



**OFFICE FOR STANDARDS  
IN EDUCATION**

**INSPECTION REPORT**

**JAMES WOLFE PRIMARY SCHOOL**

Greenwich

LEA area: Greenwich

Unique reference number: 131246

Headteacher: Ms A Hunt

Reporting inspector: Mr S H Ward  
9271

Dates of inspection: 12<sup>th</sup> – 16<sup>th</sup> February 2001

Inspection number: 199082

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	2 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr G Nuttall

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Team members			Subject responsibilities	Aspect responsibilities
9271	Selwyn Ward	Registered inspector		What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
9595	Susan Cash	Lay inspector		Pupils' attitudes and personal development How well does the school care for its pupils? Partnership with parents
2396	Michael Davidson	Team inspector	Science Religious education	How well is the school led and managed? Equal opportunities
10715	Andreas Markides	Team inspector		Hearing-impaired
28069	David Mylroie	Team inspector	English Design and technology Information and communications technology	Special educational needs English as an additional language
27654	Robina Scahill	Team inspector	Mathematics Art Physical education	How good are curricular and other opportunities?
31233	Liz Slater	Team inspector	Foundation Stage Geography History Music	

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The Registrar, The Office for Standards in Education, Alexandra House, 33 Kingsway, London WC2B 6SE.

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

### **INFORMATION ABOUT THE SCHOOL**

James Wolfe opened as a community primary school in September 1997 following the amalgamation of the previously separate infant and junior schools. The school incorporates a unit for hearing-impaired children which currently has 29 children who are integrated in five of the classes. With 428 pupils, including 47 who are currently part-time in the nursery, James Wolfe is much bigger than most primary schools. The school has a wide ethnic mix, and broadly similar numbers of girls and boys. Although a high number of pupils speak English as an additional language, few are at an early stage of learning English. The proportion of pupils on the register of special educational needs is above average. The number with statements of special educational need is very high, although the majority of these relate to the hearing-impaired children. The proportion of pupils known to be eligible for free school meals is above average. Children start school with a wide range of abilities. Although there are a number of able children, pupils' attainment when they join the nursery is well below average overall.

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

Very effective leadership and management have successfully steered James Wolfe Primary through amalgamation and have led to good teaching. Children make good progress throughout the school. Standards have risen since amalgamation. James Wolfe Primary is a good and effective school which provides good value for money.

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

- The teaching is good, so that children of all abilities make good progress in their learning.
- The school is very well led and managed.
- Hearing-impaired children are very well supported, there is good support for others with special educational needs and there are good procedures for looking after children's welfare.
- The school provides very well for pupils' cultural, moral, social and personal development, with all children gaining extra opportunities from the provision for the hearing-impaired.
- Most pupils behave well, get on very well with one another and have a positive attitude to learning.
- Pupils are doing well in art and music.

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

- School policies and practice are not always consistently followed by all teachers.
- There are too few opportunities for extended writing in subjects other than English.
- Children are not doing as well as they could in religious education.
- Reports do not give parents enough information about how their children are doing.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE AMALGAMATION**

The then separate infant and junior schools were both inspected less than a year before the amalgamation. The school successfully managed the transition from separate infant and junior schools, and now functions effectively as a school with a unified ethos. The school has been effective in addressing weaknesses in teaching identified in the previous infant and junior school inspections. In both these inspections, lack of challenge for more able pupils was identified as an issue. This has improved, especially in mathematics, where more able children are encouraged to tackle work normally done by older pupils. Standards have risen in English, mathematics and science and at a better rate than seen nationally. There is now an appropriate programme for improving pupils' skills, understanding and knowledge step-by-step as children move through the school. James Wolfe Primary has maintained and further improved upon the very high quality of provision for hearing-impaired children.

## STANDARDS

Throughout this report, references to *Key Stage 1* and the lower school relate to the infant years (Years 1 and 2) when pupils are aged 5 to 7. The junior years (from Year 3 to Year 6) are referred to as the upper school and as *Key Stage 2*, when pupils are aged 7 to 11. Children in the nursery and in the reception year, who enter the school aged under five, are considered to be in the *Foundation Stage*. The table shows the results achieved by 11-year-olds based on average point scores in national Standard Assessment Tests. The school's results include those of hearing-impaired pupils.

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

*Schools are categorised as similar according to the number of children known to be eligible for free school meals.*

The information above shows that results achieved in the tests in 2000 were below the national average in English, in line with the national average in mathematics and above average in science. When compared with similar schools, results in English were above average. They were well above average in mathematics and science. In all three core subjects, results have improved at a better rate than seen nationally, and particularly so in mathematics and science. The school has set challenging targets for further improving results in English and mathematics, and the lessons and work seen during the inspection show that the school is making good progress towards achieving these targets. Pupils' work seen in English, mathematics and science during the inspection was judged to be in line with national expectations by the end of *Key Stage 2*. In art and music, standards are above those expected for pupils' age. In religious education they are below. In other subjects, standards are in line with national expectations. Overall, children enter the *Foundation Stage* at a stage of development which is well below average. They make very good progress towards achieving the expected standard, so that by the end of the *Foundation Stage*, they attain the nationally expected standard. The results of the tests for seven-year-olds in 2000 were at the national average for writing but below the national average in reading and mathematics. When compared with similar schools, results in reading and mathematics were above average and they were well above average in writing. From work seen during the inspection, children make good progress in *Key Stage 1*. Although attainment in science and religious education is below the expected standard by the age of seven, in all other subjects it is in line with national expectations. Children of all abilities and from all ethnic backgrounds make good progress and achieve well. In all subjects which are grouped by ability for teaching and throughout both the upper and lower school, top groups include many children from Afro-Caribbean and other minority backgrounds.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are keen to work hard.
Behaviour, in and out of classrooms	Good overall, both in lessons and around the school. In most lessons behaviour is very good, although there is some unsatisfactory behaviour from a small minority of pupils. There has been one temporary exclusion over the past year.
Personal development and relationships	Relationships throughout the school are very good. Pupils get on well with each other and with adults. They are considerate, help each other and work well together. Boys and girls, children from different ethnic backgrounds, and hearing-impaired children are all included and get along very well with one another.
Attendance	Attendance is good and most children arrive at school on time. Unauthorised absence is above average because the school sets strict criteria for authorising absence.

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.*

*'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching was satisfactory or better in 96% of the lessons seen. It was good or better in 57% of the lessons, and very good or excellent in 26%. Teaching was unsatisfactory in just 4% of the lessons seen. The school has adopted and follows the *National Literacy and Numeracy Strategies* and the teaching of English and mathematics is good overall. The teaching of hearing-impaired children is consistently very good and teaching is good for other pupils with special educational needs.

The most effective teaching was well planned to ensure that time was well used and that children were able to build on what they had previously learned. Pupils knew what it was they were expected to learn and teachers' clear instructions helped to ensure that children settled quickly to the tasks set them. Teachers know and manage pupils well, and organise lessons so that children are fully involved. In the most effective lessons, teachers had high expectations, set work which was appropriately challenging for pupils of different abilities, including more able pupils, and got a lot done. Pupils learned best when questioning was used to check understanding and teachers encouraged them to extend their answers and to make good use of discussions. Teaching assistants and support teachers were usually very well used. Where teaching was less effective, teachers were less confident about the subject. Often they were not sufficiently clear about what they expected children to achieve or about their expectations of pupils' behaviour. Less effective lessons were slow and did not offer enough challenge for pupils of different abilities, so that children made less progress in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	National Curriculum and religious education requirements are met in both key stages and the curriculum for the <i>Foundation Stage</i> meets legal requirements. The <i>National Literacy and Numeracy Strategies</i> are making an effective contribution to raising standards. The curriculum for all is enriched through the specialist provision for hearing-impaired children, with, for example, all pupils benefiting from the opportunity to learn sign language.
Provision for pupils with special educational needs	Pupils are well taught and make good progress. There is very good provision for the hearing-impaired, both in the specialist unit and when children are integrated into mainstream classes.
Provision for pupils learning English as an additional language	The school has many children who speak English as an additional language although few pupils are at an early stage of learning English. They are well taught and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is very good. Provision for pupils' spiritual development is satisfactory. The student council gives children an opportunity to share in decisions about the school. The school uses a wealth of visits and visiting experts very effectively to enrich the curriculum.
How well the school cares for its pupils	All children are looked after well. Information from assessment is generally used well to raise attainment.
How well the school works in partnership with parents	The school has worked hard to involve parents but reports do not give parents enough information about how well their children are doing.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team are very effective. They provide very clear educational direction for the school and are committed to raising standards and providing the best education for the children. Staff with subject management and other responsibilities usually fulfil their roles well.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. The governing body is keenly involved in leading the school in partnership with the headteacher.
The school's evaluation of its performance	Teaching and learning are monitored well and this has contributed to the good teaching and to the progress pupils make. The school has successfully adopted the principles of "best value" to evaluate for itself what it does well and what it might do to improve.
The strategic use of resources	School budgeting is well linked well to a very clear development plan which targets resources towards raising standards and ensuring improvement.

The school buildings and site offer satisfactory facilities. There are sufficient classrooms, with some additional spaces for specialist and small group teaching as well as an upper and a lower school library. The school has adequate playground space although, unlike the separately located nursery, the reception classes do not have their own play area.

## 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 and behave well</li> <li>• The teaching is good and children make good progress</li> <li>• The school expects children to work hard and achieve their best</li> <li>• Children are helped to become mature and responsible</li> <li>• The school is approachable</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• They are not given enough information about their children's progress</li> <li>• The school does not work closely enough with parents</li> <li>• There are not enough extracurricular activities</li> </ul>

Inspectors agree with the parents' favourable views of the school. Although much helpful information is provided to parents, inspectors agree that reports often do not give parents enough information about how well their children are doing. The majority of parents feel that James Wolfe Primary is approachable with problems or complaints, but the school could do more to ensure that it is also seen as accessible by the minority of parents who expressed concern and who expressed the view that the school was not working closely enough with them. There are several new after-school clubs, and inspectors consider that the range of extracurricular activities currently on offer is good.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. Throughout this report, references to *Key Stage 1* and the lower school relate to the infant years (Years 1 and 2) when pupils are aged 5 to 7 years. The junior years (from Year 3 to Year 6) are referred to as the upper school and *Key Stage 2*, when pupils are aged 7 to 11. Children in the nursery and in the reception year, who enter the school aged under five, are considered to be in the *Foundation Stage*. Schools are compared as against the national average, as well as against "*similar schools*". Schools are grouped as similar according to the proportion of children attending who are known to be eligible for free school meals.
2. In the national tests taken at the end of *Key Stage 1* in 2000, results in reading were below those expected nationally but above those of similar schools. Results in writing were better than in reading. In the *Key Stage 2* tests, results in English were below those expected nationally but above those of similar schools. In mathematics, *Key Stage 1* test results were below national expectations but were above those of similar schools. Results in the *Key Stage 2* tests were in line with national expectations and well above those of similar schools. The school met its targets for 2000 and has set challenging targets to further improve standards in English and mathematics in 2001. In science, national tests are only taken at the end of *Key Stage 2*. In these tests, pupils attained standards that were above the national average and well above those of similar schools. In all three of these core subjects, there has been some fluctuation in results which is attributable to the wide variation from year to year in the number of hearing-impaired and other children with special educational needs who take the tests. Nevertheless, results have improved since amalgamation at a better rate than seen nationally, particularly in mathematics and science.
3. Test results indicate that the school is now catering better for the needs of more able pupils. This is an improvement since amalgamation as it had been identified as an issue in the inspection reports on both of the then separate infant and junior schools a few months before amalgamation. There is particularly good provision for able pupils in mathematics, with two pupils last year attaining the very high level 6, usually only reached in secondary school and with several of the current Year 6 undertaking secondary school mathematics work. There is some difference in the test results of girls and boys at *Key Stage 1*, with girls recently doing less well than boys, but by the end of *Key Stage 2* the difference is not significant and indeed is smaller than seen nationally. There is no significant difference in the results of pupils from different ethnic backgrounds. Children of all abilities and from all ethnic backgrounds achieve well. In all subjects which are grouped by ability for teaching and throughout both the upper and lower school, top groups include many children from Afro-Caribbean and other minority backgrounds.
4. Standards seen in English, mathematics and science are average by the end of *Key Stage 2*. They are similarly average in English and mathematics at the end of *Key Stage 1*, although it is below average in science. In other subjects, standards are in line with expectations for pupils' ages, with the exception of art and music, where pupils are doing better than would be expected for their ages, and religious education, where pupils' attainment is below the expected standard and where pupils are not doing as well as they could be.
5. The *National Literacy* and *Numeracy Strategies* have contributed to raising standards in English and mathematics. Pupils have good opportunities to use and develop their numeracy skills in other curriculum subjects. Although there are satisfactory opportunities to use literacy skills in other subjects, there are too few opportunities for extended writing in other subjects, especially in science, history, geography and religious education. Similarly, there are too few opportunities to use information and communications technology in other subjects. Standards of handwriting and presentation are good overall, but there is too much variation across the school so that standards in some classes are not as good as in others.
6. Although there are a number of very able pupils in the school, overall pupils' attainment when they join the school is well below average. Pupils are achieving well overall. They make very good progress in the *Foundation Stage* and in both *Key Stages 1* and 2. With the hearing-impaired unit, the school includes an above average number of pupils with special educational needs and with statements of special educational need. These children also make good progress, with hearing-impaired pupils making very good progress due to the consistently very good teaching and support that they receive.

7. The school has a large number of pupils for whom English is an additional language, although few are at an early stage of learning the language. These pupils make good progress in learning English. They also make good progress in subjects other than English, where they carry out the same activities as the rest of the class.

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

8. Pupils work hard and enjoy coming to school. They are keen to answer questions and be involved in activities, with, for example, as many as seventy girls and boys volunteering to join the senior choir. Almost all pupils show positive attitudes to school. Relationships between pupils and between pupils and adults are very good. Everyone is treated with respect and valued, as for example when pupils ate food brought in from home by a Muslim pupil. Pupils are considerate, help each other and work well together. Boys and girls, children from different ethnic backgrounds and the hearing-impaired are all included and get along very well with one another.
9. Pupils' behaviour is good. In many lessons it is very good. Sometimes, as for example on a Year 6 visit to the local church, it is exemplary. However, a small minority of pupils find it difficult to behave well and disrupt the learning of others, particularly in classes where the teacher does not have effective techniques for dealing with challenging behaviour. Pupils behave well in the playground, in assemblies and around the school. Both pupils and parents report that bullying is rare. They are confident that when it is reported it is dealt with effectively. There has been one temporary exclusion in the past year.
10. Pupils are encouraged to show initiative and to take on responsibility. They are trusted around the school and respond very well to that trust. Older pupils setting up assembly, for example, took considerable care not only to see that everything needed was in place but also to ensure that the overhead projector was properly focused and could be seen properly from the back of the hall. Extra work, activities outside school, and examples of initiative are praised in weekly celebratory assemblies. There is a student council with representatives from Year 2 upwards who take their responsibilities very seriously and who are able to point to several successes in suggesting and negotiating improvements in the school and its facilities. In most lessons pupils are expected to choose resources, tidy up and work independently, and they do this responsibly and without fuss. Many parents agreed, and the inspection confirms, that the school helps pupils to become mature and responsible.
11. Attendance is good. It is above the national average. The level of unauthorised absence is also above the national average because the headteacher sets strict criteria for authorising absence. Punctuality is sound with most pupils arriving at school on time.
12. Since amalgamation, the school has successfully maintained the generally high standards of behaviour and positive attitude of pupils and has improved attendance.

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

13. Part of the focus of the inspection was on literacy and numeracy, and so priority was given to observing the teaching of English and mathematics. All classes were seen being taught these subjects. In most cases, inspectors were able to observe full lessons. In judging teaching, inspectors sought evidence that pupils were learning and making progress.
14. Teaching was satisfactory or better in 96% of the lessons seen. It was good or better in 57% of the lessons, with very good or excellent in 26%. The teaching of hearing-impaired children is consistently very good, and teaching is good for other pupils with special educational needs. Although teaching was judged to be good in the inspections of the then separate infant and junior schools prior to amalgamation, both inspections identified a number of weaknesses in teaching. James Wolfe Primary has made good progress in dealing with these since amalgamation, although there is a need now to ensure that the very good practice in teaching in the school is shared so that all pupils are able to consistently benefit.
15. Where teaching was most effective, it was well planned to ensure that time was well used and that children were able to build on what they had previously learned. Most lessons had clear learning objectives which were usually written up on the board and shared with pupils at the start of the lesson so that pupils knew what it was they were expected to learn. In almost all lessons, teachers gave clear instructions which helped to ensure that pupils settled quickly to the tasks set them. Teachers know and manage pupils well and organise lessons so that children are fully involved. Pupils learned best when questioning was used to check understanding and teachers encouraged

them to extend their answers and to make good use of discussions. Teaching assistants and support teachers are usually very well used and the presence in class of teachers to support hearing-impaired and other children with special educational needs frequently boosts the learning of the other pupils.

16. In the most effective lessons, teachers had high expectations, set work which was appropriately challenging for pupils of different abilities, including more able pupils, and got a lot done. This is a notable improvement since amalgamation, when lack of challenge for more able pupils had been identified as a weakness in both the infant and junior school. The best extended work for more able pupils was in mathematics in the upper school. Here, setting across the four classes in Years 3 and 4 and the four classes in Years 5 and 6 has made it possible for more able pupils to take on work usually done by older children. Able Year 6 children have been encouraged to start on mathematics work that would normally be done in a secondary school in Year 7. As a result, some able pupils have been able to attain very high levels in the national tests.
17. Where teaching was less effective, teachers were less confident about the subject they were teaching, for example in religious education. Often they were not sufficiently clear about what they expected pupils to achieve or learn. Expectations of behaviour were unclear, and as a result some pupils misbehaved and the class did not learn as much as it should. Less effective lessons were slow and did not offer enough challenge for pupils of different abilities.
18. Marking is often well used to assess pupils' progress give constructive feedback to pupils. Practice within the school is not consistent however. Some teachers' marking is irregular and offers insufficient help to pupils in identifying for them what they need to do to improve.
19. Pupils with special educational needs are taught well both in withdrawal groups and in class, where they are given effective and appropriate support. This is particularly true in classes where the teachers use the targets set on the pupil's individual education plan as the basis for their own planning and share these targets with the pupils. In nearly all classes, pupils with special educational needs make good progress in their learning and are enthusiastic about their work. Hearing-impaired pupils make very good progress in their learning as a result of the very good specialist teaching they receive. Learning support assistants work well with pupils with special educational needs in all classes. They are regarded by the teaching staff as an integral part of the pupils' learning and are included in planning and assessment activities. They are given clear instructions as to what the teachers intend the pupils to learn. This enables them to support the pupils appropriately to ensure that they continue to make good progress.
20. Teachers plan well for pupils who are learning English as an additional language. The pupils are well supported by a specialist teacher and two support assistants. The work set for them is challenging and supports them in making good progress. They work well in withdrawal groups and in class lessons and show that they are keen to learn. The work covered by pupils for whom English is an additional language reflects the work being covered by all pupils in the class and is firmly based within the National Curriculum.

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

21. The quality and range of learning opportunities offered by the school is good. The curriculum is rich and well-balanced. It has particular strengths in the provision made for hearing-impaired pupils, which is additionally benefiting all pupils by extending the opportunities they have to learn skills such as signing. The school meets all statutory requirements of the curriculum, including those for religious education. All subjects of the National Curriculum are taught for appropriate amounts of time. However, some time is lost as a result of pupils taking a long time coming into school at the end of playtime and some literacy lessons for the younger pupils are too long. Teachers' overall planning of the curriculum is good. They meet regularly to plan work so that similar classes cover the same curriculum, although the detail of this planning does not always ensure work is covered in the same depth in the different classes in each year group.
22. The breadth of the curriculum offered is good. The school uses a wealth of visits and visiting experts very effectively to enrich the curriculum. Pupils benefit from a wide variety of outings to local venues, including places of worship, museums and art galleries related to their work. This range of activities is in addition to a number of people who visit the school to talk to the children, tell them stories and run various workshops, such as an African artist who was working with Year 5 pupils during the week of the inspection. These extra learning opportunities support pupils in making good progress during their time at the school.

23. The school has sound strategies for teaching literacy skills, but these are not fully developed across the curriculum because opportunities are missed for extended writing in subjects other than English. Provision for teaching basic skills in numeracy is good and mathematics is used well in everyday situations, for example in science and geography. The *National Literacy* and *Numeracy Strategies* are making an effective contribution to raising standards. The curriculum makes good provision for personal, social and health education, including sex education and education in the misuse of drugs.
24. The quality and range of learning opportunities for pupils with special educational needs, including hearing-impaired children, is very good. They take part appropriately in the activities in their classes because they are well supported by specialist teachers and learning support assistants. Where pupils need additional or separate activities, these are well matched to the learning targets identified in pupils' individual education plans. There is good breadth in the curriculum offered to them and this together with the support they are given leads to effective learning. They are fully involved in the school's extra-curricular activities and outings. The school's policy contains clear statements of equal opportunities. Every effort is taken by the school to ensure that equal access is given to all pupils. Girls and boys take part in all activities together, including the taking of responsibilities such as helping younger pupils at lunchtime.
25. The school offers a good range of extra-curricular activities, including gymnastics for Year 2, dance for Year 3, tennis for Year 4, football for Year 5 and rugby and netball for Year 6. These are well supported and pupils are obviously keen to attend. Pupils go on to many different secondary schools, but there is good liaison with these schools in order to make the transfer as smooth as possible.
26. Provision for pupils' spiritual development is satisfactory, especially through music and art. Assemblies and collective acts of worship are given a sense of occasion by the use of music and pupils participation in role-play. Pupils are given some time to reflect on matters that have been discussed. Pupils think sensitively about the needs of others. For example, when listening to a talk by a visually-impaired visitor, pupils were very attentive and asked thoughtful questions. Religious education makes relatively little contribution to pupils' spiritual development however as pupils are not given enough opportunity to reflect on the beliefs of different faiths.
27. Provision for pupils' moral, social and cultural development is very good. James Wolfe Primary places great store in teaching moral values and in promoting good understanding of the school's rules. This is reflected in the meaningful assemblies conducted by staff, where understanding and kindness are encouraged. These positive attitudes are developed through class rules and *Circle Time* where pupils discuss feelings and welfare issues like how to avoid and resolve conflict. Teachers provide good role models by the way in which they treat pupils. The school expects the pupils to take responsibility and show initiative and offers pupils good opportunities to do so. The student council is taken very seriously and pupils are proud to be members of it. Within the student council, older pupils take suitable leading roles and represent the pupils in other groups. Pupils are encouraged to appreciate the work of others, work in groups, and share ideas and resources. They co-operate and play well together during playtimes and *Circle Time* encourages them to listen carefully to others. During special assemblies good work and initiative are praised. Pupils are encouraged to speak and perform, which develops their self-esteem and confidence. Pupils support others through collections for various charities during the year, which promotes their social development and understanding of citizenship. Residential visits in Years 5 and 6 contribute to the social development of the older pupils.
28. Pupils have a very good understanding of their own and other cultures through their studies of geography, history, art and music, and to a rather lesser extent through religious education. A good range of instrumental tuition leads to good individual achievement. Links with orchestras involve many pupils in making and appreciating different types of music. In art, they study the work of artists and traditions from different parts of the world. Their visits to art galleries, theatres and nearby historical places of interest further support their cultural development.

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

29. Pupils are well cared for in a happy and constructive atmosphere. The youngest pupils are carefully welcomed into the school in a well-planned induction programme which fully involves parents. James Wolfe Primary makes good provision for pupils' health and safety and looks after those who are hurt or unwell with care and concern. At present, attendance registers are retained in the office in the morning but remain in the classroom, although not necessarily always with the class, in the afternoon. This practice is unsatisfactory. Topics such as healthy eating,

sex education and the misuse of drugs are taught at appropriate times through the school. The school has effective child protection procedures, and these are well known to all staff.

30. All pupils and their families are aware of the school's behaviour policy. Pupils discuss the rules needed for an orderly classroom at the start of each year and sign a copy to signify their agreement to try to uphold them. This is good practice. Bullying and racial harassment are not tolerated and the school wisely takes a firm line with anyone who *'hits back'*. Most teachers create a positive climate for learning in their classroom by commending good behaviour rather than highlighting misbehaviour and most pupils respond well to this. Pupils also enjoy receiving commendations in assembly and having their names put in celebratory *Gold Books*. Mid-day supervisors are fully involved in supporting good behaviour by awarding stickers and by playing games in the playground. Pupils are always well supervised. There is however a small minority of pupils with challenging behaviour for whom some teachers have yet to find appropriate strategies.
31. The procedures for monitoring and promoting good attendance are good. Registers are promptly and efficiently marked. Certificates are given for 100% attendance and the school is working closely with the education welfare service on plans to improve punctuality. The school sensibly has a *'walk to school'* policy, whereby office staff are especially alerted to the non-arrival of those older pupils known to walk to school alone. Parents are quickly contacted if necessary.
32. Teachers and other adults in the school know the pupils well and are able to offer good personal support and guidance. *Circle Time* is used effectively in some classes to support pupils' personal development, but it is not consistently planned for across the school and not all teachers set time aside for it.
33. The school has good procedures for assessing and monitoring pupils' academic progress. During their time in the nursery, significant achievements in each area of learning are noted on sticky labels and are quickly and easily compiled into a detailed record for each child. These records are very efficient, comprehensive and are used very well to help plan the next steps in learning. Soon after they have started in the reception classes, pupils are assessed using the local education authority baseline assessment. Thereafter, each year pupils take tests in English and mathematics, and tests are also carried out at the end of each topic in science. The tests are analysed to enable teachers to adapt their planning in those areas in which pupils did less well. Assessments are also analysed by gender and by ethnicity. This further informs the school's planning and the deployment of support staff, to ensure that extra support is carefully targeted at those who need it. In the upper school, assessment is used in mathematics to group pupils into sets across two year groups. This supports the more able pupils, some of whom are attaining well above national expectations, as well as the less able. This careful assessment and analysis is contributing to pupils' good achievement in English and mathematics. This is an aspect of the schools' work that has improved since amalgamation.
34. The school has recently introduced a tracking sheet for each pupil to record all their test results. This is still at an early stage of development and is not yet sufficiently detailed to highlight individual strengths and weaknesses. Each pupil has an English and mathematics target. These are set and reviewed each half term and are appropriate for the pupil. However, they are not consistently used on a regular basis to remind pupils what they should be focusing on. Marking of work is also inconsistent. When work was marked well, it encouraged pupils and gave useful pointers on how to improve.
35. Planning for pupils with special educational needs is very good. Each child has an individual education plan. These are reviewed and updated termly with teachers making more frequent comments on the back in order to keep an ongoing assessment of the progress the pupils are making. The targets set for each child are specific and attainable, for example *"be able to concentrate on an activity without adult support for three to five minutes"*. Assessment of the work of pupils with special educational needs is included in individual education plans as part of the review process and is, therefore, used as a tool for planning future work. Individual education plans are also drawn up for pupils with behavioural problems to support them in improving their behaviour. Pupils in Year 6 discuss and have an involvement in the targets set for them and those in younger year groups are aware of their targets. The school effectively tracks progress made by pupils with special educational needs to monitor movement through the stages identified in the Code of Practice. It does this through a regular programme of discussions between all the interested parties, including parents, an annual reading test and the school's other forms of assessment.
36. The school carefully tracks the progress made by pupils for whom English is an additional language. It keeps detailed records and assesses pupils through the use of nationally accepted tests. The school employs a part-time specialist teacher for pupils learning English as an additional language as well as two support assistants who give

good support to the pupils. There are good assessment procedures for identifying pupils' needs when they start at the school.

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

37. Parents express generally positive views about the school. While many said they felt comfortable approaching the school if they had a question or a problem, over a quarter of those responding to the questionnaire did not feel that the school works closely with parents. Inspectors found that the school has worked hard to develop an effective partnership with parents. It has worked closely with the parents' association (the Friends of James Wolfe) to produce a questionnaire about aspects of the school such as school uniform, has involved them in discussions about the plans for the playground and has set up a liaison committee which meets termly. In response to requests from parents, a number of concerns have been addressed. For example a range of extracurricular activities has been introduced and more are planned. A room is set aside where parents can meet together. The arrangements for the induction of new families into the life of the school and help with choosing a secondary school are good. There are opportunities to learn more about the work of the school, for example through curriculum evenings held about literacy and numeracy and meetings to explain national tests. Parents are welcome to help and a few do come to hear the younger children read and help on trips or to share particular expertise. Nevertheless, the school recognises that with a significant minority of parents expressing dissatisfaction, the school needs to ensure that it is also seen as responsive and accessible by those who express concern.
38. Written information about the work of the school is very good. The prospectus and governors' annual report are both very detailed. Regular newsletters and curriculum topic information keep parents very well informed about the work of the school and the part parents can play in helping their children, for example with mathematics and reading. The inspection does support many parents' view that they are not well informed about their children's progress. Annual reports were good prior to amalgamation but are now unsatisfactory. They are very brief and do not give a sufficiently detailed picture of what each child can do, what progress they have made and what they need to do to improve. There are satisfactory opportunities for both formal and informal discussion with teachers.
39. Parents support the school well. Many of the governors have children at the school. Most parents hear their children read regularly. A lively parent's and friends' association organises social and fundraising events which directly benefit the children. It also has its own newsletter. School concerts and plays are very well attended.
40. Parents of pupils who have a statement of special educational needs are invited to the annual review for their children. Targets set in individual education plans are also discussed with parents wherever possible during parents' evenings. Parents are also involved in helping their children meet their targets wherever possible. Suitable homework is set for pupils with special educational needs. This is aimed at reinforcing work covered during lessons and is identified as part of the individual education plan. It mostly consists of reading and learning spellings and tables. The school has good systems in place for communicating with parents of pupils for whom English is an additional language. The school makes good use of the local education authority's translation and interpretation service in order to ensure that non-English-speaking parents are appropriately informed about their children's progress and school events. The specialist teacher also attends meetings with parents to discuss their children's progress.

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

41. James Wolfe Primary is very well led and managed. The headteacher, ably supported by the deputy headteacher and other senior staff, has very successfully led the school through a period of major change in bringing together the formerly separate infant and junior schools. During this time, the focus has not been taken off standards, so that these have risen over the past three years. This is a fine achievement due to robust and effective management, as well as skilled leadership. The governing body has fulfilled its responsibilities well, working closely with the headteacher in leading the school during the amalgamation. The unit for pupils who have impaired hearing has remained integral to the school and significantly adds value for all pupils.
42. The school's aims are clearly evident in its daily life. James Wolfe Primary sets out to respond to the diverse learning needs of all its pupils and to provide opportunities for all to learn and achieve. Its success in meeting these and its other aims is shown by the inclusion of all its pupils in what the school provides for them and by its determination to tackle any underachievement. The very strong commitment to equality, starting with the

headteacher, deputy headteacher and governors, underpins the school's unified ethos where pupils from all backgrounds work together in considerable harmony.

43. The school has good arrangements for gathering information on the quality of teaching and for supporting its improvement. A programme of visits to lessons by the headteacher and deputy headteacher, along with visits from local education authority advisers, is helping the school to raise standards through a sharper focus on what works well in teaching and learning. Teachers who have responsibilities for managing subjects, the subject co-ordinators, and the special educational needs co-ordinators also contribute to this work of improving teaching, and they are well supported with each being given a good regular allocation of non-teaching time to carry out their subject management roles. However, the work of co-ordinators is not as consistent as it could be, for example in examining samples of pupils' work from around the school and reporting to teachers on standards and the effectiveness of their teaching. Co-ordinators do not all do enough to gather information on regular checks of pupils' progress to find out what needs to be improved in teaching, the curriculum and resources. Despite these weaknesses, co-ordinators are generally having a positive impact on standards.
44. The priorities for the next stage in the school's development, summarised in the school improvement plan, are appropriate. A clear focus on raising standards comes through, and the mechanisms for bringing this about are well summarised. Heading the list is improvement in writing. This is a well judged priority that has implications for pupils' learning across the whole curriculum though these are not spelt out in much detail in the plan.
45. The strong commitment of headteacher and governors to the school's continuing improvement underpins its ability to continue to improve. Governors who have taken up office in the past two years, including the chair of the governing body and the chairs of committees, have worked hard to learn about the school and the responsibilities of governance. Governors have a good grasp of the school's strengths and weaknesses and are looking to develop a longer term plan for its development than that summarised in the school improvement plan. This is necessary so that key improvements can be budgeted for over a longer period. Governors are playing the full role expected in helping to lead the school forward. The governors' arrangements for managing the performance of teachers under the new national requirements have been carefully prepared and are ready for implementation.
46. James Wolfe Primary is well staffed with teachers and support staff to meet the needs of the curriculum, although of the sixteen class teachers, seven joined the school only this year. This high proportion of staff new to the school has contributed to some of the inconsistent practice seen during the inspection. Several of the teachers new to the school are also newly-qualified. They are paired with teachers teaching parallel classes and they share their planning for teaching and learning with them, although the extent of this joint planning does vary across the school. Newly-qualified teachers benefit from the programme provided by the local education authority, as well as from regular meetings with experienced teachers in the school. All pupils benefit from the additional teachers and learning assistants in classes where pupils with impaired hearing are located.
47. The accommodation is kept clean and tidy. Some classrooms and the halls are small but this does not get in the way of pupils' progress as both teachers and pupils adapt well to the challenge. Additional small spaces are very well used for learning. Many eye-catching displays on current topics, but not a great deal of pupils' own work, make good use of space and bring the building alive. Playground space, soon to be improved, is good, except for pupils in the reception classes. It includes a grassed area, but this is insufficient for competitive team games and the school is dependent on the use of an adjacent asphalted community facility for some sports.
48. The school has enough resources for almost every aspect of the curriculum and so pupils' learning is based upon first-hand experiences. Only in religious education are pupils held back by lack of books. In some subjects, notably English, art and music, resources are good. There are sufficient computers, but the way they are dispersed around the school does not lend itself well to the teaching of information and communications technology skills. The collections of books in the libraries are attractively displayed. Though not extensive, the book stock is supplemented by borrowing from local collections and some reference books are kept in classrooms for pupils' immediate use during lessons.
49. When planning use of the school's budget, governors take careful account of the principles of "*best value*". They are aware of how James Wolfe Primary's costs compare with other schools and understand reasons for this. They readily discuss the advice they receive from the headteacher on spending plans and seek possible alternatives before making decisions. Governors make good use of their knowledge of local businesses to attract quality tenders for work and supplies to obtain good value. They consult among themselves, staff and with parents, as they have done recently on the development of the playground, to ensure that spending decisions support the

school's aims. Governors are increasingly using email to communicate with each other and the school, thereby making very effective use of new technology.

50. Throughout this work of budget planning and the careful monitoring of spending, governors refer to priorities in the school improvement plan. Consequently, the budget is well-focused on raising standards. Grants that the school receives in addition to its main annual budget, for example for special educational needs and for the continuing professional development of teachers, are used well. Taking account of the school's effectiveness and how much it costs to run, it provides good value for money.
51. The special educational needs co-ordinators understand their role well, and an adequate amount of time is set aside for them to be able to carry out their duties. New staff are given the appropriate training and all staff are given support in writing individual education plans. The school has a system of termly meetings during which each child on the special needs register is discussed. This is helping to ensure that all pupils on the register continue to make good progress. The allocation of funding for pupils with special educational needs is appropriately identified in the school's budget which is approved by the Governing Body. The school uses this money well. James Wolfe Primary regards the provision for pupils with special educational needs as a high priority and therefore this area is well staffed and well resourced. The governing body has identified a governor who is responsible for special educational needs. She discusses special needs issues with the special educational needs co-ordinators and is involved in drawing up policies. Overall the provision for pupils with special educational needs is good. The school has maintained its standards in this area since the amalgamation.
52. The school has a specialist teacher and support assistants to help pupils learning English as an additional language. Their deployment is reviewed regularly in conjunction with the headteacher. Funding varies from year to year but is clearly outlined in the school's budgetary reports to governors. The specialist teacher has no specific qualifications for teaching pupils for whom English is an additional language but has undergone training. She has a clear understanding of her role and is enthusiastic to develop it further. Overall provision for these pupils has remained good since the amalgamation of the two schools.

#### **UNIT FOR HEARING-IMPAIRED PUPILS**

53. The school has a 32-place unit for hearing-impaired pupils which is able to admit children from the age of two. At present it caters for 29 pupils from several London boroughs. Most of the pupils have profound hearing losses in both ears. It is adequately staffed by five teachers of the deaf and nine teaching assistants.
54. The achievement of hearing-impaired pupils throughout the school is consistently very good. Progress, both in lessons and over time, is also very good. Overall their attainment, in most subjects of the National Curriculum, is below the national average but is in line with targets set in their individual education plans. The attainment of a few hearing-impaired pupils, however, compares favourably with and sometimes is better than, the average attainment of their hearing classmates. The learning of hearing-impaired pupils is regularly monitored and comprehensive records kept. These records and assessments are extensively used to guide teaching and planning. All hearing-impaired pupils work with interest and consistency. They enjoy coming to school and show pride in their work and achievements. Their behaviour is very good.
55. All the hearing-impaired pupils have access to a broad, balanced and relevant curriculum. They receive their education both in mainstream classes and on an individual or small group basis in the unit. Integration practices have been very well thought out, reflecting the individual needs of the pupils. The teachers of the deaf are also involved with the teaching and support of hearing pupils and take responsibility for major aspects of school work, such as music. This is very good practice. It promotes good relationships and links between the staff and pupils in the unit and the rest of the school.
56. The teaching of individuals and small groups in the unit is consistently very good and sometimes excellent. The teachers of the deaf and their support staff present their lessons with enthusiasm, and have high expectations of pupils. Above all, they use every opportunity to develop the communication skills of their pupils using a combination of both oral and signed language: "*Total Communication*". Considerable emphasis is given to signing throughout the school, so much so that most mainstream teachers and pupils have acquired a good knowledge of basic signs. This is very helpful, especially for those hearing-impaired pupils who rely predominantly on signing for communication. However, the similar use of oral communication enables hearing-impaired pupils also to benefit from the rich linguistic environment of the school.

57. The teaching and support of hearing-impaired pupils in mainstream classes is consistently very good. Class teachers support the integration programme, the great majority of them being well-informed about the special needs of these pupils. A few of them, however, have not yet developed sufficient practical skills relating to use of hearing aids and specialist teaching strategies to respond adequately to the complex needs of these pupils. There are very good links between the staff of the unit and mainstream class teachers, especially in co-ordinating teaching and planning. Relationships between pupils, staff and hearing-impaired pupils are very good. Both teaching and non-teaching staff are approachable and friendly. Links between the school and parents of hearing-impaired pupils are good. Parents are informed of developments and are encouraged to visit the school.
58. Identification of learning difficulties is very good and well documented. Statements are in place, and are reviewed annually. Individual educational plans are well targeted, especially on the linguistic and personal needs of the pupils. They are regularly reviewed on a termly basis. Both parents and pupils are involved in setting targets and in monitoring progress. This is good practice.
59. The unit is currently very well housed in several rooms in different parts of the school. They provide a welcoming atmosphere. They are partially sound treated, with ambient noise levels below 40 dBA. These are satisfactory acoustic conditions for the proper functioning of hearing aids. In some mainstream classes, however, noise levels are much higher (65 dBA), which interfere with the proper use of amplification. The unit is well resourced. The individual and FM-wireless hearing aids of the pupils are competently used. They are checked daily by the teachers of the deaf, with older pupils being encouraged to take responsibility for their proper functioning. The electroacoustic properties of the pupils' hearing aids are also checked regularly by the local audiologist and one of the teachers of the deaf with special responsibility for audiology. Pupils with cochlear implants receive regular specialist support and supervision by professionals from the Cochlear Implantation Centres. Audiological provision and practices in the unit are very good.
60. James Wolfe Primary has very good relationships and links with a range of services which provide a substantial input. In particular, links with the local education authority advisory service, the local audiology service and the speech and language therapy service are very well established, having a positive impact on the educational management and progress of the pupils. Transitional arrangements with secondary schools are well organised, ensuring continuity of provision and support.
61. The unit is very well led and managed. Both the headteacher and the governors are supportive. The school's policy on hearing-impairment is well thought out and comprehensive, providing a good base for future developments. In the three years since amalgamation, James Wolfe Primary has continued to develop a high standard of provision for hearing-impaired pupils. The unit is a strength of the school.

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

62. In order to improve the standard of education provided to pupils, the headteacher, staff and governors should:
- (i) ensure that all pupils benefit from the best practice found within the school by ensuring a more consistent approach to
    - co-ordination and joint planning by teachers in each year group
    - marking and target-setting
    - handwriting and presentation
    - time-keeping
    - the use of information and communications technology
    - teachers' expectations of pupils, including expectations of behaviour; (*paras 9, 14, 17, 18, 21, 30, 32, 34, 43, 46, 77, 78, 83, 87, 88, 97*)
  - (ii) provide more opportunities for extended writing, especially in science, history, geography, religious education and other curriculum subjects; (*paras 5, 23, 77, 88, 95, 112*)
  - (iii) raise standards in religious education by
    - improving teachers' knowledge and understanding of the local Agreed Syllabus
    - providing more books and resources for pupils to use
    - keeping a regular check of pupils' progress and using the information from this to plan further improvements to teaching and learning; (*paras 4, 17, 26, 28, 48, 110-113*)

- (iv) ensure that reports provide parents with more detailed information about how well their children are doing, what progress they have made and what they need to do to improve. (*para 38*)

In addition to the key issues above, the following less important issues should be considered for inclusion in the governors' action plan. (*Paragraph references are in brackets*)

- A. Explore alternative means of involving the minority of parents who are unhappy about their partnership with the school; (*para 37*)
- B. Review the siting of computers to ensure the most effective teaching of skills in information and communications technology; (*paras 48, 99*)
- C. Provide more opportunities to use information and communications technology in other subjects; (*paras 5, 98, 100, 103*)
- D. Review the length of literacy lessons in the lower school; (*para 21, 79*)
- E. Ensure that attendance registers are securely retained at a similar location in both the afternoons and the mornings (*para 29*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

119
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Number of discussions with staff, governors, other adults and pupils

30
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### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	25	31	39	4	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	405
Number of full-time pupils eligible for free school meals	123
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	31
Number of pupils on the school's special educational needs register	128
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	120
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	37

### *Attendance*

#### **Authorised absence**

	%
School data	4.0
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.8
National comparative data	0.5

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

***Attainment at the end of Key Stage 1 (lower school)***

Number of registered pupils in final year of the infants for the latest reporting year	Year	Boys	Girls	Total
	2000	28	29	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	17	24
	Girls	25	25	26
	Total	45	42	50
Percentage of pupils at NC level 2 or above	School	79 (75)	74 (64)	88 (86)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	22	24
	Girls	23	23	23
	Total	41	45	47
Percentage of pupils at NC level 2 or above	School	72 (73)	79 (82)	82 (80)
	National	84 (82)	88 (86)	88 (87)

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

***Attainment at the end of Key Stage 2 (upper school)***

Number of registered pupils in final year of the juniors for the latest reporting year	Year	Boys	Girls	Total
	2000	28	25	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	24	25
	Girls	18	16	22
	Total	37	40	47
Percentage of pupils at NC level 4 or above	School	70 (63)	75 (81)	89 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	24	25
	Girls	18	17	21
	Total	38	41	46
Percentage of pupils at NC level 4 or above	School	72 (63)	77 (79)	87 (86)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	39
Black – other	7
Indian	6
Pakistani	0
Bangladeshi	1
Chinese	3
White	217
Any other minority ethnic group	42

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

### ***Exclusions in the last school year***

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	20.6
Number of pupils per qualified teacher	18.5
Average class size	27

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

Total number of education support staff	22
Total aggregate hours worked per week	431

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	16

Total number of education support staff	4
Total aggregate hours worked per week	96

Number of pupils per FTE adult	5.3
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-00
	£
Total income	1,216,906
Total expenditure	1,191,247
Expenditure per pupil	2878
Balance brought forward from previous year	0
Balance carried forward to next year	25,659

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

**Questionnaire return rate**

Number of questionnaires sent out

428

Number of questionnaires returned

106

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	50	39	10	2	0
Behaviour in the school is good.	46	44	6	2	2
My child gets the right amount of work to do at home.	38	39	15	3	5
The teaching is good.	50	37	8	1	4
I am kept well informed about how my child is getting on.	32	37	18	12	2
I would feel comfortable about approaching the school with questions or a problem.	59	27	8	6	0
The school expects my child to work hard and achieve his or her best.	46	41	10	1	2
The school works closely with parents.	33	39	21	6	1
The school is well led and managed.	49	40	6	4	2
The school is helping my child become mature and responsible.	53	32	10	2	3
The school provides an interesting range of activities outside lessons.	18	26	34	12	9

*(figures may not sum to 100 due to rounding)*

**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**

63. Although hearing-impaired children join the school from the age of two, other children enter the mainstream nursery during the school year in which they are three years old. They attend on either mornings or afternoons. During the afternoon sessions, children from the hearing-impaired unit join the class. On entry to the nursery, although there are some able pupils, children attain standards that are well below what is expected for their ages overall. Whilst in the nursery, children make very good progress and achieve well so that by the time they enter the reception class, standards are just below the expected standard. Children make good progress during their reception year and by the time they enter *Key Stage 1*, most children are likely to attain the *Early Learning Goals*.
64. The quality of teaching in the *Foundation Stage* is very good, and this is an improvement since the amalgamation. All staff, including nursery nurses and teaching assistants, work effectively together. They settle the young children into school effectively and work closely with parents to ensure that all children are confident. The staff plan together to meet the needs of all children, including those with special educational needs and those learning English as an additional language, and teaching is well focused to ensure that children make progress across all areas of learning. Children who have special educational needs are quickly identified so that appropriate support can be put in place to ensure that they make good progress. Staff regularly assess the progress that children make and work is planned on the basis of these assessments. Teachers and support staff provide a good range of activities for all the children, covering all areas of learning. An appropriate balance is achieved between those activities that are chosen by children and those that are directed by adults. Very good relationships are formed in the *Foundation Stage* and children are organised and managed extremely well so that they learn orderly routines which support good learning as the children progress through the school.

**Personal, social and emotional development**

65. Children make very good progress in this area of learning and achieve very well across the *Foundation Stage*. The calm atmosphere within the nursery and reception classes enables the children to settle quickly and confidently and to make friends easily. The children generally behave very well and are beginning to be independent. They learn to share, for example by passing drinks and fruit slices around at snack time, and good manners are encouraged. In the reception classes, different areas and materials are clearly identified so that the children can develop their independence by choosing their own resources and activities. A good example of this was when the children selected their own materials for writing letters and postcards. Positive self-image is encouraged, for example in the nursery where an "*I am proud of*" book has been introduced. The inclusion of the children from the hearing-impaired unit, both in the nursery and one of the reception classes, makes a positive contribution to the children's awareness of the needs of others, both in school and in the wider community.

**Communication, language and literacy**

66. Children make good progress towards achieving the *Early Learning Goals* in this area of learning and achieve well. Most speak clearly and confidently by the end of the *Foundation Stage*. In one reception class, the children were confident enough to recite their favourite made-up nursery rhyme to the rest of the class. The children listened to each other attentively and valued each others' contributions.
67. Reading is strongly encouraged, and some children have made their own books, including, for example, a book based on "*The Very Hungry Caterpillar*". Children in the reception classes read daily and learn to use a variety of strategies for tackling unfamiliar words. Most children use initial sounds and letter knowledge, as well as meaning and picture clues, to gain enjoyment from reading. Each of the classes is well provided with storybooks, and the number and range of information books is satisfactory.

68. Writing is similarly encouraged. Examples of independent writing indicated that some nursery children are beginning to match letters with sounds they hear. Children in the reception classes are able to spell simple words, or at least attempt to spell them correctly. Letter names and sounds are taught effectively, and the children are encouraged to apply this knowledge in their reading as well as their writing. Elements of the *Literacy Hour* are appropriately introduced for reception children, as recommended by the *National Literacy Strategy* and guidance for the *Foundation Stage*. Children who are learning English as an additional language are well supported and make good progress in literacy.

### **Mathematical development**

69. Children make very good progress and achieve very well in their mathematical development in both the nursery and reception classes. Most children in the reception classes can count and order numbers to ten confidently and correctly. They recognise simple shapes and learn about addition and subtraction. For example, during an activity where ten eggs were hidden in the sand, the children were encouraged to say how many eggs were left to find and how many had been found. Staff introduce relevant mathematical language and use practical activities to reinforce ideas. Children in the reception classes begin to learn to handle data by tallying how they travel to school and they present this in pictorial form. Children recite number rhymes and play number games which help to reinforce their learning.

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

70. Children make satisfactory progress in this area of learning across the *Foundation Stage*. They learn about different materials through scientific investigations and cooking activities. All the children have access to a wide variety of construction materials and to computers with relevant programmes. Children in the nursery talk about their families and events in their lives, thus developing a sense of time, past and present. The children in the reception classes develop an appropriate sense of place by carrying out mapping exercises. For example, the children discuss the way they come to school and draw maps to show this. All the classes have a good range of books to support their growing knowledge of other faiths and cultures.

### **Physical development**

71. Children make satisfactory progress in this area of learning in both the nursery and reception classes. They have access to many activities to promote the development of fine muscle control. They hold pencils correctly and can thread beads and manipulate materials such as modelling dough. During physical education sessions, the children are able to move confidently and safely. Outdoor activities in the nursery give daily opportunities for children to use wheeled toys and experiment with space. Reception children do not have this opportunity as there is no separate play area for them. Instead they use the *Key Stage 1* hall, and learn about the use of space in physical education warm-ups before they move on to using the apparatus, mats and other equipment.

### **Creative Development**

72. The children have many, varied creative opportunities, make good progress in this area of learning and achieve well in both the nursery and reception classes. Children have access to musical instruments and they play enthusiastically. They sing a variety of songs, sometimes with actions, and they accompany themselves on untuned percussion instruments. Sand and water is always available, alongside many painting and drawing activities. The children learn to make up stories and act out their own experiences through well-planned role-play opportunities. The children use humour well, using it to make up their own jokes and make others laugh.

## **ENGLISH**

73. Results in the 2000 national Standard Assessment Tests for eleven-year-olds were below average in English. A smaller proportion of pupils attained above average results than nationally. Compared with similar schools however, the results were above average. Over the last three years the test results achieved in English have fluctuated with a particular improvement in 1999. The overall improvement since 1998 is slightly better than the national trend. In the tests for seven-year-olds, results based on average points scores were below the

national average in reading and in line with the national average in writing. The proportion of pupils attaining above average results was close to that found nationally in reading and above that found nationally in writing. Compared with similar schools, the proportion of pupils attaining the expected level was above average in reading and well above average in writing. Over the last three years there has been an upward trend in the results in both reading and writing. There is no significant difference between the attainment of girls and boys at either key stage.

74. Taking into account pupils' prior attainment in English when they start in Year 1, they make good progress and attain well in *Key Stage 1* and *Key Stage 2*. Pupils have a very good attitude to their work and behaviour is also good. Their positive response and attitude to their work contributes to their achievement and the good progress they make overall. Standards seen in lessons and from pupils' work match expectations for their ages in both key stages.
75. By the end of *Key Stage 1*, pupils are beginning to speak clearly and to listen to their teachers, support assistants and each other. Good progress in speaking and listening is maintained throughout the school. Older pupils discuss and respond to the opinions of others. They answer questions articulately and enjoy expressing their points of view. They are encouraged to frame their own questions and to justify their opinions. Teachers provide good opportunities for pupils to develop their speaking and listening skills throughout the curriculum. In one Year 2 class, during a religious education lesson, pupils talked about special journeys and explained who they would like to make a special journey to visit. Pupils take part in a wide variety of speaking and listening activities during the year. These include class and "good work" assemblies, the activities of the student council for pupils in Years 2 to 6 and poetry and story-telling workshops. The activities which take place during the *Literacy Hour* also provide pupils with good opportunities for listening to each other and discussing opinions.
76. The school teaches reading mainly through the *National Literacy Strategy*, although parents are also encouraged to hear their children read at home. By the end of *Key Stage 1*, more able pupils read fluently. They are able to discuss what they have read and to correct themselves when they make mistakes. They develop a sight vocabulary and successfully use their knowledge of letter sounds to read unknown words. By the end of *Key Stage 2*, pupils read aloud with expression and are able to discuss the type of book they like best and their favourite authors. They read a range of literature of different types and from different cultures and have learned to predict what might happen in a story and give an alternative ending. They are able to infer meaning and to discuss the use of reference books in their research. Many pupils belong to a library outside school and are also encouraged to use the school's library. Each class has a wide selection of fiction reading books and the school has two non-fiction libraries whose stock is supplemented by borrowing from local collections. The school is well-resourced for teaching reading, with a wide variety of good quality books and equipment which are added to on a planned basis.
77. The standard of handwriting seen throughout the school varies. The school has a handwriting policy to support teaching, but it is not followed consistently in all classes. By the end of *Key Stage 2*, standards in handwriting are neat and most pupils develop a fluent cursive style, although the standard of presentation and handwriting seen in books varies between different classes, so that some classes have a smaller proportion of well-presented work than others. Pupils are encouraged to write for themselves. They produce interesting pieces of free writing. They successfully retell stories told to them by their teachers. Pupils also write stories from the point of view of different characters, and suggest what might happen before and after a particular event. In one Year 5 literacy lesson, the pupils recounted the events of a traditional African folk tale and then rewrote the story as if it was being told by another of the characters. There are too few opportunities for extended writing in other subjects which would help pupils achieve higher standards, but opportunities in other subjects for speaking and listening, and for focusing on key words, make a satisfactory contribution to pupils' literacy.
78. The teaching observed throughout the inspection was good in both key stages. In effective lessons, clear learning objective helped to focus the pupils' attention on what they were learning. Teachers had good knowledge of the subject and of pupils' abilities and work was well matched to the differing needs of the pupils so that they were able to make good progress in their learning. Teachers questioned pupils skilfully to draw out children's knowledge and understanding, and lessons were brisk so that children got a lot done. In most classes there is a system of target-setting for pupils in English, but this is not consistently applied. Where targets are set, pupils have a clear knowledge of their own achievements, and know what they need to do to improve their work further.

79. English is well managed. The co-ordinator has a good understanding of the strengths and areas for development within the subject. She has planned for further development and monitored the quality of teaching and learning on a regular basis, giving good quality feedback to members of staff. The school has made good progress in its provision for the teaching of English since amalgamation, with standards having improved at a better rate than seen nationally. The *National Literacy Strategy* has been implemented and has been effective in helping to raise standards and enable pupils to make good progress and achieve well. Some literacy sessions in *Key Stage 1* are substantially longer than recommended in the *Strategy*, however, and the extra time is not always used to best effect.

## MATHEMATICS

80. Pupils' results in the national tests for eleven-year-olds were in line with the national average and well above average when compared with similar schools. Two pupils attained the exceptionally high Level 6, which is usually only achieved in secondary schools. Standards in the national tests for seven-year-olds were below the national average but above average when compared with similar schools. The proportion of pupils attaining above average standards indicates that the school is meeting the needs of more able pupils. This is good improvement since the schools amalgamated. Although there has been some fluctuation, attributable to widely varying numbers of children with special educational needs in different year groups, standards have risen overall over the last three years, particularly for eleven-year-olds, and at a better rate than that achieved nationally. Girls have not done as well as boys at *Key Stage 1*, but there are no significant differences in the performance of girls and boys at *Key Stage 2*. Pupils with special educational needs are supported well, and make very good progress.
81. Standards seen in lessons and from pupils' work indicate that pupils are achieving well. Pupils are attaining average standards overall at the end of both key stages, but by the end of *Key Stage 2*, more able pupils are attaining standards which are above and in some cases well above average. By the age of seven, more able pupils sequence and add two three-digit numbers and have a secure understanding of place value. The majority of pupils are confident in ordering and sequencing numbers to 100 and use addition and corresponding subtraction. They recognise whole, half and quarter turns. Most pupils know left and right while some are confident in using the terms clockwise and anti-clockwise. They use addition and subtraction to solve problems involving money and measures. They can name two-dimensional shapes, such as squares, rectangles and triangles, and recognise lines of symmetry. Pupils use appropriate mathematical vocabulary when discussing their work. By the age of eleven, most pupils have quick and accurate recall of multiplication tables, and see number patterns quickly. They choose appropriate number operations and methods of calculation to solve word problems. More able pupils work confidently with very large numbers, and work to three places of decimals when recording measurement. They have a good understanding of the relationship between fractions, percentages and decimals. Less able pupils work confidently with smaller numbers, measure perimeter and angles, and read simple co-ordinates effectively. While pupils in most classes present their work clearly and neatly this is not consistent in all classes. Mental mathematics is given a high priority throughout the school. In all lessons, pupils work with good levels of concentration and enjoy the competitive side of mental mathematics sessions. Good opportunities are made for pupils to use and develop their numeracy skills in other subjects.
82. The quality of teaching and learning is good overall. Teachers have a good knowledge and understanding of the subject and of the pupils' needs. Lessons are well planned and pupils of different abilities are well catered for, in both oral questioning and written activities. Lessons follow the recommendations of the *National Numeracy Strategy* and this has been effective in helping to raise standards. Setting arrangements and groups within the sets help all pupils to make appropriate progress. The most successful lessons started with lively and challenging questions, where all pupils were involved, their interest was held by the frequent change of activity, and as a result they made good progress in their learning. For example, in a Year 2 class, pupils were given one minute to find addition and subtraction facts with an answer of two. All pupils showed a good understanding of the task, and more able pupils found several examples that involved subtraction using high numbers. Teachers make good use of practical resources, such as white boards, which enable each pupil to respond individually in oral and mental work while providing an opportunity to the teacher to assess each pupil's understanding.
83. In most lessons, explanations were clear and related well to what the pupils had learned in previous lessons. In lessons where teaching and learning were less successful, the initial explanations were long, pupils' attention wandered, they lost interest and as a result some pupils did not understand the work they were

given. In lessons where learning was best, activities were clearly explained, and opportunities were given for pupils to extend their thinking and apply their knowledge to new problems. For example, in a Year 6 lesson, pupils used their knowledge of multiplying decimals when calculating the area of compound shapes. In the best lessons, the pace and challenge were good and teachers used different activities and frequent reinforcement to ensure that the majority of the class made good progress. Teachers have very good relationships with the pupils and they make the lessons fun. For example, pupils played a game of 'Simon Says' to reinforce their learning of angles of turn. All pupils with special educational needs benefit from the help given by experienced support staff during every lesson. They ensure that pupils understand what they are doing and are always well-prepared, with useful resources to reinforce learning. Marking is generally good, although not always consistent from class to class. Comments to the pupils are both positive and encouraging, but where pupils mark their own work teachers do not always check it. Pupils are given homework, which reinforces the work they have been doing in class. Pupils enjoy mathematics lessons. Generally they are very well-behaved and are keen to answer questions and demonstrate new learning.

84. The subject is well managed. The co-ordinators for each key stage have a significant impact raising standards in the subject. Teaching and planning are effectively monitored and all staff well supported. There are good procedures for assessing pupils. Tests are analysed and areas for improvement identified and used in future planning. Pupils' progress is tracked as they move through the school. This information is used to match the level of pupils' work closely to their needs. Target-setting for individual pupils is helping to raise standards.

## SCIENCE

85. In the 2000 tests for eleven-years-olds, pupils' results were above the average for all schools nationally and were well above the average for similar schools. Boys and girls achieved similar standards. Over the past three years the trend in results has been better than that found nationally, indicating good improvement since the amalgamation. Work of pupils presently in Year 6 is not of quite the same standard as that shown by the tests. While pupils generally have sound knowledge and understanding of scientific facts, for example in work on light and the formation of shadows, their skills in carrying out scientific investigations are not as well developed. Pupils know how to conduct fair tests, measure, record and write reports of their investigations. However, their investigations are not always sufficiently based on testing predictions that make use of their knowledge and understanding of science. For example, few pupils thought to use their knowledge that light travels in straight lines to predict the relationship between the size of the shadow and the distance of the object from a light source, and then how to test that prediction. Attainment in Year 6 is average across the science curriculum as a whole.
86. As judged by teachers at the school, seven-year-old pupils achieved overall standards in 2000 that were well below the national average for their age. Present Year 2 pupils are achieving standards closer to the national expectation for their age than were achieved last year, although standards are still below average overall. Pupils are learning to classify different materials and know the main types of food substances. They understand what is needed to make an electrical circuit work. They are not used to making guesses or predictions about what they think might happen, for example when hot water is added to jelly. Their skills and understanding are not as well-developed as is their knowledge.
87. Throughout the school, pupils achieve satisfactorily, with little difference between the achievement of boys and girls and of pupils from minority ethnic backgrounds. Pupils who speak English as an additional language and those who have special educational needs, including pupils with impaired hearing, are fully included in lessons and also achieve satisfactorily. Sometimes, when the work is not challenging enough for them, more able pupils do not progress as well as they could. In a Year 5 lesson when they were studying how different materials can work as sound insulators, for example, most pupils made progress in learning how to measure the sound produced by an electric bell under layers of different insulators. But, as all pupils did exactly the same work, the most able were not sufficiently challenged, such as to make the link between the detailed structure of the insulators and their effectiveness.
88. The quality of teaching observed during the inspection varied from unsatisfactory to very good. It was satisfactory overall. Clear explanations of new facts, followed by thorough questioning to check that pupils understood them, was seen in the best teaching. Time was fully used for learning and pupils were expected to work together well, which they did. Good resources gave pupils plenty of opportunity to practise some of their science skills. Occasionally, a lot was expected of pupils when they had to design their investigation and then carry it out. This added to the challenge and enjoyment of the work. There were some weaknesses in teaching.

Not enough attention was consistently given to ensuring that pupils thought and wrote about their predictions before carrying out an investigation. There was sometimes a lack of challenge in the work for the most able pupils, as all pupils in a class were usually given the same work and resources. Not enough was always expected of pupils in the detail of their written reports on investigations, though pupils readily wrote about their science when prompted to do so: some of the more able Year 1 pupils in a lesson on forces wrote confidently about mechanisms that make toys move.

89. The improved results for eleven-year-olds for the past two years indicate that the science co-ordinator is having a positive effect on standards. Planning across the whole primary age range is helping to build up pupils' learning progressively. Regular checks of their progress are starting to contribute to planning these learning steps. Resources for pupils' use generally are sufficient, including information and communications technology, but reference books are not readily available for them to consult.

## **ART**

90. By the age of seven, pupils achieve well and attain standards that match that that would be expected for their ages. Pupils at the age of eleven achieve very well, attaining standards which are above those expected for their ages. Pupils are given a wide range of experiences to help develop their techniques, knowledge and understanding. Skills are developed systematically throughout the school. The youngest pupils use different media to write their names such as with rolls of clay or letters cut from newspaper. They begin to print patterns using polystyrene tiles. They learn how to mix colour and experiment with tone and shade. Pupils in Year 1 developed skills when making clay coil pots.

91. Too few lessons were seen to make an overall judgement on the quality of teaching. Pupils benefit from the expertise of a specialist art teacher. In Year 3, pupils begin to build up pictures, using the mixed media of pencil, crayon, paint and felt tip pens. Older pupils experiment with lino-cuts, producing work in the style of art deco. In the lessons observed, good teacher knowledge underpinned the effective teaching of basic skills and encouragement of creativity. Consequently, pupils' techniques are well-established and they work with increasing confidence. Year 6 pupils carried out closely observed sketches of figures drawn from different angles. They were encouraged to discuss their work and relate it to previous learning. Good use is made of sketchbooks and folders. These show the progress pupils make and are a record of previously completed work. Pupils gain a good knowledge of different artists, including art from other cultures. For example, pupils have studied the work of Paul Klee, graffiti of the Berlin Wall and geometric designs in African art. In the week of the inspection, a visiting artist taught the pupils in Year 5 to make African clay masks. Art work is linked well to other subjects, especially history and geography. Pupils' experience of art is enriched by visits to art galleries and museums. The school has sustained and improved on standards in art seen at the time of amalgamation.

## **DESIGN AND TECHNOLOGY**

92. Standards in the work seen were in line with the expectations for the ages of the pupils by the end of each of the key stages. Pupils achieve well and by the end of *Key Stage 2* pupils have developed their skills, knowledge and understanding in design and technology by following the requirements of a nationally-produced scheme of work. They develop their understanding of how products have to be designed and appreciate that plans frequently need to be modified in order to achieve the best results. They develop the skills necessary to be able to assemble materials, having first considered their properties. Pupils also develop their understanding of health and safety issues whilst working in design and technology, particularly when working with food, as for example when Year 1 pupils made fruit salad and pupils in Year 3 made sandwiches. Pupils in Year 2 have developed their designing and making skills through constructing African puppets. Older pupils have linked their work in design and technology with mathematics by designing and making the interior of a house to scale.
93. As no lessons were seen in design and technology, it is not possible to judge the overall quality of teaching. The subject co-ordinator has only been in post for a short time. However, she has already identified the strengths and areas for development in the subject and has devised her own development plan in order to ensure that pupils make further progress in this subject. The subject is well-resourced with a good selection of tools and materials which are centrally located and securely stored. Overall satisfactory progress has been made in this subject since amalgamation. Standards were described as above average in the infant school

inspection just before the amalgamation and they were described as below average in the junior school inspection. Although standards seen were not as high in the lower school as those seen three years ago, they have improved in the upper school so that children now leave school having attained the expected standard.

#### **HUMANITIES: GEOGRAPHY AND HISTORY**

94. The humanities subjects of geography and history are managed by the same co-ordinator and are planned through the year so that they are not taught at the same time. Few examples of pupils' work in geography in the lower school were available at the time of the inspection as most *Key Stage 1* geography work takes place in the summer term. In the limited sample seen however, pupils' attainment was broadly in line with that expected for their ages. Pupils are able to use maps and appropriate information books. They are aware of localities other than their own. For example, pupils in Year 1 made progress in understanding the relative positions of countries on the globe from a starting point of little knowledge, when looking for origins of dolls in traditional costume. Lessons and work seen in history at *Key Stage 1* indicate that pupils are achieving well and attaining in line with expectations for their ages. Pupils are able to show an increasing sense of chronology. For example, a time line completed by pupils last term with General Wolfe, Mary Seacole and Guy Fawkes placed the historical famous people and events studied in a chronological order.
95. Evidence from the lessons observed and work examined indicates that pupils are achieving well and by the end of the key stage, attainment in geography and history is in line with that which would be expected for pupils' ages. In geography, pupils contrast life in Benin with life here, extracting information from photographs. They have described very well the effects of the Indian earthquake and discovered for themselves facts about the earthquake by using different media formats including newspaper reports and television news. Pupils write in a range of formats in work on the environment, linking with expected objectives in literacy. However, they have too few opportunities to write at length. In history, pupils have discussed the importance of evidence and archaeology and how much evidence is likely to survive, for example, in work in Year 3 on the Romans, which followed a visit to Lullingstone Roman Villa. Pupils use correct terminology of primary and secondary evidence. Work in Year 6 on Britain since the 1930's indicates that pupils understand chronology, through setting events from the period along a timeline. They have described the main events of the period, and considered the differences between then and now, for example in listing rationed food available and comparing clothes. Although they use a range of written formats that link with their literacy work, there are very few examples of extended writing.
96. There were too few lessons seen to make an overall judgement on the quality of teaching. In the lessons seen across both key stages in both subjects however, teachers' good subject knowledge kept pupils interested and involved. Teachers gave clear explanations so that pupils were clear about what they are doing, for example, when looking at evidence. They drew and built well on pupils' prior knowledge. Pupils responded well in these situations, and made good progress in their learning. Where teaching was less effective, pupils were not given enough opportunity to discuss questions with each other or had insufficient opportunity to look information up for themselves.
97. The co-ordinator manages the subjects with support from the deputy headteacher but there is as yet only limited monitoring. Resources are adequate overall. Although some library books are in poor condition or are out-of date, good use is made of books loaned from the local library service to supplement the school's own book stock. In both subjects the picture is similar to that at the time of amalgamation, when standards were similarly in line with expectations for pupils' ages.

#### **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

98. Standards in information and communications technology (ICT) at the end of both key stages are in line with those expected for pupils' ages. By the end of Year 6, pupils work confidently with a word processing package. They know how to move text, save and retrieve their work and use spreadsheets to solve simple problems and interpret data. In the lower school, pupils develop their use of the keyboard and are confident in using the mouse. During the inspection, good examples were also seen of pupils being able to import pictures and text into a desktop publishing programme in order to enhance their work. They have used ICT skills to produce attractive covers for their books. Pupils begin to understand the use of databases in Year 2 but this has yet to be developed higher up the school. Computers are not currently used to aid composition in music. Pupil's attitudes to ICT are good. They are able to discuss their work sensibly and to explain how to carry out

various operations using the computer such as printing, saving and retrieving their work and the use of drop down menus. Often, however, they are not able to use the correct vocabulary associated with the computer. Pupils working in groups on the computer co-operate well.

99. Achievement in information and communications technology is satisfactory. Pupils of all levels of attainment, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in developing their skills, knowledge and understanding of ICT. The school has increased its number of computers through the appropriate use of money given to it through the *National Grid for Learning*. This is beginning to have an impact on the quality of the pupils' learning. The school does not, however, group computers together in order to teach skills. Skills are taught to a class as a whole grouped around the class computers. These skills are then practised by children on a rota basis. Increasingly groups of pupils are beginning to use the internet to carry out research.
100. Where the use of the computer was effective, pupils were carrying out the same activity as the rest of the class using ICT as a tool. For example, pupils used the computer in a Year 4 class to plan a story and in a Year 3 class pupils wrote up their previously taken notes into narrative form. However, in the majority of lessons seen during the inspection, computers were not seen in use and opportunities were missed for using the computer as a tool for learning. Too few lessons were seen to make an overall judgement on the quality of teaching.
101. ICT is well led by a co-ordinator who has a good knowledge of the subject. The school has a clear and budgeted development plan for ICT. The co-ordinator understands the strengths and areas for development in the subject, and action has been taken to further improve provision. All members of staff are currently taking part in training on how to use the computer as a tool for learning, and evidence seen during the inspection shows that they are becoming more confident in the use of ICT in their own work. Parents have supported the development of ICT by raising £2000 to help buy equipment. At the time of amalgamation, standards at the end of *Key Stage 2* were below those expected for pupils' ages. Although some weaknesses remain in the extent of pupils' access to and use of ICT, standards have improved, and the school has made satisfactory progress in this area of the curriculum since amalgamation.

## MUSIC

102. Evidence from the lessons, assemblies and choirs observed and the record of visits, visitors and performances indicates that by the end of *Key Stage 1*, pupils' attainment in music is likely to be in line with what is expected for their age. Good progress is made in the upper school so that at the end of *Key Stage 2*, attainment is better than expected for their age group. Children are achieving well in music and this is an improvement since amalgamation, when standards in music were low in the juniors.
103. Throughout the school pupils are very keen on music and participate with enthusiasm. Pupils in *Key Stage 1* enjoy singing, and have learned to copy and compose rhythms with untuned percussion and body sounds. Most pupils listen carefully, concentrate well and work at a good pace. In *Key Stage 2*, pupils have learned to sing in parts, mostly unaccompanied, maintaining good pitch and enthusiastically learning new songs. They offer ideas confidently, for example in describing what selected extracts of classical music made them think of, and compose movement sequences quickly to music they have just learnt. By the end of the key stage, pupils have learned to use appropriate musical terminology, for example in describing the features of popular twentieth century music. They are used to performing confidently to others through work in class, at assemblies, school concerts and other performances. During the inspection a class presented their compositional work which followed on from a workshop on African music with the London Philharmonic Orchestra. They successfully engaged the interest of the entire upper school through an ensemble of tuned instruments, untuned percussion and voice. Pupils take part in Christmas concerts, end of year musicals and the Greenwich Music Festival. Visits are made to workshops and performances outside the school and visitors come to the school. For example, a visitor from Benin came to demonstrate African traditional music. These activities help to enrich and enliven the curriculum. There is no written recording of music either through conventional notation or with other symbols, and so pupils are only able to play what others have written by copying what they have heard. Pupils have not been given the opportunity to use information and communications technology in music.
104. Planning in both key stages is effective, breaking teaching and learning into progressive steps, and resources are used appropriately. Teachers' subject knowledge is variable. In the lower school, where until recently the

teaching was mainly undertaken by one person, there are gaps in some teachers' understanding of pulse and rhythm. In the upper school, music teaching is strongly led by the co-ordinator, with the support of one other teacher who also teaches recorder. Both teachers support some classroom teachers by teaching for them for some lessons, and thus providing a form of in-service training. The co-ordinator also writes music for pupils of different levels of attainment so that they can play together successfully in different ensembles.

105. Teaching observed across the key stages was good overall. It was never less than satisfactory and in a third of the lessons seen, teaching was very good. Pupils learned best when they were given some responsibility, such as taking the lead in rhythm and movement patterns or tunes, and where they were given the opportunity to discuss and plan together. Teaching and learning was relatively less effective where classroom management did not allow children enough practical experience or discussion, where the pace was slow, or where explanations were unclear. The subject is well led and managed, with a good understanding of teachers' needs, although at the moment, *Key Stage 1* teachers do not benefit from the same level of support and monitoring as *Key Stage 2* teachers. Resources are good, with a wide selection of tuned and untuned percussion, and access to specialist peripatetic teachers of brass, woodwind, strings, keyboard. There is a brass group and an orchestra.

## **PHYSICAL EDUCATION**

106. Standards at the end of both key stages are in line with expectations for pupils' ages and have been maintained since amalgamation. Pupils' achievement is satisfactory in both key stages. Children in all year groups show good control of their movement and they have good awareness of each other's space. By the age of seven, pupils can put simple sequences of movements together.
107. As pupils move through the school, their co-ordination improves satisfactorily and they develop good control over their movements. They work with apparatus safely and sensibly and are mindful of the presence of others. Pupils work well in pairs or in small groups. Older pupils demonstrated synchronised sequences showing balance and counterbalance. This showed pupils' confidence as they relied on each other for support in some of their balances. Pupils are keen to improve their skills and are willing to demonstrate what they can do. Pupils are aware of the effect that exercise has on their bodies and the importance of warming up and cooling down in physical activities. They carry apparatus carefully and set it up quickly and efficiently. Pupils with special educational needs and hearing-impaired pupils integrate well with others and are supported where necessary. Pupils in Years 3 and 4 learn to swim and by the time they leave school the majority can swim 25 metres. Pupils in Year 5 and 6 visit outdoor activity centres where they participate in a variety of pursuits.
108. The quality of teaching is good overall, and was very good in more than a third of the lessons seen. Teachers plan work effectively to ensure that skills are steadily developed. Teachers have high expectations and they give clear instructions so that pupils know what to do. Because they have good relationships with pupils, the children respond well and try hard to improve their performance. Where teaching was most effective, lessons had a good balance between direct teaching and opportunities for pupils to practise. The school offers a good range of extracurricular activities including gymnastics, dance, tennis, football, rugby and netball. These are well supported, with pupils keen to attend.
109. The new co-ordinator is not yet fully involved in managing the subject, although she has had the opportunity to monitor planning. She has good plans to develop the subject in the near future. There are some shortcomings in the facilities for physical education, but the staff overcome these well through good organisation and pupil management. There is a very small grassed area but this is not suitable for competitive team sports, so that most games have to take place on the playground or on an adjacent asphalted community facility. The halls are equipped with appropriate apparatus, but they are cramped and both are thoroughfares between different parts of the school. As a result, there are often distractions, which pupils generally ignore well because they are absorbed in the lesson.

## **RELIGIOUS EDUCATION**

110. Pupils are reaching average standards in parts of the subject but, overall, attainment is below that expected in the Greenwich syllabus for religious education at the end of both key stages. Work done by Year 6 pupils in the autumn term on festivals from Christianity and other world faiths meets expectations. Some of this written

work is quite detailed, shows signs of individual research and pupils' very positive attitudes. A well-prepared visit to the local parish church helped to bring alive work done in class. Pupils were very interested, listened attentively and asked relevant questions. Pupils are not, however, learning sufficiently about how religious faith can address questions on moral issues. This part of the syllabus is not adequately taught, and pupils do not have a clear enough understanding of the key beliefs of Christianity or of other faiths. Pupils in the lower school are reaching average standards in some of their work, for example when learning about similarities and differences in Christianity and Islam. They know that these religions both have holy books, that they have symbols and that followers of both religions pray. However, as with the older pupils, parts of the syllabus are not taught thoroughly enough and overall attainment is below average.

111. Achievement is unsatisfactory. As they move up through the school, pupils are not receiving a broad and detailed enough experience of religious education and are not progressing in developing their knowledge and understanding as well as they could. While some aspects of the Greenwich syllabus are soundly taught, for example religious festivals, others do not receive enough attention, particularly beliefs and moral values. The subject is not making the contribution it should to pupils' spiritual and moral development, though it is helping to widen their cultural horizons, as, for example, in a Year 4 lesson when pupils learnt about foods that have significance within a number of faith communities.
112. Teaching seen during the inspection was satisfactory overall, with some that was good. Lessons usually built well on earlier work, respectful attitudes were shown for religions and time was used well for learning. Teaching is not, however, consistently based on secure knowledge and understanding of the expected breadth of the syllabus, so that pupils' questions were not always fully answered and expectations on the standards they can reach are not high enough. Lack of books for pupils to use, leads to a narrow range of teaching and learning methods and insufficient written work.
113. The recently appointed co-ordinator has a clear understanding of a number of key improvements that are needed. Revisions to the plan for teaching and learning religious education are of good quality and a means of checking pupils' progress is being introduced. Resources for pupils to use are being increased but the present small budget for the subject is insufficient to make up for current shortages.