting clear deadlines for pupils to have finished practising or discussing each aspect of work to be covered. In one good lesson, for example, pupils not only developed in a short time a good understanding of the ingredients of clear instructional texts, but were engaged in concentrated but focused discussions on how a particular text could be adapted to be understood by younger pupils. In most classes, teachers develop a good working relationship with their pupils, to which they respond readily. As a result, pupils' attitudes to learning are generally good. Learning support assistants generally contribute well to the quality of teaching and learning, but are most effective when they have a clear understanding of the learning objectives to be achieved and when they are able to offer support throughout the entire length of a lesson.
90. The English curriculum is sufficiently broad and balanced. Overall, the school makes good use of a range of strategies for teaching literacy skills, and at Key Stage 2, national guidance is sometimes interpreted imaginatively to support learning in other areas of the curriculum, such as history and religious education. The subject is managed satisfactorily. Teaching in the subject is sometimes monitored; the school has a good understanding of overall levels of achievement in English and has rightly identified areas where improvements in teaching and learning need to be

made. Pupils' individual performance is assessed appropriately and learning targets are set, but in some classes these are not yet used to the greatest effect when teachers are planning new work.

91. Resources for the subject are satisfactory, overall; there is a good supply of fiction texts and reading scheme materials, but there is scope to improve the number of guided reading texts at Key Stage 2 and to increase the number of non-fiction books. The new library is used satisfactorily by pupils in Years 5 and 6 for research purposes, but is generally underused by other year groups. Across the school, pupils do not generally practise word-processing skills with sufficient frequency, although computers are available in all classrooms.

## MATHEMATICS

92. At the time of the last inspection, pupils' attainment was broadly in line with national averages but rather variable at Key Stage 2. Results of the national tests taken since that time show that, overall, pupils at both key stages have achieved below-average scores; but, taking into account the well-below-average attainment on entry, they have made at least satisfactory progress by the time they leave the school. Teaching at Key Stage 2 has improved, but the consistently good teaching reported at Key Stage 1 has not been maintained.
93. Standards at the end of Key Stage 1 are not as good as they should be. Results have been steadily improving in the last few years, but, even so, pupils attain standards well below national averages even when compared with schools in similar circumstances. This is partly explained by the low attainment on entry and the high number of pupils with special educational needs but the good progress made by pupils in the Foundation Stage is not maintained. The picture at Key Stage 2 is much more positive. Good results in the 2000 tests, which were above national averages, were not repeated in 2001, but nevertheless they were above average when compared with similar schools. In terms of "value added", that is the improvement between the end of Key Stage 1 and Key Stage 2, the school does very well.
94. Pupils with special educational needs make sound progress at both key stages, but those with English as an additional language, in common with most other pupils, make slow progress at Key Stage 1. At Key Stage 2, pupils are making good progress and should achieve results close to the national average when they take the tests at the end of the key stage. The school has analysed the results of tests and teacher assessments carefully, and there appear to be no significant differences between boys and girls or between different ethnic groups.
95. Most pupils in Year 2 can count reliably up to 100 although many have very little understanding of the place value of each digit in a number. A majority can count forward in tens with confidence and the more able can count backwards. A few are able to add or take away 9 or 11 because it is one more than or one less than 10, and some can see this pattern on a number square. They understand how to add and subtract and a few can use mental recall of addition and subtraction facts to 10. Most know the mathematical names for common shapes, such as circle and square, and some of the more able can describe simple properties: such as the number of sides. Generally, their ability to discuss their work using mathematical language is underdeveloped.
96. Teaching and learning in the lessons observed at Key Stage 1 were satisfactory, with some weaknesses balanced by the strengths. This suggests that if the positive aspects can be maintained and enhanced, standards should begin to rise. An unsatisfactory element of the lessons is the way the pupils are often not fully involved in their own learning. They frequently cannot remember what they have been working on in the last lesson, and therefore are not able to build on previous learning. On-going assessment is weak. Teachers are not rigorous enough in establishing at the beginning of a lesson what pupils already know and can do, and do not give enough time at the end of the lesson to consolidate learning and assess where difficulties need to be addressed in the future. On the other hand, their subject knowledge is good and they use the National Numeracy Strategy well in their planning. They involve all the pupils in discussion and try hard to fully include all pupils in different groups and of different abilities. Crucially, despite teachers' best efforts, a significant minority of pupils is often distracted and noisy, which leads to less effective learning. With such a high number of pupils with special educational needs it is very important that resources, including Learning Support Assistants, are targeted where the need is greatest. This is not always the case at present; for instance, in a Year 1 lesson, the support assistant had to leave at the point where the class moved on to group work. This left the teacher to manage alone at the very point when she most needed help.
97. Pupils in Year 6 are using decimals to two places and many are able to round a decimal fraction to the nearest tenth or to the nearest whole number. They use efficient written methods of addition and subtraction and by the end of the year some are using all four operations, including multiplication and division to two decimal places. They have sound recall of multiplication facts up

to 10x10. The more able understand the difference between perimeter and area and can explain how each is measured. Some understand how to find the perimeter of a compound shape by dividing it into rectangles. They can choose and use appropriate units and instruments, for example, when measuring the perimeter of various objects. They are beginning to develop their own strategies for solving problems, and by the end of the Key Stage most are presenting their results in a clear and organised way. A relative weakness is that they do not often explain or evaluate their own work when presenting it in their mathematics workbooks.

98. Teaching and learning is better at Key Stage 2 because teachers' class management is often good and objectives and high expectations are clearly communicated to the pupils. The pace of lessons and good strategies for behaviour management, particularly in Year 6, motivate the pupils to try hard and concentrate well. This means that pupils, including those with special educational needs, make good progress. Pupils' self-motivation is not very good, so on the occasions where the teacher does not communicate high expectations and allows pupils' attention to wander, learning soon deteriorates. The plenary session is sometimes not well used to consolidate new learning and to identify issues that need further attention.
99. The co-ordinator, who provides a very good teaching role model, monitors planning and thoroughly analyses results. She monitors the progress of different abilities and ethnic groups and brings any anomalies to the attention of the staff. She is well aware of the strengths and where there are areas for development. For example, she knows that problem-solving is a weakness because pupils do not apply their knowledge in different situations. Where teaching is weaker she has monitored lessons and given detailed feedback. Other areas for development include the consolidation of the recently introduced target-setting scheme, and the clarification of practical class management issues such as how work should be set out or where objectives should be written in workbooks. More thought should be given to the way mathematics is taught through other subjects, particularly information and communication technology, and its place in the pupils' social, moral, spiritual and cultural development. The areas for improvement as identified in the school development plan are sound, and, if the good teaching and learning seen in some classes can be more consistently spread through the school, standards should continue to rise.

## **SCIENCE**

100. By Year 6, pupils attain levels which are below the national average but they make satisfactory progress, overall. Pupils enter the school with well below average skills and by Year 6, they achieve the levels attained in similar schools. Current pupils in Year 6 are achieving levels in line with those expected nationally. Year 6 test results in 2001 were well below the national average but they have improved each year since 1999. The levels of attainment at Key Stage 2 have improved since the last inspection. In Year 2, however, pupils' attainment is well below average and their progress in Years 1 and 2 is barely satisfactory. There were no differences between the attainment of boys and girls.
101. The school makes good use of national subject guidance to provide an improving range of interesting and practical scientific activities. This encourages pupils to take an enthusiastic and interested approach to their work, and has raised their skills in carrying out scientific investigations. This is particularly effective at Key Stage 2, but at Key Stage 1 there has been a lack of continuity due to staff absence and this has adversely affected pupils' learning. Teachers have a satisfactory subject knowledge and make good use of the local resource centre to extend pupils' knowledge. Teachers help pupils to develop their literacy skills by recording their work and older pupils are required to learn and use technical vocabulary appropriately.
102. Pupils' attainment by Year 2 is well below expectations. Those pupils learning English as their first language make progress which is just satisfactory. Teaching encourages pupils to carry out investigational activities and they respond enthusiastically. However, teachers do not ensure that pupils focus on precise areas of learning to promote regular progress. Pupils investigate how to create electrical circuits but do not understand how insulated wire and connections complete them. They know the basic principles of a circuit but do not have a full understanding of how a

switch breaks it. Teaching requires pupils to use their literacy skills well. Pupils are given guide sheets to help them record their findings but are not given precise requirements as to the vocabulary to use. Lower-ability pupils receive individual support to help them concentrate but they do not have a clear understanding of what their learning targets are and, as a result, some do not fully attend. For many pupils, their command of English is limited and they lack the vocabulary to express themselves. Pupils receive a good level of support to understand instructions and to discuss their findings. However, teachers do not always make the most effective use of specialist support by specifying the essential vocabulary and concepts to be mastered. Teaching covers all the elements expected in the curriculum but, with the absence of staff through ill-health, there has recently been a lack of emphasis on forces and motion and the way materials are changed. Pupils make sound progress in learning about life and living processes.

103. Pupils make good progress in Year 3, and cover a wide range of elements in the subject. There is a very good emphasis on practical activities and demonstration but investigations are sometimes over-structured. As a result, pupils do not always have sufficient opportunities to suggest their own solutions to problems. Pupils develop a real interest in the subject, stimulated by the pace of teaching and the variety of different challenges they are given. Lessons are planned in detail but do not always take into account some basic practical problems, such as studying shadows in a well-lit classroom. Year 4 pupils learn to write up their investigations using a helpful format that encourages them to make predictions, record their methods and results and compare their findings. Pupils learn to draw valuable conclusions on the way they have organised their work, although their approach to investigations is more enthusiastic than reflective. In Years 5 and 6, pupils present their results using a variety of graphs and charts and, in the process, they develop effectively both literacy and numeracy skills. However, there is insufficient use of ICT throughout the school. Year 6 pupils demonstrate a good understanding of how to test materials for solubility and how to separate others by filtering and evaporation. They work enthusiastically in groups, assigning different roles to one another and apply themselves well to complete the task set. Pupils make good progress in their learning especially in their understanding of life and living processes.
104. Pupils with special educational needs benefit from good quality support, which enables them to be fully included in all scientific activities. They make sound progress up to Year 2 and good progress between Years 3 to 6, and by Year 6 achieve standards which are close to those attained by most other pupils of their age in the class. Pupils who learn English as an additional language make good progress in Years 5 and 6 and have a good level of support from the teachers and the specialist support assigned to them. Pupils work well together in mixed-ability groups and all pupils have a part to play in discussions and investigations. Teachers build on pupils' willingness to talk and discuss their ideas and place a strong emphasis on developing their understanding of technical phrases.
105. The co-ordinator monitors pupils' work and maintains a satisfactory overview of teachers' planning. However, where supply teachers have stood in for absent staff, there is evidence that some aspects are not covered in sufficient depth, such as the study of forces and how material change, at Key Stage 1. Teachers are assessing pupils' work and maintain records for reference. Full-time staff use this information to plan lessons, but, where supply teachers are standing in, assessment information is not always readily available and is thus not used to prepare appropriate teaching. The school is beginning to use test results well to help in the monitoring of pupils' progress.

## **ART AND DESIGN**

106. During the inspection no full art lessons were observed. The judgements made are based on the wide range of evidence presented by the school. This included examples of pupils' work in different medium, recent photographs of pupils' work and discussion with some pupils and staff. Overall, attainment at the end of Years 2 and 6 is in line with expectations and for a minority of

pupils is of a high standard by the end of the juniors. This is a similar position to that at the time of the last inspection, although the school is now more successful at teaching about the art of other cultures and about the work of great artists from around the world.

107. Taking all the information available into account, teaching is judged to be effective in Years 1 and 2 and good in Years 3 to 6. This is reflected in the sound progress observed in the younger pupils' work and the good progress made by the oldest children in aspects such as observational drawing. Here, the relatively crude drawings of the human face by children in Year 1 become recognisable likenesses by Year 6. Similarly, observational drawing of objects around them develops well over time and some good quality drawings entitled *Fruit and Veg.* had been produced by Year 5 in paint and Year 6 in pastels. Pupils' techniques when using pencils, paints, crayons and pastels can also be observed developing across the different year groups. Whether weaving or tie dyeing in Year 1, making repeating or leaf patterns in Year 3, sensitive Remembrance Day pictures in Year 4, or drawing and painting designs by older pupils for the recent production of *Alice*, the care and enthusiasm shown by the pupils is an indication of the enjoyment that they gain from their lessons. The design element (whether working on paper, with materials such as clay, or when weaving or dyeing fabric) is given appropriate attention in teachers' lesson plans. Care is taken to ensure that pupils' work is displayed well around the school and that every year group is represented.
108. A particular strength is the emphasis given to the study of art and artists from a range of different cultures. The work undertaken in this aspect of the curriculum is quite challenging. An example of this is the work undertaken by Year 3 in the light of their visit to The Tate Modern gallery. Not only have they learnt a little of the history of a number of widely differing artists, such as Picasso and Patrick Coulfield, they have also made successful attempts to paint in the style of these artists. In addition, they have looked at the way in which the architect responsible for the creation of this new gallery, Michael Craig, set about his task and they have made judgements about the quality of his work.
109. The co-ordinator was absent at the time of the inspection and teachers were relying on recent national guidance and the art development plan to plan their lessons and ensure that there is continuity and progression across the school. The satisfactory standards being achieved are a reflection of the success that they have achieved in doing this. Although sketch-books are used well and provide some indication of progress made over time, the monitoring and assessment of the progress being made by individual pupils are areas that the school has identified for further development. It is evident from teachers' planning that importance is placed on including all of the pupils and ensuring that, whatever their difficulties, they have full access to the curriculum. Effective use is made of the skills learned in literacy lessons and there are cross-curricular links with design and technology, music and history.
110. The subject is resourced satisfactorily to teach the full National Curriculum Programmes of Study and an appropriate balance is achieved between two-dimensional and three-dimensional work.

## **DESIGN AND TECHNOLOGY**

111. The school has made satisfactory progress in design and technology since the last inspection, when standards were found to be in line with expectations at Key Stage 1 but below expectations at Key Stage 2. Although only two lessons were observed during this inspection, evidence gathered from the scrutiny of display work and pupils' folders, analysis of teachers' planning, and talking to pupils, suggests that standards are now in line with expectations by the end of Key Stage 2.
112. Not enough work was seen at Key Stage 1 to make a firm judgement on standards, but teachers' planning suggests that pupils receive their full entitlement to National Curriculum Programmes of Study. In the Reception class they are learning how to select materials suitable for a particular purpose and how they may be altered or combined to achieve an effect. For example, some pupils were able to suggest which boxes and tubes, from a selection presented by the teacher,

- would be most suitable for making a model giraffe. They had to decide how to join the boxes using glue or sticky tape, and were beginning to understand the best ways of achieving a satisfactory join. Pupils in Year 2 have designed and made a glove puppet based on the Bible story of Joseph's Coat of Many Colours. The more able have evaluated their puppet in writing, making simple comments about things they found easy or difficult.
113. Work done by Year 6 pupils in connection with last year's end-of-term production, shows that by the end of Key Stage 2 standards are in line with national expectations. In their designs for costumes and stage sets for the production of "Alice" they demonstrate sound understanding of the principles of designing, making and evaluating products, and fitting them for a particular purpose. Pupils, including those with special educational needs and English as an additional language, have achieved a satisfactory and sometimes good level of attainment. They are able to develop their ideas and select appropriate tools and techniques to give a good chance of success. Through careful diagrams, lists of materials and clear explanations, they communicate their ideas and suggest alternatives and modifications. In their designs for a powered vehicle they show a good appreciation of why some designs are more effective than others, and how they might be improved.
  114. Pupils' learning is good where the teachers are able to inspire and motivate them by relating the projects to real situations. A good example is provided by the designs for "Alice", a project that clearly motivated and enthused pupils. Year 5 pupils have designed and made biscuits for a festival or celebration, and have been able to select or reject ideas based on their suitability for the intended purpose. In a lesson observed in Year 5 the pupils were, with the help of a visiting musician, recording the sounds produced by their self-made percussion instruments. This was a very good way of assessing fitness for purpose as well as making use of pupils' endeavours in an enjoyable way. Lessons are not as productive if the teaching is too prescriptive and pupils are not encouraged to express their own ideas. Speaking and listening skills could sometimes be better developed if pupils were given more opportunity to express their opinions.
  115. The school is making use of a published scheme of work that ensures coverage of the required Programmes of Study, but has not yet adapted it to its own needs or produced its own policy. The action plan for the subject acknowledges this, and identifies the need to develop a system for monitoring teaching and assessment. This needs to be done to ensure that there is a steady progression of skills and knowledge throughout the school, and that good practice is spread through all classes. At present, the procedures for assessing pupils' attainment and progress are underdeveloped. Resources have been improved and are now adequate, but very little use is made of information and communication technology to enrich the subject. Opportunities to enhance learning in literacy and numeracy are exploited; for instance, the use of measurements for circumference and diameter when designing a top hat - but these are not usually made explicit in planning. The co-ordinator will need to make sure that these elements are identified in the new policy and included in teachers' planning.

## **GEOGRAPHY**

116. No geography teaching was seen at Key Stage 1 during the course of the inspection, but sufficient evidence was obtained through analysing pupils' work and discussions with pupils to indicate that standards by the age of seven are below those expected because pupils do not display the appropriate levels of knowledge and understanding. By the age of eleven, standards among pupils are in line with those expected nationally. Pupils have covered the curriculum in appropriate depth and have begun to make generalised statements; for example, by linking current news items to their understanding of hot climates. While attainment at Key Stage 1 is similar to that noted at the last inspection, standards at Key Stage 2 have risen because the subject is now taught systematically and because of improvements in teachers' subject knowledge.
117. By the age of seven, pupils have become familiar with the area in which they live, and understand that other children may live in environments different from their own. They begin to appreciate simple descriptions of relative distance, but only a few can give accurate directions to nearby

features such as homes or shops. Pupils understand that some places are easily accessible while others, such as islands or the seaside, are much more difficult to reach. Pupils in Year 2 draw pictures of important local amenities, such as the post office or church, and know that people with particular jobs may be associated with each. While some pupils manifest the expected levels of knowledge and understanding, many display lower standards, which suggests that the curriculum has not been taught with sufficient consistency to reinforce previous learning.

118. In Years 3 to 6, pupils make good progress, overall, in their learning so that standards in geography are at the expected level by the time they are eleven. However, progress is not even across the key stage. Pupils in Year 3 make good progress, writing about news items relating to different parts of the world and discussing ways in which local amenities for play may be improved. They also write detailed descriptions of the route they follow to school. In Years 4 and 5, pupils make satisfactory progress. Pupils in Year 4 compare life in an Indian village with their own experiences. They discuss the work in detail, but do not always produce written work at the depth expected. In Year 5, pupils examine different features of weather and climate; they study the water cycle, learning about different types of cloud and the phenomena of evaporation and condensation. Pupils in Year 6 make at least good progress in their geographical knowledge and understanding. For example, pupils debate environmental issues and news items, beginning to appreciate some of the reasons for their importance. They develop a more detailed understanding of maps, learning about scale and the representation of geographical features through agreed symbols. They compare features of urban and town living and plan the route followed when they make a residential visit. Across the school, the progress in the subject of those with special educational needs is similar to that of other pupils. Those with English as a second language often contribute a valuable perspective to pupils' geographical understanding, particularly at Key Stage 2.
119. Although no lessons were seen at Key Stage 1, there is sufficient evidence from the work covered to judge that teaching is not effective in promoting pupils' attainment over time. At Key Stage 2, the effects of teaching over time are good, overall, because standards by the age of eleven are similar to those expected nationally. However, in the two Key Stage 2 lessons observed in the course of the inspection, the quality of teaching was satisfactory. Teachers' knowledge of the subject, criticised at the time of the last inspection, is now at least sound. Teaching methods are generally effective and pupils demonstrate at least satisfactory understanding of the subject when interviewed. Teachers set tasks appropriate to pupils' aptitude and ability, but sometimes their initial class discussions are too long, so that pupils lose concentration. The work of older pupils is marked positively, and this gives pupils good encouragement to work towards higher achievement.
120. The geography curriculum is sufficiently broad and balanced, but there are gaps in pupils' understanding at Key Stage 1, indicating that it is not always taught in sufficient depth. Until recently, the geography and history curriculum have been closely linked and this has meant that objectives in learning for each have not always been defined with sufficient clarity. The subject is currently managed by the headteacher, who displays a good understanding of the strengths and weaknesses in the subject. Procedures for assessment have been drawn up, but these have only recently been introduced and it is yet too early for them to have made an impact on the quality of teaching and learning. Resources are sufficient, and the school makes good use of visits into the local and distant environment; for example, pupils in Year 6 carry out environmental studies based at the Local Authority's centre at Swanage.

## **HISTORY**

121. Standards in history are below those expected nationally by the age of seven. Pupils make unsatisfactory progress in their learning as they move through the key stage because they do not acquire in sufficient depth the knowledge and understanding expected by the National Curriculum. Since the last inspection, standards at Key Stage 1 have declined, whereas those at Key Stage 2 are similar to those seen by inspectors on the last occasion. While the history teaching seen in the course of the inspection was of satisfactory quality, a scrutiny of work and discussions with

pupils suggests that, over time, teaching is unsatisfactory. Between the ages of seven and eleven, pupils make good progress in their learning so that standards are in line with national expectations by the time they leave the school. Many pupils at eleven display at least satisfactory understanding of some of the important eras of British history and of past civilisations, and some begin to sequence them correctly.

122. By the age of seven, pupils begin to appreciate that life in the past was different from that today. Those in Year 1, for example, know that children in past times played different games and had different toys at their disposal. In Year 2, pupils begin to learn about famous people, such as Florence Nightingale, and are able to record simply some of the important features of her life. They sometimes link current events to those of the past, for example, through learning the purposes of Remembrance Day, and begin to understand the reasons for the celebration of other anniversaries. However, pupils' knowledge and understanding are not sufficiently secure, indicating that the subject is not taught at the depth or with the frequency expected to ensure that they build up an adequate fund of experience in the subject. Conversely, pupils at Key Stage 2 make good progress in their learning. In Year 3, pupils learn about some aspects of life in Britain during the last war, describing the lives of evacuees and of the difficulties of home life. Older pupils are encouraged to imagine themselves in the role of historical figures; for example, those in Year 5 write imaginatively as Greek soldiers sending home news, while those in Year 6 take on the role of Victorian street children, writing of their treatment and deprivation and learning of the work of benefactors such as Doctor Barnardo. Teachers employ a good range of strategies like these in classes at Key Stage 2 to enrich pupils' knowledge, with the result that pupils develop a good understanding of the life and times they are studying, and make relevant comparisons between these and their own experiences of modern living. Across the school, those with special educational needs and those for whom English is an additional language generally make progress similar to that of other pupils.
123. While the lessons observed at Key Stage 1 were of satisfactory quality, teaching over time does not help pupils to display the breadth or depth of knowledge and understanding expected by the age of seven. Teachers generally plan and organise their work well, but they are sometimes deflected from meeting the lesson objectives they have set by a minority of pupils who call out answers or disrupt the flow of lessons. Because of this, teachers sometimes have to work hard to maintain the pace of their teaching, with the result that pupils' learning is not always at the expected depth. Across Key Stage 2, teaching over time is good, because pupils make demonstrably good progress in their knowledge and understanding. Lessons are well planned, and teachers display good subject knowledge. Pupils manifest considerable enthusiasm when questioned about the history they have learnt. In the lessons seen, questioning was used well to engage the interest of pupils of different ability. Pupils generally display at least satisfactory powers of concentration, and respond positively to the tasks they are set. In a Year 6 lesson, for example, the teacher used questioning skilfully to lead pupils to her next teaching point, and handled their responses imaginatively to develop further lines of questioning about the similarities and differences between Victorian and contemporary schooling. Resources are used well to enrich pupils' learning, and pupils' achievements in the subject are frequently shared and celebrated, both at the ends of lessons and in attractive classroom displays.
124. The curriculum is generally broad and balanced enough, although it is not taught in sufficient depth at Key Stage 1. The subject is currently managed by the headteacher, who has correctly identified those areas where the curriculum needs further development. The school's history policy is scheduled for review, and there are plans to update the scheme of work currently used. The quality of history teaching is sometimes monitored, and the school is introducing procedures to assess pupils' performance. Resources for the subject are satisfactory in number and quality. Visits are used well to enrich the curriculum at both key stages, for example to the Museum of Childhood and Crofton Roman Villa, but little use is currently made of those in the community with a knowledge of local history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. At the last inspection, standards in information and communication technology (ICT) were found to be in line with expectations at Key Stage 1, but below at Key Stage 2. Since then, there have been improvements in planning and resourcing, but, overall, the school has not kept pace with the changing requirements for the subject, and standards are now below expectations at both Key Stages. This is because, although there is some good work going on in individual classes, ICT is not firmly embedded in the broader curriculum and does not play a central part in the work of the school. Quite often computers in the classrooms are not turned on in the morning and in some cases remain off all day.
126. Pupils are getting a sound start in the Foundation Stage, but this is not built on in Key Stage 1. ICT is included on the timetable, but the evidence gleaned from displays, retained work and observation of pupils in the classroom, suggests that both in terms of teacher input and hands-on experience, they do not receive enough good quality learning experiences at the beginning of the key stage to enable them to make satisfactory progress. This means that by the time they reach Year 2 they are already working below expectations and are not able to progress sufficiently to reach satisfactory standards.
127. The pupils make steady progress at Key Stage 2, and there is evidence of some good work towards the top end of the school. Nevertheless, there is insufficient use of ICT across the curriculum to give individual pupils regular experience of working at a computer. This means that, by the end of the key stage, apart from those pupils receiving extra tuition outside the school, pupils' knowledge and understanding are below expectations. All can use word processing programs to produce text, and most are able to amend, save and print the text using a variety of fonts. Most are confident in using the Internet to find information on different topics and are able to present that information in various ways. Evidence of the use of technology in other curriculum areas was seen during the inspection, for instance, the charts on weather produced by Year 5 and the good use of a graphics program to design a head-dress for a play, but many of the older pupils are not confident when talking about data-handling or control technology.
128. Computers are not widely used to support pupils with special educational needs, and although pupils with English as an additional language are fully included in all activities, opportunities are missed to enhance their learning through the use of information technology.
129. Only two lessons were seen during the inspection, one at each key stage. In both cases, pupils were gathered around a class computer while the teacher demonstrated the use of a particular program. Teaching was good where the preparation, organisation and class management ensured that pupils' attention was fully engaged and all were able to benefit from the shared experience. In one lesson, when pupils came forward to work on the keyboard they blocked the screen, making it difficult for the rest of the class to follow the process. Consequently, some lost interest and soon became distracted. Teachers' own knowledge and understanding is generally sound, but with only one or two computers in each classroom teaching has to be of a very high standard if pupils are to make satisfactory progress. Where learning objectives are clearly communicated during whole-class sessions and followed up by well-planned individual and small group work, learning can be good. Pupils in Year 6 are benefiting particularly from their regular sessions at the Millennium School, and the group involved are already showing much greater confidence and expertise.
130. The school is using the Greenwich scheme to give continuity and coverage, and has appropriate plans to adapt and enhance this scheme in the near future. The use of this scheme ensures that the school meets statutory requirements. Computers have been upgraded and new resources have been invested in, such as a second digital camera and a scanner, but more thought needs to be given to improving the number of computers available for regular use. Systems must be flexible enough and planning sufficiently rigorous to allow greater access to computers for the majority of the pupils. The co-ordinator has plans to completely overhaul the present policy, which is now out-of-date, and this should be done as soon as possible with particular attention paid to the use of ICT across the curriculum. Some good use is made of ICT to enhance literacy and numeracy as well as the foundation subjects, but it is not sufficiently embedded in the planning to ensure consistency throughout the school.

## MUSIC

131. The provision made for music, especially singing, is a strength of the school.
132. Attainment, overall, at the end of Years 2 and 6 is in line with expectations, but the quality of singing is above average. While this appears to be a similar position to that found at the time of the last inspection the quality of teaching observed, the breadth of the curriculum and the effective reflection of the music of a wide range of different cultures confirms that there has been good progress since then.
133. The subject is co-ordinated by a peripatetic music specialist with outstanding teaching ability. In consequence the lessons for which he is directly responsible are of a high standard and are beginning to raise standards to above average in singing lessons. However, he has only been in post for a year and recognises that it will take time to achieve standards that reflect the very good teaching that is now in place. Two class teachers, because of their own musical abilities, take music lessons in Years 3 and 5. The co-ordinator has prepared a clear music action plan that identifies priorities for future development. He has been successful in engaging teaching and classroom support staff across the school in the music lessons that he takes, with the objective of helping the whole staff to become effective teachers of music. Having revised the curriculum he has identified the further development of monitoring and assessment procedures as the next priority.
134. Teaching observed ranged from excellent to good and is judged to be very good, overall. Children, from the Nursery up to Year 2, enter the school hall to be met by a teacher singing a song of welcome that becomes a conversation between the children and him. There is constant pace and singing of very high quality. Pupils' faces glowed with pleasure while their bodies moved in time to the rhythm of the songs that they were singing. Their singing was of above average standard with good tone, clear intonation and a very good sense of rhythm. This lesson was an illustration of the way in which excellent teaching can raise pupils' attainment significantly. During the lesson, a pupil with autism had some difficulty but her support assistant handled the situation sensitively and she was able to remain in the lesson and respond to the music. A further strength of the lesson was the way in which the interest and enjoyment of the pupils, from the youngest to the eldest, were maintained from beginning to end. The same magic worked very well with older children in Years 3 to 6 where, once again, the very good subject knowledge of the teacher, combined effectively with a good balance of challenge and praise, led to the hall erupting with the sound of above average singing of two and three part rounds. The quality of teaching is ensuring that pupils are now making good progress and that standards of attainment are being raised.
135. Lesson planning is rigorous and is based on a school-focused adaptation of recent national guidance. This was evident in the class lessons observed in Years 2, 5 and 6. Year 2 pupils were observed developing their understanding of the difference between pulse and rhythm. At one point in the lesson they were clapping the rhythm with their hands while tapping the pulse with their feet. Although this was a challenging class, the teacher was successful in engaging their interest and some interesting discussion took place about the suitability of the tempo the teacher had used as the pupils' marched around the room singing 'The Grand Old Duke of York.' By the end of the lesson the pupils had worked successfully in groups to sound out a rhythm on an instrument of their choice. In Year 5, good teaching by the class teacher helped the pupils to achieve success in the creation of a lyric that they could sing on the way to swimming lessons. Within the lesson the pupils discussed a range of different lyrics such as those from 'Where have all the flowers gone?' and 'We shall overcome'. The pupils also discussed in a mature way the different experience of children in countries such as Nigeria and Uganda where they might wish to dress differently when swimming. By the time pupils have reached Year 6 they have had a broad base of musical experience and this was reflected in the work on composition that they were undertaking to reflect their feelings when going on a journey. They enjoyed listening to a recording of 'Vltava' (Smetna 1874) and discussing their interpretations of what the music said to them. The teacher's

skill and high expectations encouraged the pupils to work well in groups and to perform compositions of good quality during the lesson. Particularly impressive was the pupils' use of language, especially as over 50 per cent of them came to school with English as an additional language and many of the class have special educational needs. A typical explanation was as follows: 'S... was the rain, D... was the waves crashing on the rocks and I was the thunder.' Across the school, pupils have the potential to be quite challenging and it is a further reflection of the quality of the teaching that their attitudes and response to this subject are very positive.

136. The way in which all pupils, no matter what their difficulties, are included in music lessons is a positive feature. When a Year 6 pupil, because of his difficulties, began to behave in a potentially disruptive fashion, the other pupils were supportive in their attitudes and while the lesson continued the classroom assistant gave the pupil gentle and calming support.
137. The curriculum is further enriched by a range of good quality school productions to which music makes an important contribution, such as the recent productions of *Alice*, *Christmas Welcome* and the *Grumpy Sheep*, visits by professional musicians and participation in musical events outside the school, a music club and guitar and violin tuition. Cello lessons are about to start and it is hoped to offer the opportunity to learn to play hand drums in the near future. Work observed in the music club, guitar and violin lessons was both stimulating and challenging. In addition, a wide range tuned and untuned instruments are available to support the curriculum. There are effective cross-curricular links with literacy, art, design and technology and history. Resources are of good quality, are well cared for and respected, easily accessible and used effectively. The only limitation is the limited space available within the school, which makes it necessary to use the library for most music lessons.

## PHYSICAL EDUCATION

138. Pupils' attainment is in line with the levels expected at the end of Years 2 and 6. The standards observed at the last inspection have been maintained. Pupils respond to the variety of learning opportunities with enthusiasm and are developing skills and self-discipline at a satisfactory rate.
139. In gymnastics, pupils in Year 2 follow instructions carefully in performing a variety of movements. They understand the difference between high and low positions and know how to maintain their balance when demonstrating them. Pupils work on apparatus safely and show good co-ordination in moving. They contribute sensibly when they asked to evaluate one another's performances. In Year 3, pupils' game skills are well-developed in passing, throwing and catching balls. They follow the clear instructions they receive and pupils of all ability levels make sound progress. In Year 5, pupils participate in dance activities with real enthusiasm and make good progress. They take a great interest in a video of modern dance and develop their own steps and movements to music they enjoy. While pupils have lots of opinions and suggestions on how to develop their own sequences, the experience of working in small mixed groups is very beneficial. Pupils willingly demonstrate their ideas to others in the class. Under the teacher's direction, pupils offer positive and helpful comments on which parts are effective and how others might be improved. In Year 6, pupils develop a satisfactory understanding of the skills and strategies which they require to play hockey. They sustained concentration to practice ball and stick control in a way that helps them learn to pass, to attack and to defend. Pupils of all ability levels made good progress and while attainment was generally at the expected level, a small number of pupils have acquired a good level of skill.
140. Teachers have a clear knowledge of the subject and provide a good level of instruction. They maintain a good level of class control and effectively balance the time spent in instruction and in giving pupils time to practise. Teachers are particularly successful in involving all pupils in the activities. Those pupils with special needs are well supported by classroom assistants. Where pupils are unable to participate fully in some activities, they are provided with opportunities to observe, evaluate and comment on the attainments of others. Higher-attainers are challenged by extra tasks and respond well. The choice of music in dance lessons appealed greatly to both

boys and girls and thus elicited a very positive response from pupils. Teachers make good use of pupils to demonstrate good practice and encourage positive evaluations from others. Generally, teachers conduct lessons at a brisk pace but must restrict instruction where pupils are required to stand around in cold weather. Teachers organise warm-up and cool-down sessions appropriately and place a satisfactory emphasis on safety. Systems for assessing pupils' progress are being introduced to ensure that teaching develops their skills at an appropriate rate. Teachers are beginning to use this more effectively in planning lessons.

## **RELIGIOUS EDUCATION**

141. Pupils' attainment at ages seven and eleven is in line with the expectations of the locally agreed syllabus. While this is a similar position to that found at the time of the last inspection, the school is now more effective in relating the comparison of world religions to the different faiths and ethnic groups represented within the school community. Between their entry into Year 1 and the end of Year 6 pupils will have studied the key features of Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.
142. The headteacher as co-ordinator strongly believes that this subject is best taught if it draws upon the rich experience that is present within the community the school serves and if the community on its part trusts and values the work that the school is doing. This has been achieved through effective communication with parents and carers and good use of the resources that exist within the faith communities around the school. An indication of the effectiveness of the provision made is the fact that no child is withdrawn from collective worship and that pupils will visit the following places of worship during their school career: the local Gurdwara, the local Baptist Church, the Central Mosque and the Hindu Temple in Plumstead, St Luke's Church in Charlton, Southwark Cathedral, the Synagogue in Catford and the Jamyang Buddhist Centre. The co-ordinator is providing effective leadership and a clear sense of direction for the subject that has engaged the commitment of both staff and governing body.
143. One satisfactory lesson was observed in Year 1 and good teaching observed in Year 3 and very good teaching in Year 6. Taking all the evidence available into account teaching for pupils in Years 1 and 2 is satisfactory and it is good for pupils in Years 3 to 6. The quality of teaching ensures that younger pupils make sound progress while the progress made by older pupils is generally good. Their understanding of the religious dimension of life grows steadily. There is a very good link between assembly themes and religious education lessons. The link between behaviour and the moral teachings of the different faiths studied is always emphasised. This subject makes an important contribution to the spiritual, moral, social and cultural development of the pupils. In the lessons observed, pupils behaved well, were keen to participate, listened to their teachers and one another and were sensitive to the feelings of others.
144. In Year 1, the children reflected at a level appropriate for their age on the different groups that they belonged to. This work led to a discussion about faith groups and focused on the Christian Bible. The pupils enjoyed the discussion and were able to identify some of the features of the Bible and the stories about Jesus that it contains. However, this lesson had less pace and challenge than the better lessons seen. The good level of progress being made by the older pupils is well-illustrated by a stimulating lesson observed in Year 3 where the teacher's high expectations, effective planning and the overall pace of the lesson led to an enthusiastic response from the pupils as they discussed the fact that the Bible is a library made up of a range of different types of text – among them poetry, stories and history. The pupils' questions and answers confirmed that they had secure understanding of the features and purpose of a library. At one point in the lesson the teacher brought all the separate books of the Bible back together into a box that, when it was turned round, gave the appearance of a single book. The way that this was done and the response of the pupils was a genuine moment of 'awe and wonder'. The skills learned by the pupils in their literacy lessons aided their work and helped them in their writing on a range of tasks, including their recent visit to The Imperial War Museum, in the style of different books in the Bible. The effective work being done in literacy across the school was seen in practice in the Year 6 lesson

observed, where very good teaching challenged pupils of a wide range of prior attainment to compare four texts in the Bible relating to the same incident, as recorded by Matthew, Mark, Luke and John. In this lesson, the children had a mature discussion of their feelings about the assembly they had just led and their different experiences of experimenting with bread-making. In both cases, they had shared the same experience but had a wide range of different perceptions when they came to talk about them. This proved an effective way of introducing the similarities and differences that are present in the four Gospels. The pupils worked very hard on this task and they all achieved a degree of success, including two pupils with special educational needs who were well supported by a classroom support assistant. The discussion of what they had discovered was conducted in a mature fashion with appropriate sensitivity being shown to the different faiths present in the classroom and to the feelings of other pupils.

145. The school is a very moral and caring community and this comes in part from the depth and sensitivity of the discussion that takes place within lessons. The way in which all pupils are supported and engaged in the work being undertaken is a strength. The increasing confidence in the use of English, in discussion and in written work in this subject, is an indication of the way in which the effective development of literacy is helping pupils who have English as an additional language to access the different texts they are studying. The school has interpreted the locally agreed syllabus so that it has as much relevance as possible to the pupils and helps them to respect, value and understand the beliefs of others. A wide range of carefully selected religious artefacts, books, videos and other resources supports the satisfactory to very good teaching. Until now, the focus has been on revising the curriculum and there has been less focus on monitoring and assessment in order to better inform the good quality planning that is already in place. The school has identified this as an area for further development.