

# INSPECTION REPORT

## **PILGRIMS WAY PRIMARY SCHOOL**

Peckham, London

LEA area: Southwark

Unique reference number: 100818

Headteacher: Mrs P Doidge

Reporting inspector: Mrs J Hooper  
15334

Dates of inspection: 26 – 29 March 2001

Inspection number: 210882

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Tustin Estate  
Manor Grove  
Peckham  
London

Postcode: SE15 1EF

Telephone number: 020 7639 1995

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Appropriate authority: Governing Body

Name of chair of governors: Mr R Johnson

Date of previous inspection: February 1999

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Team members			Subject responsibilities	Aspect responsibilities
15334	Julie Hooper	Registered inspector	English Art Foundation stage	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school managed?
9519	Sue Pritchard	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
8696	Abul Maula	Team inspector	Science Information and communication technology Design and technology English as an additional language Equality of opportunities	How good are the curricular and other opportunities offered to pupils?
7593	John Collier	Team inspector	Mathematics Music Physical education Religious education	Pupils' attitudes, values and personal development
31285	Timothy Andrews	Team Inspector	History Geography Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is small and caters for pupils between the ages of three and eleven. It is situated in the middle of the Tustin Estate in Peckham where most of the pupils live. The area is mostly social housing and, overall, there is a high level of socio-economic disadvantage. Also, very close to the school is a hostel for the homeless and refugees, and a recognised site for travellers. The school experiences high mobility of pupils with an above average number joining the school and leaving it in any one year. The school houses a nursery unit, which has 29 children attending either part-time or full-time. Of the 28 full-time children in the foundation class, twenty are still under five years of age. There are 143 other pupils on roll of statutory school age in six classes, twenty five fewer pupils than at the last inspection. Although children enter school with a wide range of experiences, attainment overall is well below that expected of pupils of their age nationally, with a high proportion of the children having speech problems and poor social and numeracy skills. Two thirds of the pupils are from a wide range of ethnic minority backgrounds and a third speak languages other than English, both of which are high when compared with most primary schools. The school has identified 43 pupils as having special educational needs, which, as a percentage of the total number of pupils in the school, is similar to the national proportion. At present, three pupils have a Statement of Special Educational Needs. Over 50 per cent of the pupils are eligible for free school meals, which is well above the national figure.

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

Pilgrims Way Primary School is a much improved school. It has made significant improvements since the last inspection and is well placed to improve even further. Although standards in English, mathematics and science by the time pupils leave the school are still below those nationally, statistics show that the trend in pupils' performance over the last five years is upward and above that trend nationally. The quality of teaching in the school is good and often very good. The headteacher, staff and governors work closely together in the pursuit of raising standards. A wide range of visits and activities out of the classroom enriches the curriculum. Although the school has an income per pupil slightly above the average, it still provides very satisfactory value for money.

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

- Teaching is good and often very good and this has a very significant impact on pupils' learning.
- The art and design and technology work of the pupils is of a high standard.
- The headteacher provides very effective and enthusiastic leadership so that the entire school community is committed to raising standards.
- Governors offer keen management, have a high level of expertise and a good understanding of the school's strengths and weaknesses.
- The provision and support for pupils with special educational needs is very good so they make good progress in their learning.
- The school looks after the pupils very well.
- The school provides very well for the cultural and social awareness of the pupils, which enriches the curriculum.
- The school works very well with the community and this enhances pupils' learning.

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

- The standards in English, mathematics and science so that by the time pupils are seven and 11 years old they attain at least average standards.
- Attendance and the punctuality of pupils.
- Assemblies, so that all contain an act of collective worship.

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

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

Since its last inspection in February 1999 the school has made significant improvements, so that the school is no longer one with serious weaknesses. The school has responded successfully to the key issues raised in the last inspection report. Although standards in English, mathematics and science by the time pupils leave the school are still below those nationally, statistics show that they are rising faster than they are in most schools. Science now includes a greater element of investigation. New

teachers have been appointed and teaching has improved greatly, having a strong impact on pupils' learning. The pupils' attitudes to their work are more positive and older pupils are better behaved, especially in the classrooms where teachers now manage them very well. Schemes of work are now in place for all subjects and are clearly linked to National Curriculum requirements; this has led to improved lesson planning. The school provides very well for pupils with special educational needs and parents of these pupils are kept well informed about their children's progress. In addition to the issues raised at the last inspection, the leadership of the school by the headteacher is now very good, and the governors play a very significant role in the school's management. The pupils' social and cultural awareness is very good and is enhanced through a wide range of activities both in and out of the classroom. The accommodation has been improved, through refurbishment and decoration and the addition of a wildlife area and a computer suite. There is still work to do, however, to improve the building. Future plans indicate that the school is in a very good position to improve even further.

## STANDARDS

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

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

Compared to all schools nationally, standards in the Year 2000 national tests for 11-year-olds were well below average in English and science and in the lowest five per cent in mathematics. This is partly because pupils start from a very low base, entering the school with attainment which is well below average. Standards have suffered as well because too much of the teaching has been unsatisfactory until quite recently. Also, comparisons of trends in national assessment tests are unreliable where cohorts of pupils are relatively small, as they are in this school. This is especially so when the number of pupils with special educational needs has a disproportionate effect on the results. Compared to similar schools the results of the national tests in English were above average, below average in science and well below in mathematics. Similar schools are taken to be those where a similar proportion of pupils is eligible for free school meals. This comparison does not take into account other important factors, such as the proportion of pupils learning English as an additional language and the high levels of deprivation affecting the families of these pupils, or the high proportion of pupils who join the school late in their primary school career. Nevertheless the trend in test results over the period 1996 to 2000 has been above the national trend in improvement. The school, in conjunction with the governing body and the local education authority, sets realistic yet challenging targets for improvement in test results in English and mathematics each year. The children aged from three to five achieve reasonably well. Children currently in the reception class are on course to reach the Early Learning Goals for children of their age in their creative and physical development but it is unlikely most will reach the goals in the other areas of development. Although inspection evidence shows that each year group in the school is quite different from the others in terms of the abilities of the pupils, their experience, and the quality of the teaching they have received during their time at the school, most pupils in the current Years 2 and 6, although achieving well in relation to their prior attainment, are unlikely to achieve the national average in English, mathematics and science in the national tests this academic year. This is because very few pupils are likely to reach the higher Level 3 at seven years old and level 5 at 11 years old. However, pupils' work in art and design and technology is of a high standard. Pupils who have special educational needs attain standards which are satisfactory for their age, abilities and individual circumstances. Many pupils who speak English as a second language often make good progress over time and a significant number attain above average standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes to their work. They enjoy their lessons and like coming to school.
Behaviour, in and out of classrooms	Satisfactory. Generally, the school is an orderly place. There are a few pupils with challenging behaviour. Teachers are very effective in managing this behaviour in the classroom.
Personal development and relationships	Relationships are good especially between pupils and their teachers. However, pupils do not have enough opportunities to exercise initiative.
Attendance	Unsatisfactory. Although the attendance of pupils has improved since the last inspection, it remains below that achieved by schools nationally. Punctuality of pupils could also be improved.

The rich ethnic and cultural mix found in this school is managed well, so that in general pupils get on well together and there are good levels of tolerance and harmony, with no evidence of bullying or oppressive behaviour.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
lessons seen overall	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.*

The quality of teaching is good overall and promotes learning well. Taking the school as a whole, 96 per cent of the teaching was satisfactory or better, 71 per cent good or better and 16 per cent was very good. Only two unsatisfactory lessons were observed. Both were in physical education lessons in the juniors. In 80 per cent of the lessons for the children under five, the quality of teaching was good. No unsatisfactory teaching was observed for the pupils aged five to seven and 64 per cent was good or better and 21 per cent very good. Of the 93 per cent of satisfactory teaching of the seven to 11 year old pupils, 70 per cent was good and 20 per cent very good. The teaching of English, including the basic skills of literacy, is good overall and literacy skills are used well in other areas of the curriculum. In mathematics, the teaching of numeracy skills is satisfactory, although teachers do not always provide appropriate work to meet the differing abilities of pupils in their classes. In nearly all lessons, teachers are clear about what they want pupils to learn and plan effectively for this. The support given to pupils learning English as an additional language is satisfactory and their learning over time is good. Teaching meets the needs of pupils who have special educational needs very successfully, including those with behavioural difficulties, and it enables them to make good progress in their learning. Classroom assistants make a very valuable contribution to the learning of pupils, especially those with learning difficulties.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The planned curriculum is broad and balanced and is enriched by a wide range of educational visits.
Provision for pupils with special educational needs	Very good, so that pupils make good progress in their learning. Pupils with special educational needs are included in all curriculum experiences.

Provision for pupils with English as an additional language	Satisfactory. Support provided by teachers and classroom assistants enables these pupils to make good progress over time.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school promotes the pupils' social and cultural awareness very well.
How well the school cares for its pupils	The school looks after its pupils very well and provides very good personal support and guidance. There are satisfactory procedures for monitoring pupils' progress.

The school makes considerable efforts to form constructive links with parents but not all parents respond as enthusiastically as the school would like.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective and enthusiastic leadership. She and her highly supportive staff are committed to providing the best education for the pupils and raising standards.
How well the governors fulfil their responsibilities	The governors are very supportive, take an active role in the management of the school and fulfil their statutory requirements.
The school's evaluation of its performance	Good. The headteacher and staff are very strongly committed to raising standards.
The strategic use of resources	Good. The school uses the material resources, the accommodation and the strengths of the staff effectively to support pupils' learning.

The headteacher and the staff work together as a strong team to meet the school's wholly appropriate aims so that a very positive ethos pervades the school. The headteacher and co-ordinators regularly monitor and evaluate teaching and learning and the impact they have on pupils' learning. The budget is operated according to the principles of best value.

### 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>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• They think the teaching is good.</li> <li>• The support for pupils who have learning problems is good.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Playground behaviour.</li> <li>• Homework.</li> <li>• Information about how their children are getting on.</li> <li>• Their children to work harder at school.</li> <li>• The school working more closely with them.</li> <li>• The leadership and management of the school.</li> <li>• The school helping their children to become mature and responsible.</li> <li>• A more interesting range of activities outside lessons.</li> </ul>

These views expressed above were from a small number of parents (13 per cent) who returned the questionnaires and 22 parents who attended the parents' meeting.

The inspection team agrees with the parents' positive comments. During the inspection some unsatisfactory behaviour was observed in the playground. The school has a clear homework policy and levels of homework are satisfactory. The information parents receive is appropriate and in line with most primary schools. Inspection evidence shows that pupils are expected to work hard. The school tries very hard to involve parents in the education of their children but finds it disappointing that very few respond positively. The school is led and managed very well. Currently, the school does not always provide enough opportunities for pupils to work on their own initiative but as pupils' behaviour improves the school believes that this will improve. The wide range of out of school visits and activities the school provides enhances the pupils' learning.

## **PART B: COMMENTARY**

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

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

1. Compared to schools nationally, standards in the Year 2000 national tests for 11 year olds were well below average in English and science and in the lowest five per cent in mathematics. This is partly because pupils start from a very low base, entering the school with attainment which is well below average. Standards have suffered as well because too much of the teaching has been unsatisfactory until quite recently. Also, comparisons of trends in national assessment tests are unreliable where cohorts of pupils are relatively small, as they are in this school. This is especially so when the number of pupils with special educational needs has a disproportionate effect on the results. Compared to similar schools the results of the national tests in English were above average, below average in science and well below in mathematics. Similar schools are taken to be those where a similar proportion of pupils is eligible for free school meals. This comparison does not take into account other important factors, such as the proportion of pupils learning English as an additional language and the high levels of deprivation affecting the families of these pupils, or the high proportion of pupils who join the school late in their primary school career. Standards are too low and the school and governors are fully committed to overcoming this. But it is not surprising that standards are below average, given the context in which the school works. Nevertheless, the school, in conjunction with the governing body and the local education authority, sets realistic yet challenging targets for improvement in test results in English and mathematics each year. It is very significant, however, that the trend in test results over the period 1996 to 2000 has been above the national trend in improvement.
2. The children aged from three to five achieve reasonably well. Children currently in the reception class are on course to reach the Early Learning Goals for children of their age in their creative and physical development but it is unlikely most will reach the goals in the other areas of development.
3. Although inspection evidence shows that each year group in the school is quite different from the others in terms of the abilities of the pupils, their experience, and the quality of the teaching they have received during their time at the school, most pupils in the current Years 2 and 6, although achieving well in relation to their prior attainment, are unlikely to achieve the national average in English, mathematics and science in the national tests this academic year. This is because very few pupils are likely to reach the higher Level 3 at seven years old and Level 5 at 11 years old.
4. Although many pupils start school with speech problems, the majority learn to express their ideas well; the speaking and listening skills of most pupils are generally in line with those of seven and 11-year-olds nationally. The majority of pupils listen attentively to their teachers and each other and this is a direct result of pupils' added interest in their learning since the last inspection. Overall, pupils' reading skills are below those of seven and 11-year-olds nationally, although in all classes there is a wide variation in reading skills. However, most pupils read from texts matched appropriately to their attainment levels, accurately and, in general, with understanding. By the time they are 11 years old the majority read for their own interest and pleasure at a level commensurate with their abilities. Some of the quicker learning pupils read fluently with good expression. In all classes, pupils write for a wide variety of purposes and audiences but, overall, writing skills are below average. By the time they are seven, most pupils write their own names and copy the date from the board independently. However, very few pupils are producing work of significant quality and length using interesting and varied vocabulary. Although a minority of the 11-year-old pupils are paragraphing their work successfully, the general standard of writing is limited as most pupils' work lacks imaginative and well-organised ideas structured into extended pieces of work. Although pupils use their writing skills appropriately to support other studies, such as science, geography and history, the lower than average development of most pupils' writing skills prevents them producing good quality factual writing .

5. In mathematics the work in Year 2 is correctly centred on improving understanding of numbers, though books show that other areas of mathematics are given due attention. It is when working with numbers that pupils display some uncertainty. The above average pupils count accurately in tens to 100 and some begin to see a pattern, for example that all numbers in a particular sequence end with the same digit. Average pupils too work accurately with small numbers but are not entirely sure about sizes of numbers in relation to others. Below average pupils often reverse their figures when writing and are only really secure with numbers to 10. Eleven-year-olds respond readily to questions about the 4 and 7 times tables that they work out mentally. Work in books shows that above average pupils are successful in rounding numbers with two decimal places to the nearest tenth. They work with co-ordinates including those with negative numbers and calculate the missing angle in a triangle. Average pupils attempt long multiplication and solve problems that are written in words. Below average pupils add and subtract numbers involving hundreds, tens and units and understand what each digit represents in numbers to 1000.
6. In science, the seven-year-old pupils demonstrate a developing understanding of how animals grow and change with particular reference to the life cycle of a frog. Above average pupils record the stages of development of frogspawn into a frog. In their work on investigating micro-organisms, 11-year-old pupils of above average attainment and some pupils of average ability demonstrate an understanding of what causes food to decay. They explain what micro-organisms are like and how they reproduce on food. Some pupils in mid year groups develop the concept of fair testing. These pupils generally think through scientific processes and some make sensible predictions, giving reasons for their answers.
7. Standards in art and design and technology are above what might be expected of pupils aged seven and 11. This is because the school places great emphasis on the subjects and very good work is displayed around the school. Also, pupils are not hampered by their difficulties with the English language. Visiting artists who work with pupils make a good contribution to the high standards. In information and communication technology pupils aged seven have appropriate knowledge and skills for their age but there was not enough evidence to make a judgement on the attainment of the Year 6 pupils. The recently established information and communication technology suite has the potential of making a good contribution to pupils' attainment and progress. There was also insufficient evidence to make secure judgements on pupils' attainment in geography or history. Analysis of work in books and on display suggests that the school does provide the range of experiences at appropriate levels expected by the National Curriculum. Although judgements about the specific attainment of seven and 11 year olds in music cannot be made because lessons in Years 2 and 6 were not observed, in the other lessons seen standards are similar to those found in other schools. In physical education, another subject where English language problems do not affect progress, pupils reach standards typical of their age by the time they are seven and 11. In religious education pupils at the ages of seven and 11 have knowledge and understanding of a range of faiths and religious traditions which meet the expectations of the Locally Agreed Syllabus.
8. Pupils who have special educational needs attain standards which are satisfactory for their age, abilities and individual circumstances. Observations in class, discussions with teachers and analysis of Individual Education Plans during the inspection showed that they make good progress in relation to their prior attainment. Many pupils who speak English as a second language often make good progress over time and a significant number attain above average standards. Pupils' positive attitude and good behaviour contribute to their progress.

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

9. Pupils' attitudes are generally good throughout the school and are more consistently positive than at the last inspection.
10. Children come happily into the nursery and the reception class and settle quickly into the caring atmosphere. Most of the children in the nursery are enthusiastic and eager to learn and enjoy themselves. Although they quickly learn to relate well to adults, this is not always the case with each other. For example, they do not always share and take turns amicably, for instance, when taking part in sand activities. As children move into the reception class they increase their ability to concentrate and to develop their levels of co-operation and generally work well independently and together. However, staff have to constantly reinforce good habits, such as putting up hands

to answer questions or make comments.

11. Throughout the rest of the school pupils enjoy their lessons and like coming to school. In a science lesson, Year 1 pupils show great interest in observing plants and in a Year 4 literacy lesson, pupils are held in rapt attention as the story of 'Inside the Tomb' unfolds. They co-operate well. Year 2 pupils sensibly team up into groups of four to lift the mats to their position in the hall for their physical education lesson. In most lessons pupils are willing to share their work, particularly in the reviews at the end of literacy and numeracy lessons. Pupils are inquisitive and not afraid to discuss important issues such as, in Year 6, the dangers to health of smoking or abusing drugs.
12. Pupils with special educational needs are positive in their responses to lessons. When their behaviour is below the school's generally good standards in class it is often because they have special emotional and behavioural difficulties. However, all are well integrated and freely acknowledge not only their acceptance by others but also that they enjoy being at school.
13. Behaviour has improved dramatically since the last inspection when it was judged poor for the seven to 11-year-olds. It is now satisfactory, overall. In many lessons it is good but there are a few potentially disruptive pupils who are managed very well by their teachers so that almost all lessons run smoothly and are not interrupted. The school generally is an orderly place but there is sometimes some boisterous behaviour in the playground, particularly if pupils manage to find a place to play that is out of sight of an adult. No bullying was reported during the inspection. Racism amongst pupils does not appear to be an issue but a fixed term exclusion this year was imposed because of a racist remark to a supply teacher. The school quite rightly does not tolerate such behaviour. The only exclusion last year was for unacceptable behaviour and the pupil has now left the school. The school rarely has to consider exclusions now, in contrast to the last inspection when they were almost in double figures.
14. Pupils acknowledge that the behaviour policy and the way that it is fairly applied by all teachers are responsible for the improvement. They understand that they will be rewarded for correct behaviour and punished for doing wrong. They know the list of sanctions that are in force in the school. The seven to 11-year-old pupils especially are aware of the impact of their actions on others and the oldest have mostly developed the mature strategy of ignoring the threats of any pupil who tries to provoke them into doing wrong.
15. The personal development of pupils is satisfactory. There is a sound policy for personal, social and health education and weekly lessons are held for all classes. Teachers in the Foundation Stage place great importance on developing independence and most reception children now change for physical education without help. Pupils throughout the school learn to respect the feelings of others and their different beliefs. In a Year 2 religious education lesson, a Muslim pupil shares her experience of the festival of Eid with the class, who are respectful and listen carefully. When given responsibilities, pupils carry out their duties conscientiously. All classes have jobs that are shared out, such as table monitors to tidy up at the end of lessons, and Year 6 pupils have duties around the school, for example collecting registers and setting up the hall for assemblies. There are, however, few opportunities to exercise initiative, a fact noted in the last report.
16. Relationships in classrooms between pupils and between teachers and pupils are good. There was a sense of fun in a Year 2 literacy lesson when the teacher stopped in the middle of a story from Ghana, leaving the pupils to predict what they thought might happen next. Similarly, in a Year 4 music lesson, pupils felt secure with their teacher and were not afraid to be adventurous in devising sounds with their percussion instruments.
17. The overall attendance of pupils is unsatisfactory and similar to what was seen at the time of the last inspection. Although the rates of attendance have improved steadily over the last two years, they remain below those achieved in primary schools nationally. A small amount of unauthorised absence results from the school rightly refusing to authorise unnecessary absence for holidays during term time. The punctuality of a significant minority of pupils is unsatisfactory and has to be improved. Given the good pace at which pupils learn and the good quality of teaching, those arriving late for lessons are not just putting themselves at a disadvantage but also disturbing the concentration of others.

## HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching has improved significantly since the last inspection and is now good overall and promotes learning well. Taking the school as a whole, 96 per cent of the teaching was satisfactory or better, 71 per cent good or better and 16 per cent was very good. Only two unsatisfactory lessons were observed, in physical education of the seven to 11-year-old group of pupils. In 80 per cent of the lessons for the children under five, the quality of teaching was good. No unsatisfactory teaching was observed for the pupils aged five to seven and 64 per cent was good or better and 21 per cent very good. Of the 93 per cent of satisfactory teaching of the seven to 11-year-old pupils, 70 per cent was good and 20 per cent very good. This good quality teaching enables most pupils to make at least satisfactory and more often good progress in their learning.
19. The quality of teaching of the children under five is nearly always good. This high quality of teaching influences the good progress the children make in their early years at school. The teachers, nursery nurse and all members of the support staff work very well together to develop and increase children's learning. They have a clear understanding of the educational and social needs of young children. In the reception class, staff have realistically high expectations of achievement and behaviour. However, whilst the nursery teacher has a good relationship with the pupils, he does not always insist that pupils look and listen when he speaks to them, nor insist on the highest standards of behaviour. Time is often wasted while he attends to the needs of individuals instead of leaving this to the support staff. There is a significant increase in the level of challenging and interesting work as pupils move through the nursery and reception class. This has a positive impact on developing the children's knowledge and understanding. Children with special educational needs and those who have English as an additional language make good progress in their learning. All members of staff place careful emphasis on the teaching of specific skills, for example, how to use pencils, paint, musical instruments and the computer. They encourage pupils to work independently and make choices.
20. Teachers are very conscientious and clear about what they expect pupils to learn. They plan their lessons well, which is an improvement since the last inspection and, in general, use their assessments of pupils effectively to provide appropriate challenge. In this way teachers cater well for the wide range of ability levels in their classes. Teachers usually provide suitable challenge for those pupils who find learning easy and good support for those who find it more difficult. Many teachers make clear to pupils at the start of the day or the start of lessons what it is they are going to be doing and learning. This helps stimulate pupils' interest in their work and is beneficial in giving pupils understanding of their own learning. Teachers are very aware of their responsibilities and successfully promote learning for pupils with special educational needs and this is reflected in their effective use of classroom assistants. For these pupils they conscientiously maintain Individual Education Plans and continuously review pupils' progress towards their targets. This is an improvement since the last inspection, especially for the older pupils. Outside agencies, such as the speech therapist, also work well with pupils to support their learning. The support given to pupils learning English as an additional language is satisfactory and over time the progress they make in their learning is good.
21. Teachers' subject knowledge is generally good. For example, in an information and communication technology lesson when teaching Year 2 pupils how to put instructions into a computer program to make repeating patterns, the teacher's very good knowledge of the program enabled her to make a patient, yet very effective, input into the pupils' learning. But there are gaps in teachers' subject knowledge and understanding. For example, the only two lessons observed in different classes that were unsatisfactory were physical education lessons and in both cases the teachers were not wholly confident in teaching the subject and so pupils' learning was impeded.
22. The teaching of English, including the basic skills of literacy, is good overall and teachers use pupils' literacy skills well in other areas of the curriculum. For example, pupils in Year 5 had produced some well-written plans and evaluations when making instruments in their design and technology work. In mathematics, the teaching of numeracy skills is satisfactory, although teachers do not always provide appropriate work to meet the differing abilities of pupils in their

classes. For example, whereas most teachers in group work of literacy lessons give different tasks to match the pupils' learning abilities, in numeracy lessons this is not always the case. However, a particularly good feature in both literacy and numeracy lessons is that teachers provide a good balance between reinforcing pupils' previous knowledge and building on this by presenting them with new ideas and information. For example, in a numeracy lesson Year 4 pupils were looking at different ways of presenting data; the teacher carefully revised a method pupils had previously learned before introducing another. By the end of the lesson it was clear that the majority of pupils were confident in presenting data in this new way.

23. Most teachers have high expectations of work and behaviour and nearly all pupils rise to these, which enhances their learning. Teachers use a positive approach to behaviour and continually praise pupils who are behaving well. For example, Year 3 pupils were showing a great deal of enthusiasm at the beginning of their science lesson. The teacher made it quite clear through purposeful interaction how she expected the lesson to proceed, so throughout the lesson pupils' attitudes and response were good, as was the progress they made in their learning.
24. Teachers use a range of appropriate teaching methods to stimulate pupils and promote their learning. Whole-class teaching is often used to introduce the purposes and main content of the lesson. This is generally effective, and most teachers judge sensitively how much time pupils, especially the very youngest, can sustain their concentration in such sessions. Work in small groups helps pupils' social development as they learn to share and take turns, seen for example, in a Year 1 lesson where four pupils set up the tape recorder independently and sensibly before listening to a story.
25. Teachers frequently use skilful questioning techniques to extend pupils' thinking and learning. In the one geography lesson observed, the teacher of the Year 2 pupils, using good open questions, gradually drew pupils to realise that the reason there were no high rise flats on The Isle of Struay was because there were fewer people there than, for instance, in London. Teachers also value pupils' responses, giving them confidence to answer questions and promote their learning. In a very good religious education lesson, Year 4 pupils were building up a picture of the character of Jesus from readings of appropriate biblical extracts. The teacher sensitively encouraged all pupils to contribute to the discussion so that they made good progress in their learning.
26. Although most of the pupils' work is marked, the appropriate marking policy is not consistently applied in all classes and in some classes marking is minimal. However, the best practice shows teachers using marking effectively to promote learning, achieving a good balance between making supportive comments and suggestions for improvement and change. Homework, although viewed negatively by parents, is given according to the homework policy and in most cases supports pupils' learning. For example, after a numeracy lesson the pupils were keen to continue with their data handling work for their homework.
27. The time at the beginning of the day is used well for activities such as handwriting and reading which pupils can do individually. This ensures that when literacy and numeracy lessons start, the significant number of latecomers do not interrupt them. However, these pupils do miss out on valuable parts of their learning.
28. The input classroom assistants make to pupils' learning is very good. Most are experienced and support pupils, especially those who have learning difficulties, extremely well. They are well briefed by teachers so they are quite clear as to what pupils are expected to learn. Also, volunteer helpers make an important input into the pupils' education.

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

29. The school has made considerable improvement since the last inspection, which took a critical view of the range and quality of its curriculum, the absence of schemes of work in some subjects, the insufficiently detailed long-term plans and some missing elements of information and communication technology. These issues have been addressed and the planned curriculum is now broad and balanced. However, the school does not currently meet the statutory requirement, to fully develop the control and communication skills of the older pupils using the computer. A

well-resourced information and communication technology suite has recently been established to promote pupils' learning across the curriculum.

30. The curriculum planning for children at the Foundation Stage is appropriate and has been revised to bring it fully in line with the new government recommended curriculum for children of this age. The teachers plan together to ensure that children's developing skills are built on systematically as they move through the Foundation Stage. The teacher of the Year 1 pupils is starting to plan with the nursery and reception teachers and this should provide the children with a firm foundation for, and smooth transition to, their next stage of work of the National Curriculum.
31. Most subjects have been reviewed in the light of Curriculum 2000. There is a curriculum map in place for the infant and junior stages with most subjects being supported by government recommended schemes and planning. This ensures that the curriculum meets statutory requirements and pupils' skills are built on systematically as they move through the school. English and mathematics are given appropriate priority and all classes have daily literacy and numeracy sessions. The strategies employed for development are good in literacy while those for mathematics are satisfactory. The principles of equality of access are incorporated in the curriculum, though pupils, particularly the seven to 11-year-olds do not yet have full access to control and communication technology. The programme of religious education is consistent with the Local Agreed Syllabus. Personal, social and health education are provided for well. Pupils receive sex education and are made aware of the dangers of drugs. The provision of homework makes a sound contribution to pupils' learning and attainment. There are some strong cross-curricular links.
32. Provision for pupils with special educational needs is very good. It represents a significant improvement on the findings of the last report. The school's policy reflects the requirements of the Code of Practice, which are carried out very effectively. The guiding principle is that pupils will have their needs promptly met in the early stages. The teachers' direction of in-class support or withdrawal of pupils clearly acknowledges the school's policy that they should on the one hand, where possible, experience the full curriculum, including educational visits, and, on the other, that their individual needs are well catered for. Statutory reviews for pupils who have a Statement of Special Educational Needs are undertaken annually. However, other pupils not meeting their specific targets, in specific areas, for instance, may be considered for further assessment by the school's educational psychologist. Otherwise, review and monitoring of pupils' achievements take place at each half term. This way, teachers can become familiar with the work of new pupils in their classes and more effectively compare it with their Individual Education Plans from the previous term. This will be done more frequently if the teacher considers it necessary. Teachers also keep a class diary recording significant incidents of poor behaviour. Communication between them and the special educational needs co-ordinator is frequent and detailed. She closely monitors the system and how it supports individuals, using a home-devised file. The school has a sensitive policy towards pupils with special educational needs taking national assessment tests, so that those who it is judged will not benefit might instead attempt one devised by the school, which takes into account their particular aptitudes and stages of development.
33. Provision for the pupils' spiritual, moral, social and cultural development is good overall. This represents an improvement since the last inspection. Opportunities for spiritual development remain satisfactory. Assemblies this term are based around the theme of 'Famous People'. The governor who is affiliated to the local church continues to take an assembly every week and chooses Jesus as his famous person. He presents a dramatic portrayal of His death and allows time for the singing of an appropriate song and for prayer and contemplation about the message being given. Some assemblies do not contain the required act of collective worship when pupils are invited to pray to their God and not all make a powerful contribution to pupils' personal development. For example, it was difficult to assess how one assembly about Alexander Graham Bell's invention of the telephone was any different from a history lesson since no spiritual or moral message was emphasised. Many pupils display a spiritual hunger and a sense of wonder at things around them. Those in the reception class are amazed when the corn is put into a machine and changes miraculously into popcorn. In religious education lessons, vital questions are asked by pupils who are searching for answers as to how Jesus could come alive again after being killed. Teachers are beginning to recognise in their lessons that these opportunities arise and that spiritual development is promoted by discussing such issues but only a few examples were seen during the inspection.

34. As at the last inspection, provision for moral development is good. Pupils know right from wrong and understand the rewards and sanctions that are applied in the school. They recognise that behaviour in lessons has improved recently and that the application of school rules is effective. Teachers praise good practice and reward pupils for noteworthy efforts in all aspects of school life. Each class has a 'Child of the Day', who has special privileges. Pupils in Year 4 are hoping to earn enough marbles for coming into their classroom quietly to be able to go bowling. As well as improving behaviour, this promotes a class bond as all work together to achieve the goal. Pupils are quite clear that certain acts are wrong. They talk animatedly, for example, about how their school environment is violated by others who come at night to spray graffiti on the walls. Some Year 6 pupils discuss sensibly the pressure that friends exert on them to take up smoking even when they know it is unhealthy.
35. Provision for pupils' social development is very good and this represents a considerable improvement since the last inspection. There are the usual opportunities for pupils to work together in lessons and take responsibility for jobs in class and around the school. Older pupils are sometimes given the chance to develop their independent learning. Year 6 pupils, for example, are currently enjoying their work in religious education that requires them to conduct their own research about sacred texts. Such opportunities to exercise their own initiative are not common in the school. However, social development is very well promoted through the exceptional range and number of visits, including the residential trips that most of the seven to 11-year-olds experience. These visits enable pupils to socialise outside school and learn how to behave in the wider society, particularly as public transport is often used to get to the places of interest. The visits have a beneficial effect on learning. For example, a trip to the 'Southwark News' offices inspires gifted and talented pupils to produce a good quality school newspaper. Within school, pupils learn to care for each other. Those in Years 3 and 4 write books for those in the Foundation Stage. Those children who are less fortunate overseas are remembered too and money is raised to send to a link-school in Ghana.
36. Provision for pupils' cultural development is also very good and this is better than at the last inspection. The rich diversity of culture within the school continues to be valued and the major world faiths are studied in religious education. Places of worship such as the local church and Sikh temple are visited and different religious festivals are celebrated. Pupils' knowledge of art and artists is good and is very well promoted by visits to the National Gallery. Some work from the school is currently on display at The Tate Modern. The Royal Festival Hall is the venue for other pupils to enjoy a performance by the Royal Philharmonic Orchestra. Geography too contributes to a wider understanding of the local community. Year 2 pupils study the differences between their area and the Island of Struay where there are no high-rise flats or busy roads. The most recent Christmas production has been well received and contained music and dance and involved all pupils.
37. A wide range of educational visits enriches the curriculum. The quality of contribution made by the community to pupils' learning reflects the very good links that the school has established with various agencies such as Barclays Bank. Parents and other volunteers from the community have worked on various projects within the school such as the wildlife area, mosaic and murals. Relationships with linked secondary schools are good and these contacts support pupils' overall progress.

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

38. The school provides a good level of care for its pupils. The strengths in this aspect are the very good procedures for monitoring and supporting the pupils' personal development and the good procedures for monitoring their attendance, behaviour and their overall welfare. Parents have confidence in the staff, all of whom show a genuine interest and concern for the pupils' personal needs. The consequence of this is that pupils know they can turn to any member of staff for help. The trust they have in the security and support they receive helps them concentrate so that many pupils make good progress in their learning. The procedures for assessing pupils' academic achievements, although satisfactory for most pupils, are good for those with special educational needs. Assessments here clearly relate to the targets set in their Individual Educational Programmes.

39. Procedures for monitoring pupils' personal development are good. The staff set good examples in their relationships with each other and their pupils and this underpins the progress made by pupils in their personal and social development. Particular emphasis is placed on furthering pupils' personal and social skills and helping them think through the choices they make. Teachers promote pupils' self-esteem by making them aware and proud of their individual achievements. Pupils are encouraged to share their thoughts and focus on their success through discussions and drama in lessons and assemblies. Improving links between teachers and parents, good records on pupils' personal conduct and the frequent opportunities in lessons for pupils to express their opinions all contribute to the knowledge teachers have about the characters of the pupils they teach. They make good use of the knowledge gained to provide evaluative comments to parents at consultation evenings and in the annual reports.
40. The school is effective in identifying pupils with learning difficulties soon after entry to the school. Good attention is paid to the Code of Practice for special educational needs and appropriate care is taken of the pupils with English as an additional language. The school makes every effort to integrate all the pupils into all aspects of school life.
41. There are good procedures for monitoring and promoting good behaviour and good attitudes in school. The school operates a structured system of warnings and of merits through which it successfully manages the behaviour of its pupils in lessons. When pupils chattered too much, or became over-excited, the teachers generally had effective ways of calming them down. They regularly praise and publicly recognise those pupils who behave or act particularly well. On the other hand, when pupils behave unacceptably a series of warnings lets them know their behaviour is unwelcome and a disappointment to others. In most cases, this successfully prevents the unacceptable behaviour of any one pupil from impinging upon the learning of others. Detailed records are kept of all incidents of unacceptable behaviour wherever they occur and these are used well by the headteacher in her discussions with parents. Because they are involved about their child's behaviour at an early stage, parents are usually willing to support the school's practice and views on discipline. The home/school agreement reminds all parents of the school's policy and makes clear the procedures for monitoring and promoting good behaviour.
42. Teachers encourage pupils to care for each other and show kindness and tolerance to all individuals. In this respect, pupils are developing an appropriate sense of equality and fairness in their dealings with each other. Pupils say their teachers and supervisors generally deal with their complaints and sort out their problems to their satisfaction. Both boys and girls comment on how much they look forward to their playtimes and the chance to run around or play football with their friends. Teachers reinforce the rule that unkind behaviour towards anyone is neither expected nor tolerated. However, parents believe that, on occasions, there is insufficient liaison between playground supervisors and teachers and the inspectors' observations and judgements would support this view. The school recognises the need to ensure its agreed approach to discipline is maintained throughout the day and particularly at lunchtime.
43. Registers are marked in accordance with statutory requirements. Good use is made of the information gained from monitoring attendance records and reasons for absence. One-to-one discussions between parents and the headteacher and/or the Educational Welfare Officer are slowly but surely beginning to change the previously relaxed attitudes some parents have had towards the importance of their child's regular attendance at school. The school realises more work has to be done to improve the punctuality of a significant minority of its pupils.
44. Procedures for promoting pupils' well-being and health and safety are good overall. All staff maintain a high degree of sensitivity to the needs of the individual when dealing with issues of child protection. They know to contact only the designated teacher should they uncover concerns relating to child protection. Good liaison is maintained with outside agencies and the health service, which helps the school meet the personal needs of pupils or those with specific medical conditions. Pupils are given very good information to raise their awareness of how to sensibly care and look after their bodies. There are carefully developed programmes of sex education and drugs education taught in science and in personal, social and health lessons across the school. Parents trust the school to provide sensitive and supportive teaching of the issues involved.
45. Procedures for administering first aid are satisfactory. Staff keep an updated record of all injuries

and accidents in school. However, only one part-time member of staff holds the customarily recognised full certification for administering first aid to both children and adults. This weakness needs to be addressed by the school.

46. Governors carry out their statutory duty in ensuring regular assessments are made of the condition of the school site and buildings. They then discuss with staff the work that needs to be done. However, some concerns identified a good while ago still wait to be dealt with. Areas of paved pathways and playground surfaces have remained in a poor state of repair for some time now and present actual trip hazards. The obvious dangers associated with an open and unfenced pond constitute a potential risk to the health and safety of pupils and other school users. By closely following its agreed policy and advising parents of the arrangements in place, the school makes every effort to minimise the risks involved in taking pupils out of school.
47. Procedures for assessing pupils' attainment and progress remain satisfactory. Except for the required national tests at seven and 11, no other standardised tests, such as for reading, are administered. However, in English, mathematics and science, teachers make annual assessments and judge the standards that each pupil has achieved against level descriptors in the National Curriculum. A computer program enables these assessments to be collated and sorted so that progress can be suitably tracked. In addition, three pupils from each class of differing abilities have their work in every subject assessed at the beginning of each calendar year. Results for the core subjects of English, mathematics and science are recorded and this process enables teachers to group all the pupils in the class by ability and plan work to meet their needs. The co-ordinators for the core subjects occasionally lead staff meetings when work is assessed and strengths and weaknesses identified. Through observations of lessons, co-ordinators also identify areas of concern that are then addressed. This has recently happened in mathematics, where the teaching of mental maths has been targeted. In this way, assessment is helping teachers to plan their lessons appropriately.
48. The school sets the required targets for attainment in national tests at the end of Year 6. In 2000, these were exceeded in English and almost achieved in mathematics. Individual targets for improvement are now beginning to be written for English in all year groups and pupils in Year 2, for example, display them on their tables when they are writing. This is a useful initiative. There are, as yet, no formal systems for assessing standards in subjects other than English, mathematics and science, although some initiatives are being tried. This involves taking the key learning objective for a piece of work in history, for example, and assessing at the end of a unit of work whether pupils have or have not achieved it or exceeded it.
49. The arrangements for the assessment of pupils with special educational needs are good. Initial responsibility for identifying potential difficulties lies with class teachers, who use a variety of diagnostic checklists provided by the special educational needs co-ordinator. These help them to focus clearly on the problem and where necessary Individual Education Plans are developed for these pupils. The school also fosters strong contacts with outside agencies such as the local authority's Psychological Service. An educational psychologist is allocated two half days per term for one-to-one assessments, or for consultations with parents or teachers. In addition a speech therapist visits one day per week and the school nurse is on call to help with concerns raised by teachers or parents.

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

50. The partnership with parents had improved at the time of the last inspection. Steady progress has been made since then in the quality of the partnership. The effectiveness and impact of the school's links with parents are both now good. The contribution parents make towards their children's learning and the quality of information provided about their children's progress, although satisfactory overall, are good for parents of pupils with special educational needs.
51. The parents' meeting with the inspectors, their questionnaires and comments made by parents during the week of the inspection provided mixed messages of support for the school. Where there were instances of parents expressing a negative view, there was often a contrary and more widely held positive view from other parents. Parents were warm in their praise for staff in the way they are welcomed into school and their queries dealt with positively and constructively. They see the school promoting good attitudes to learning through good quality teaching and inspectors'

judgements confirm these positive views.

52. The view of the small number of parents who responded to the pre-inspection questionnaire was that the school provides satisfactorily for their children. Some parents want the school to provide more activities for their children outside of lessons. Others praised the school for its extensive programme of visits to places of educational interest. Inspectors' judgements confirm that the school makes appropriate provision for pupils' extra-curricular activities.
53. The quality of information available and presented to parents is of a satisfactory standard. Although the school has made good progress in this respect by providing very good information by way of open evenings and curriculum workshops for parents, there remains a lack of clarity in the general written communications about the progress pupils are expected to be making in their learning. The school sends a range of written information home but has not carefully thought through how clear it is for parents to understand and make use of. For example, although the end of year reports on pupils' progress meet statutory requirements, few include precise indicators on what the pupil needs to do to improve and others use language that is too technical.
54. On a day-to-day basis, communications between teachers and parents work very well because of the relatively easy access parents have to staff. Parents see this as a major strength of the school and the main means by which they are kept informed about their children's progress and learning. They know that teachers are always willing to spend time with them and are available to answer their queries. Parents visiting the school have easy access to wall displays of pupils' work, parents' information boards and school policies. The regular whole school and class assemblies provide them with good opportunities to judge for themselves the pupils' attitudes to school and the quality of work they produce. The school prospectus is a good introduction to the school and, together with the governors' annual report, it provides all the information that must be given to parents by law.
55. Parents of pupils with special educational needs are very well involved with the school's procedures of reviewing the targets set for their children's progress. The school emphasises the role of parents as partners in its special educational needs policy. For instance, the special educational needs co-ordinator reads through the school's policy with them so that they clearly understand the arrangements and their part in them. Parents' support for the provision was endorsed in responses to the questionnaire sent to them before the inspection. A strong factor in this is the continuity of support provided to individual pupils by the long-serving classroom assistants.
56. Parent/teacher consultation sessions are in the main well attended but parents give more enthusiastic support to events involving their children such as school concerts and sports days. They help teachers maintain an acceptable standard of pupil behaviour by praising their children when they bring home special certificates for good work and attitudes. By showing interest in these occasions, parents promote the feeling amongst pupils that their schoolwork is valued, which has a positive impact on their children's attitudes to their learning.
57. The school puts tremendous effort into encouraging parents to become more involved in its work. The impact of this is good. Focused and free workshops help parents understand how their children are taught in English, mathematics and science. Other practical sessions such as working in clay with an artist in residence help them rediscover, and then pass on to their children, the joy of new learning. Parents who have attended the workshops report a new level of confidence when working with their children at home, particularly in mathematics.
58. Whereas only a few parents regularly offer their help in classes or on school visits, others are engaged in 'hands-on' tasks around the school such as painting and gardening. Parents have assisted pupils in their environmental studies by digging out a school pond. After listening to the concerns of parents, the relevant authority has confirmed that it will shortly be re-glazing and renewing the rotting window frames in the school. Although the staff would like more support from parents on improving the punctuality of their children, they are encouraged by the reaction of parents whose children were once frequently absent from school without good reason. Their positive response has helped maintain the upward trend in attendance rates achieved by the school.

59. Overall, parents make a satisfactory contribution to their children's learning at home and at school. They support their children's education by helping at home with reading and spelling, numeracy and information technology skills. Parents are very keen to see their children succeed but relatively few make the best use of all the opportunities they have to make a truly significant impact upon the levels of learning attained by their children at school.

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

60. The leadership and management of the school are very good, which is an improvement since the last inspection. The headteacher appointed not long before the last OFSTED inspection has overseen significant, steady improvements in the quality of the curriculum, the quality of lesson planning and the quality of teaching through rigorous monitoring and evaluation. She is very effective and enthusiastic and has cultivated and developed a team spirit within the school community so there is a shared, whole-school determination and capacity to succeed in the pursuit of raising standards. However, these improvements have not had time to have a significant impact on the overall standards by the time pupils leave the school. The wholly appropriate aims of the school are met such that a very positive ethos pervades the school.
61. Governors are keen and have high levels of expertise. They are very supportive, take an active role in the management of the school and fulfil their statutory requirements. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. They make good use of the detailed analysis of assessment results and compare them with other schools both locally and nationally. The comprehensive and well-constructed School Development Plan has been an important focus for the educational direction of the work of the school and establishing improvements. However, this is currently coming to the end of its term and the headteacher, staff and governors are currently in the process of developing another three-year plan with agreed targets for future improvements.
62. The governing body manages its strategic responsibility for planning the use of resources well, through its efficient finance and general purposes committee. Careful consideration is given to alternative strategies for managing expenditure and handling contingencies. The budget is operated according to the principles of best value and, through careful tendering processes, the governing body makes sure it obtains the best value for money for all contracts. For example, school meals are delivered through an independent contract set up by the school, as is the administration of the school's payroll. Specific grants are used appropriately. The headteacher is very resourceful in acquiring additional funding through involving the school in useful initiatives, such as the 'Excellence in Cities' and 'Gifted and Talented Pupil' projects.
63. The school is very effective in the monitoring and evaluating of the curriculum and teaching and the impact it has on pupils' learning through classroom observations undertaken by the headteacher and co-ordinators. Teachers in their roles of subject co-ordinators have worked hard to update policies and review and update schemes of work in line with curriculum changes. They have their development plans for their subjects and manage their budgets effectively and are playing an important role in management of the school.
64. Currently, the special educational needs co-ordinator is the headteacher. An experienced and able administrative assistant, who deals efficiently with day-to-day documentation and liaison with teachers, parents and outside bodies, helps her. An experienced governor takes special responsibility for overseeing special educational needs provision and the governors' curriculum committee is accountable appropriately to the main body for monitoring the school's arrangements. The school makes efficient and thoughtful use of available special educational needs resources. Support staff also undergo regular and appropriate training provided either by the local education authority or as part of in-house arrangements.
65. There is a good match of appropriately qualified and experienced teachers to meet the demands of the curriculum, which is an improvement since the last inspection. Currently, the school does not have a deputy headteacher, mainly due to the lack of suitable applicants, but two of the teachers have taken on extra responsibilities in order to support the headteacher until an appointment is made. The responsibilities of teaching staff are organised well to make best use of their subject expertise. For example, the wise appointment of a part-time teacher, a music

specialist, to teach music to the younger pupils means that class teachers are benefiting from her expertise by supporting her lessons and gaining ideas for their own teaching. Teachers are very well supported by a very good number of experienced classroom assistants who work extremely well with teachers to support pupils in the classroom. The well-organised routines of the school are well known to pupils, staff and parents, and very effective administrative support ensures that the school runs smoothly.

66. The accommodation provides satisfactory facilities for teaching the curriculum. Classrooms are adequate in terms of size and are supplemented by additional teaching areas in the wide corridors outside classrooms. Rooms are set aside for specialist teaching for small group work, often focused on pupils with special educational needs. Although not ideal, the environment is conducive to learning. Parents and pupils assist in keeping the site attractive and tidy, a job made more difficult with parts of the school in need of redecoration and repair. The outside areas provide good facilities for supervised ball games and physical education activities. However, the arrangement of the buildings and play areas make it difficult for staff to exercise supervision at break times. Parents have successfully lobbied the relevant authority for essential repair work, shortly to be carried out to the fabric of the main building. Teachers display pupils' work attractively, particularly in corridors and outside classrooms where they serve as talking points for pupils, their parents and visitors. Learning resources for all subjects are at least adequate to meet the needs of the curriculum. The new computer suite is an improvement since the last inspection and when in full use should have had a positive impact on the improvement in standards in information and communication technology.
67. The school has made great improvements since the last inspection and is well placed to improve even further. Even though the cost of educating individual pupils is slightly above the national average, the school is still giving very satisfactory value for money.

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

68. The governors, in conjunction with the headteacher and staff, should, as identified in their school development planning, take the following actions:
- (1) Through continuing to monitor, evaluate and improve the quality of teaching, raise standards in English, mathematics and science so that by the time pupils leave the school they attain at least average standards. (*Paragraphs 3, 60, 84, 86, 87, 93, 94, 101.*)
  - (2) Improve attendance and punctuality through increased liaison with parents and carers, and the local education authority, and through increased incentives for pupils to arrive at school on time and attend regularly. (*Paragraphs 17, 27, 43.*)
  - (3) Ensure that all assemblies contain an act of collective worship. (*Paragraph 33*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	55	25	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

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	171
Number of full-time pupils known to be eligible for free school meals	0	98

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	43

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	70

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	6.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	14	12	17
Percentage of pupils at NC level 2 or above	School	67 (75)	57 (82)	81 (71)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	13	15	16
Percentage of pupils at NC level 2 or above	School	62 (79)	71 (61)	76 (68)
	National	84 (82)	88 (86)	88 (87)

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

There were fewer than ten girls who took the national assessment tests at the end of Key Stage 1 in 2000 and government legislation takes account of confidentiality of publication of results to protect individual pupils from being identified. Therefore, only the total number of girls and boys achieving National Curriculum Level 2 in these tests are published in this report.

### Attainment at the end of Key Stage 2

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	6
	Girls	9	5	9
	Total	14	9	15
Percentage of pupils at NC level 4 or above	School	58 (57)	38 (52)	63 (67)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	7
	Girls	7	11	11
	Total	11	16	18
Percentage of pupils at NC level 4 or above	School	46 (33)	67 (33)	75 (43)
	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	31
Black – African heritage	41
Black – other	10
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	3
White	48
Any other minority ethnic group	3

*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	1	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	21.4
Average class size	24.4

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

Total number of education support staff	15
Total aggregate hours worked per week	235

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

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

Total number of education support staff	1.7
Total aggregate hours worked per week	22.5

Number of pupils per FTE adult	8.8
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	557,099
Total expenditure	556,464
Expenditure per pupil	2,825
Balance brought forward from previous year	6,500
Balance carried forward to next year	7,135

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	27

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	48	41	11	0	0
Behaviour in the school is good.	44	33	15	4	4
My child gets the right amount of work to do at home.	38	31	19	8	4
The teaching is good.	52	41	7	0	0
I am kept well informed about how my child is getting on.	42	27	23	8	0
I would feel comfortable about approaching the school with questions or a problem.	52	37	7	4	0
The school expects my child to work hard and achieve his or her best.	46	35	19	0	0
The school works closely with parents.	44	22	19	15	0
The school is well led and managed.	37	44	15	4	0
The school is helping my child become mature and responsible.	44	28	20	4	4
The school provides an interesting range of activities outside lessons.	27	28	19	27	0

## **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**

69. The school admits children to the nursery in the September or January after their third birthday. Most children in the reception classes attend the school's nursery before they enter full-time school. Children transfer to the reception classes at the beginning of the term in which they are five. At the time of the inspection there were 28 full-time children in the reception year and 18 full-time in the nursery with another 11 children attending part-time in the nursery, either in the morning or afternoon. Both the nursery and reception classes make good provision for the children's all round development and education. This judgement is similar to the one made at the last inspection.
70. Although children enter school with a wide range of experiences, attainment overall is well below that expected of pupils of their age nationally, with a high proportion of the children having speech problems and poor social and numeracy skills. Of the children currently in the reception class the majority are likely to achieve the standards expected of children of their age by the end of the Foundation Stage in their physical and creative development. However, it is unlikely most will reach the expected goals in the other areas of development.

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

71. Staff in the nursery and reception class put great emphasis on the children's personal, social and emotional development. Teaching is good and pupils generally make good progress. In spite of this, by the end of the Foundation Stage most children are unlikely to reach the levels in the development of their personal, social and emotional skills of pupils at this stage nationally. Children come happily into the nursery and the reception class and settle quickly into the caring atmosphere. Most of the children in the nursery are enthusiastic and eager to learn. They settle quickly to the well-established routines. They thrive in the secure environment and, although they quickly learn to relate well to adults, this is not always the case with each other. For example, they do not always share and take turns amicably, for example, when taking part in sand activities. Also, many children do not always concentrate well on their tasks and when given a free choice of activities tend to 'flit' from one to another without completing them. However, children clearly enjoy their work in the nursery. The children, in general, take care of classroom equipment and quickly learn to tidy up after themselves. As children move into the reception class they increase their ability to concentrate and to develop their levels of co-operation and generally work well independently and together. The reception teacher encourages children to develop independence. For example, they are expected to clear up after activities and most do so willingly. The children quickly adapt to the routines of full-time school life and move quietly and confidently around the school. However, staff have to constantly reinforce good habits, such as putting up hands to answer questions or make comment. Children are encouraged to dress themselves independently for physical activities in the hall and put on and take off their aprons for messy activities and hang them up in the appropriate place.

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

72. The development of communication, language and literacy is good in both the nursery and reception class. Many children arrive in the nursery with low levels of literacy and fluency in English. However, even though the quality of the teaching in both the nursery and reception class is good, most of the children currently in the reception classes are unlikely to reach standards typical of children of this age in this area of their development by the end of the Foundation Stage. In the nursery most children enjoy looking at books, although some do not understand that they start from the front when 'reading' a book in English. They quickly understand that pictures and print convey meaning as they listen to well-read stories and rhymes. They enjoy repeating sentences and phrases in stories such as in the book 'We're going on a Bear Hunt'. Children who have limited vocabulary receive a very good level of individual help and support to increase their speaking skills through a range of carefully planned activities. Children learn to hold and use pencils correctly. The members of the nursery staff give all children a wide range of activities that increase their early writing skills and improve their hand and eye control. This good rate of

learning and progress continues as children move into their reception year. Children with special educational needs and those who have English as an additional language continue to receive effective support. The reception class teacher uses and adapts the literacy strategy well to meet the developing needs of these young children. This effectively develops further children's listening, speaking and reading skills and especially their knowledge of letter sounds. However, although there is some children who learn quickly, recognise letters easily and know their names and sounds, there is a greater number who do not. For example, when identifying letter sounds at the beginning of words, a significant number needed help to find them on their 'letter fans'. The teacher chooses books and stories carefully to increase children's interest in reading. All staff encourage the children to speak clearly and in sentences. Most children consolidate and develop their early writing skills appropriately. They hold and use pencils correctly and most make good attempts at copying or writing their own names independently.

### **Mathematical development**

73. Although the provision for children's mathematical development is good, most children are unlikely to reach the standards at the end of the foundation year of children nationally. However, overall, most children make good progress in consolidating and developing their number skills through the effective teaching in both the nursery and reception classes. The members of the nursery staff develop these skills very effectively through a carefully planned range of activities. They use everyday toys and objects to make number work real for the children and they use number games. All children learn and sing simple number rhymes. They use different shapes, such as squares, rectangles and triangles, to make collages of 'The Three Bears' and develop mathematical vocabulary when describing Daddy Bear as being bigger than Baby Bear. Children enter the reception year with a developing range of mathematical skills. The reception teachers continue to build on and develop these early skills well. For example, children play games such as matching numbers on a carpet square to spots on a big foam dice. Through counting rhymes and songs they become aware of number operations such as adding and subtracting in ones. Quicker learning children are in an early stage of understanding addition to ten and are starting to record their work but often reverse the numbers.

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

74. The school provides well for children's knowledge and understanding of the world but most children are unlikely to meet the standards of children nationally in this area by the end of the Foundation Stage. Teaching is good and teachers provide many exciting activities to develop this area. The children have many opportunities in the nursery and the reception classes to explore the natural and man-made world while developing their scientific skills. For example, when making shapes with play dough the nursery pupils observe how the outside changes and wrinkles as the dough dries out. In reception, children discover with great excitement how small corn seeds grow and pop when heated in a special machine and as they tasted the natural popcorn and flavoured with salt and sugar they gave their preferences using some imaginative vocabulary such as 'delicious', 'bumpy' and 'lovely'. They also watch plants grow from seeds they have planted and look forward to eating the cress. Nursery children develop their knowledge of how other people live by finding out about the way the Chinese celebrate their New Year and look at artefacts associated with this. Most of the reception children describe where they live, for example saying 'My home is next to the trees'. They develop their understanding of the passing of time by studying how they have changed in their studies of 'Ourselves'. Children in both the nursery and reception develop their design and making skills well through building, for instance, towers and moveable objects using wooden blocks, interlocking plastic bricks and other construction toys with increasing dexterity. Children operate the tape recorder independently to listen to stories and many are developing a good understanding of how to use the mouse for accurate control when using the computer.

### **Physical development**

75. The school makes good provision for children's physical development and most children by the time they reach the end of the Foundation Stage are likely to attain the standards for children of their age nationally. They have access to a suitably wide range of tools such as pencils, crayons, scissors and glue from the beginning of their time in the nursery and most children by the time they leave the nursery are controlling these tools well. Children in the nursery develop

their crawling, jumping, running and stopping skills effectively and generally listen and respond to the teacher's instructions properly. They use wheeled toys with an increasing awareness of space. For example, they manoeuvre them carefully and accurately around the outside area, ensuring they do not run into each other. These outdoor activities also contribute greatly to pupils' social development. Children in the reception class continue to develop their physical skills well and in their indoor activities demonstrate that most are well co-ordinated and agile. Most wiggle their hips, march, bend, stretch and jump in time to the music with great energy and enthusiasm and show great control in the 'Hokey Kokey', and when lying still in the cool down session of the lesson. The quality of teaching is generally good. Staff always ensure pupils are working safely, both indoors and outdoors.

## **Creative development**

76. The school's provision for children's creative development is good and most children are likely to meet the level of skill necessary to reach standards expected nationally by the time they leave the reception classes. Children learn basic techniques in the nursery and make good progress. This enables them to use and control materials effectively. They hold brushes correctly and apply paint to paper with confidence. Children mix paint to achieve different colours and shapes, giving imaginative titles to their pictures such as 'The Whole of the World' and 'When it is Raining at Night'. Some had decorated their pictures with shiny paper. They sing a variety of songs from memory adding actions in the correct place and learn how to play and recognise instruments. Music lessons also offer the opportunity to develop listening skills and social skills in responding appropriately to the signals and signs for stopping and starting. In the reception classes children continue to develop confidence in using a suitably wide range of media and equipment. Most children show a good awareness of shape, pattern and colour. In one lesson they worked carefully at their pattern making, choosing coloured paints for effect and achieving good results. In a musical activity some of the children in reception remembered the names of some of the musical instruments they had been using the week before. When learning a new song nearly all clapped to the beat in the chorus accurately. In both classes opportunities are made for the children to express their ideas and feelings through imaginative play, for instance in the 'Pilgrims' Café' in the nursery and 'Rosie's Flower Shop' in the reception class. They also enjoy success when making up stories using hand puppets. Through this activity children also develop their speaking and listening and social skills further. Overall, the teaching is good and children enjoy the well-planned activities.
77. The quality of teaching for the children at the Foundation Stage is nearly always good. No unsatisfactory teaching was observed. This consistently high quality of teaching influences the good progress the children make in their early years at school. The teachers, nursery nurse and all members of the support staff work very well together to develop and increase children's learning. They have a clear understanding of the educational and social needs of young children. In the reception class, staff have realistically high expectations of achievement and behaviour. However, whilst the nursery teacher has a good relationship with the pupils, he does not always insist that pupils look and listen when he speaks to them, nor insist on the highest standards of behaviour. Time is often wasted while he attends to the needs of individuals instead of leaving this to the support staff. There is a significant increase in the level of challenging and interesting work as pupils move through the nursery and reception class. This has a positive impact on developing the children's knowledge and understanding. Children with special educational needs and those who have English as an additional language make good progress in their learning. All members of staff place careful emphasis on the teaching of specific skills, for example, how to use pencils, paint, musical instruments and the computer. They encourage pupils to work independently and make choices.
78. The curriculum planning for children at the Foundation Stage is appropriate and has been revised to bring it fully in line with the new government recommended curriculum for children of this age. The teachers plan together to ensure that children's developing skills are built on systematically as they move through the Foundation Stage. The teacher of the Year 1 class is starting to plan with the nursery and reception teachers and this should provide the children with a firm foundation for, and smooth transition to, their next stage of work of the National Curriculum.
79. The staff informally assess children when they enter the nursery. This shows that most children when they start in the nursery achieve standards well below those of three-year-olds nationally in all areas of development. Even though they make good progress in the nursery, formal

assessments at the beginning of their time in the reception year show a similar picture, that children are achieving standards well below those of children of the same age nationally. The record keeping system is very informative and teachers have observation records of assessments for all areas of learning for individual pupils. This gives all members of staff a well-informed base for the planning of work on the basis of what the children know, understand and can do, and also shows that many of the children make good progress in their development.

80. The level of staffing in the nursery - a teacher, a full-time nursery nurse and a classroom assistant - is good. The teacher in the reception class currently has the full-time support of two classroom assistants, which is also good. This means that in both classes there is good support for pupils who have special educational needs and for those pupils who speak English as an additional language. All members of staff who teach children under five have a clear commitment to raising standards and teachers plan carefully to meet individual needs and effectively challenge differing abilities. They work closely with the teacher of the five-year-olds who is the co-ordinator for early years provision.
81. The nursery accommodation is self-contained, light and airy, and safe. There is a secure area for outdoor activities, which the children in the reception classes sometimes use, as well as the school hall for indoor physical activities. The reception classroom is adequate for the delivery of the curriculum. Overall, learning resources are adequate in both classes.

## **ENGLISH**

82. The results of National Curriculum tests for 11-year-olds based on the average point scores show that since 1997 the standards pupils achieve by the end of Year 6 in English have always been below, and often well below, the national average. In 2000, these results were well below the national average but above the results of schools where pupils have similar backgrounds. However, the school did reach beyond its target for English. These results also show that girls achieved better than boys in 2000, as they have in all years since 1996.
83. The tests for seven-year-olds based on an average points score show that over the last four years pupils have in general attained standards in reading and writing below or well below the national average, apart from in 1998 when results were well above in writing and above in reading. In 2000, although they were well below the national average in reading and very low in writing, when compared with schools where pupils have comparable backgrounds, pupils attained results that were above in reading but below in writing.
84. Evidence from the English lessons observed and the scrutiny of work indicates that many pupils are unlikely to attain standards that match the levels expected of seven and 11-year-olds nationally. These judgements are similar to those made at the last inspection for the 11-year-olds but below for the seven-year-olds. However, this is a good example of statistics being unreliable when small groups of pupils are involved, as at this school.
85. The speaking and listening skills of most pupils are generally in line with those of seven and 11-year-olds nationally. The majority of pupils listen attentively to their teachers and each other and this is a direct result of pupils' added interest in their learning since the last inspection. Although many pupils start school with speech problems, the majority learn to express their ideas well. For example, during a literacy lesson, Year 2 pupils were confidently making predictions about what they thought would happen next in the story, some very detailed. Pupils in Years 5 and 6 were quite articulate in their role play in a lesson about drugs abuse and how to deal with peer pressure if and when faced with it. Most teachers patiently encourage those pupils who have special educational needs and English as an additional language and who are at an early stage of English acquisition, giving them confidence to make verbal contributions and take a full part in the lessons. During their time in school all pupils have the opportunity to speak to wider audiences, for example in assemblies and concerts.
86. Overall, pupils' reading skills are below those of seven and 11-year-olds nationally although in all classes there is a wide variation in reading skills. However, most pupils read from texts matched appropriately to their attainment levels, accurately and, in general, with understanding. Pupils in Year 2, when faced with words they do not know, are building up and using a range of strategies

well to help them decipher them, such as blending letter sounds and using clues from pictures and other text. Pupils who learn quickly recognise an appropriate range of words by sight. They show clear understanding of simple text, talk about characters in the stories they have read and discuss other stories they have heard. On the whole, these skills are built on progressively as pupils move through the school and by the time they are 11 years old the majority read for their own interest and pleasure at a level commensurate with their abilities. Some of the quicker learning pupils read fluently with good expression. Most of these pupils give an accurate précis of the story so far and describe enthusiastically plots of stories they have read before. However, many older pupils have not developed the appropriate skills to draw reasons and conclusions from their reading, or look for meaning beyond the literal. Pupils often give considered reasons why they choose a book to read, some making reference to their favourite authors, the 'blurb', recommendations from friends and, in the case of non-fiction books, that they relate to a particular interest or hobby.

87. In all classes, pupils write for a wide variety of purposes and audiences but, overall, writing skills are below average. This weakness has a detrimental effect on other subjects, such as science, geography and history, in which pupils need to write and record their work. Most pupils in Year 1 are beginning, with help, to write short sentences, and higher-attaining pupils write simple sentences about characters in a story. By the time they are seven, most pupils write their own names and copy the date from the board independently. They write simple stories and in one lesson they were writing short character studies about the snake in the story they had been reading. However, very few pupils are producing work of significant quality and length using interesting and varied vocabularies. A display of work shows that they also used their writing skills appropriately to support other studies, in writing simple plays and stories to accompany the puppets they had made in their design and technology lessons. Some of the pupils in Year 3 had written some rules for games based on the local environment illustrated in a lovely display with photographs of them playing the games. They had used their writing skills to write accounts about a visit to a local recycling plant in connection with their geographical studies. Pupils in Year 4 had written some explanatory texts on how Connect Four is played and 'How Frogs Grow'. The pupils had planned their work and edited it to produce some neat final copies. The standards achieved by most of the Year 4 pupils were in line with that of nine-year-olds nationally. Year 5 pupils were sifting through information in books and making notes appropriately in preparation for writing reports about chosen topics. Following a visit to the River Thames as part of their geography studies pupils had used their writing skills well in their personal accounts of the visit. In Year 6 the pupils were sharing their thoughts and ideas on preferred formal letters, underlining phrases and words that made the writing interesting. They also made informed comparisons between the format of formal letter writing and the persuasive letters they had written in earlier lessons. Pupils successfully learn how to evaluate and improve their own writing by re-drafting. However, although a minority of pupils in Year 6 are paragraphing their work successfully, the general standard of writing is limited as most pupils' work lacks imaginative and well-organised ideas structured into extended pieces of work. Overall, the standards of spelling and grammar are weak. In general, most pupils produce neat final copies of their writing and present their work tidily; most of the older pupils write in a neat cursive style.
88. In general, most of the five to seven-year-old pupils are making at least satisfactory progress, and the seven to 11-year-olds good progress in their knowledge and use of English. This is generally through the reinforcement and consolidation of previous learning. Often, during Literacy Hours, pupils were observed to be making good progress due to the improved teaching, which has led to high expectations of the teachers and brisk pace to lessons. Overall, the pupils with special educational needs and those who have early acquisition of English as an additional language make good progress in relation to their prior attainment. In general, they are supported well in lessons, individually or in small groups, due to the good and well-informed classroom assistance.
89. The quality of teaching is good, overall. Of the lessons observed, there was no unsatisfactory teaching. Nearly 90 per cent was good or better and 22 per cent was very good. This improved teaching has led to an improvement in most pupils' learning but, as with the progress pupils make, this has not yet had a significant impact on pupils' attainment by the time they are seven and 11 years old. In general, teachers plan their lessons in line with the requirements of the National Literacy Strategy. Most teachers ensure the work is matched to the varying ages and attainment levels of pupils in their classes. In the introductions to lessons, teachers frequently use skilful questioning techniques to revise and review work covered in previous lessons, before

extending pupils' learning. They value the contributions made by their pupils. Also, teachers give clear instructions and explanations for follow-up work, so pupils know exactly what to do. They manage any potential unacceptable behaviour well and most lessons move at a good pace. Most teachers monitor pupils' reading carefully, both through the guided reading sessions in the Literacy Hour and in the case of the younger pupils through their independent reading. Many of these pupils take reading books home every week to share with their parents as part of the 'Parents and Children Together' scheme and in some cases the reading record book is used as an effective vehicle for a two-way dialogue between staff and parents. However, this scheme is not consistently applied for the older pupils and so these pupils, especially those pupils who have difficulties with reading, do not have the opportunity to practise their reading individually on a regular basis.

90. The school has an appropriate policy statement for English but this is being thoroughly reviewed and updated by the newly appointed co-ordinator to be fully in line with the National Literacy Strategy. The school has set challenging, but realistic, targets for the 11-year-olds in the national assessments tests for the year 2001. Also, raising standards in writing is a high priority. The headteacher has undertaken some monitoring of the effects of the National Literacy Strategy on pupils' attainment through direct classroom observation and it is planned that the co-ordinator will continue with this next term. The co-ordinator is new to the school and to the co-ordination of the subject. However, she is very enthusiastic and has already made some valuable moves towards improving the overall provision for the subject in line with her development plan. She has reviewed the resources, which, overall, are adequate but which she plans to build up to meet fully the demands of the curriculum. The range and quality of books to develop the reading skills of the younger pupils are generally good. The library is stocked with a good range of fiction and non-fiction books and the school takes full advantage of the local education authority schools' library service to borrow books for class topics. However, during the inspection, although the library is appropriately furnished with tables and chairs, there were no observations of pupils using it for independent learning and research.

#### **PROVISION FOR PUPILS WHO SPEAK ENGLISH AS AN ADDITIONAL LANGUAGE**

91. About a third of pupils in the school speak English as an additional language. Of these a fifth are at an early stage of learning English. They receive effective support from their class teachers and classroom assistants and this enables many of them to make good progress over time. Support is mainly in-class and curriculum-related. Pupils' positive attitudes and good behaviour contribute to their progress. The level of support is not, however, sufficient in terms of the nature and extent of pupils' needs. Support is not available on a regular basis and it is not always related to pupils' specific language needs. The school has not succeeded in recruiting a suitably qualified specialist for this work with the current level of funding. Those pupils who have a limited knowledge of the English language often have a good understanding of what they are learning but find it difficult to express and apply what they have learnt in English. Some of the pupils are further disadvantaged if they are also on the special educational needs register. There is little evidence of bilingual and pupils' home language(s) being promoted.
92. The school's integrated approach to meeting the needs of these pupils has been effective in overcoming some of these difficulties. This is evident in the commitment of class teachers and support staff, some of whom have already attended courses relating to English as an additional language. The pupils respond positively to the support given and they benefit from normal classroom strategies such as effective use of questioning. All of this enables the pupils to integrate well in the school community. The fact that the school has identified a teacher to oversee this work as from next term further enhances the opportunity for these pupils to improve their English in order that they may have full access to the curriculum.

## MATHEMATICS

93. The results of national tests in 2000 showed that the attainment of seven-year-olds was below the national average but above average when compared with schools of a similar type. Results have fluctuated considerably over the last four years and, compared with the last report, standards have fallen. Results this year are expected to fall again. The school's own forecast is for fewer pupils to achieve the required standard than in 2000 and inspection evidence supports this. Results are likely to be well below the national average because the current Year 2 class is small and contains up to one third of pupils who have special educational needs. Few are expected to achieve the higher standard (Level 3) whereas, last year, the school's results matched the national average.
94. Eleven-year-olds in 2000 attained results that were in the lowest 5% nationally. When compared with schools of a similar type, they were well below average. Results over four years had been improving until the fall in 2000. However, the school achieved its predicted target for that year and expects pupils in this Year 6 to do better. This will represent an improvement since the last inspection. Evidence from lessons and work this time suggests that current standards are below, rather than well below, average. They are better this year, partly because some pupils are expected to reach the higher standard (Level 5) whereas none achieved this in 2000. Good teaching is also contributing to better standards.
95. Work in Year 2 is correctly centred on improving understanding of numbers, though books show that other areas of mathematics are given due attention. Pupils count the sides of two-dimensional shapes, weigh a shoe to decide whether it is more or less than 1 kg and solve a puzzle on a nine-square grid so that no shape is repeated on any line horizontally or vertically. It is when working with numbers that pupils display some uncertainty. The above average pupils count accurately in tens to 100 and some begin to see a pattern, for example that all numbers in the sequence end with the same digit. They work securely with numbers to 20 in addition and subtraction problems and identify the coins that will make 20p. Average pupils too work accurately with small numbers but are not entirely sure when asked, "Which is greater?" Below average pupils often reverse their figures when writing and are only really secure with numbers to 10. The difficulties often arise because of the poor understanding of mathematical language such as 'less than' or 'smaller than'. A group of pupils with special educational needs struggle to give answers and are not offered apparatus, such as towers of bricks put side by side to help them see that 7 is smaller than 10.
96. Progress of the five to seven-year-olds is satisfactory because pupils enter Year 1 with well below average mathematical skills. In a Year 1 lesson, most spot the numbers that are out of order in the number-line to 20. Most pupils too work accurately with numbers to ten, counting the spots on a domino and adding them. They answer questions about simple graphs that they have compiled showing favourite items but, again, it is the understanding of language that causes more difficulty than the understanding of numbers.
97. Eleven-year-olds respond readily to questions about the 4 and 7 times tables that they work out mentally. The teacher challenges them well by using different vocabulary to phrase each question so that pupils become familiar with words like 'multiple', 'product' and 'divisible'. Work in books shows that above average pupils are successful in rounding numbers with two decimal places to the nearest tenth. They work with co-ordinates including those with negative numbers and calculate the missing angle in a triangle. Average pupils attempt long multiplication and solve problems that are written in words. They know how to interpret the 24-hour clock. Below average pupils add and subtract numbers involving hundreds, tens and units and understand what each digit represents in numbers to 1000. In a lesson about 'prime numbers', some pupils need considerable help to cope with the work. There is uncertainty about tables – only a few recognise that 81 can be made by  $9 \times 9$  – and difficulty in remembering earlier work concerned with identifying which single digit will divide into a large number equally.
98. Progress of the seven to 11-year-olds is good. Pupils with special educational needs (SEN) and those who do not speak English as their first language (EAL) receive particular help in most class lessons throughout the school. They make similar progress to other pupils. A support teacher works with Year 2 SEN pupils finding which number comes between two others up to 20 and this same teacher takes a group of Year 6 SEN and EAL pupils looking at strategies for adding and

subtracting small numbers and recognising whether the answers are odd or even. Teachers are delivering their mathematics lessons in accordance with the National Strategy and they are effective, particularly in developing pupils' mental agility. A Year 4 lesson is particularly purposeful. Pupils have to select from a fan of numbers those that make a two-digit odd or even number – and display it. The session is brisk, the teacher checks every answer and pupils enjoy the activity. Mathematical skills are not, however, well promoted in other subjects of the curriculum, such as science and geography, and this was noted at the last inspection. Information and communication technology is not used widely either, for example, to sort data and produce graphs.

99. Teaching of the five to seven-year-olds is satisfactory. For the seven to 11-year-olds the quality of teaching has improved since the last inspection. It is now good with one third of the lessons judged very good. All teachers plan their lessons in sufficient detail and most explain to pupils what it is that they are to learn in the lesson. However, not all plan sufficiently different work for the various ability groups within their class. In a Year 5 lesson, all pupils have to work out how much money is collected each week for swimming. Above average pupils have few difficulties working out  $42p \times 9$  but the below average struggle with the same problem and an average pupil works it out by adding 42p nine times. These pupils need problems with smaller numbers so that they achieve success. In the very good lessons, teachers pitch the work at the right level but make it challenging enough to motivate the pupils. They have high expectations for good work and behaviour and maintain pupils' concentration by giving time limits for the completion of tasks. Satisfactory lessons do not move at this brisk pace and, sometimes, teachers are held up by the need to check some inappropriate behaviour. Most teachers use their classroom assistants well but not all make sufficient use of apparatus or games to help pupils in their learning, particularly younger ones. Marking is generally thorough and, in the best examples, teachers give guidance on how pupils can improve, for example – “practise multiplying by 20 by doubling and then multiplying by ten”.
100. A co-ordinator who is new to the school leads the subject very effectively. She already has gained a clear idea of the strengths and weaknesses by scrutinising work in the books from every class and by observing some lessons. She has recently concentrated on improving the teaching of mental maths with some success. Resources have been reorganised so that they are accessible and she has attended several training courses locally. An exciting project to target particular help towards gifted pupils is just beginning. Assessment systems are satisfactory. Teachers assess the level of attainment for all pupils at the end of each year so that progress can be tracked. The work of three pupils of different abilities in each year-group is reviewed each January enabling any obvious gaps in their knowledge to be spotted so that teachers can plan to address the problem.

## **SCIENCE**

101. Standards of pupils' attainment in science are below the national average by the time they are seven years old and close to the national average by the time they leave the school. This reflects an improvement on the 2000 test results which show standards of attainment as well below average throughout the school. The school has addressed the issues raised by the previous inspection with particular reference to experimental and investigative science. The trend over the past four years has been one of improvement in what pupils can do by the time they are seven and 11 years old.
102. Many pupils in Year 2 demonstrate a developing understanding of how animals grow and change with particular reference to the life cycle of a frog. Higher attainers record the stages of development of frogspawn into a frog. Younger pupils generally know what happens to a seed when it is planted. In their work on investigating micro-organisms, higher attainers and some pupils of average ability in Year 6 demonstrate an understanding of what causes food to decay. They explain what micro-organisms are like and how they reproduce on food. Some pupils in mid year groups know about different layers of soil and what they represent; some develop the concept of fair testing while others know that the pitch of some musical instruments can be altered by changing the size or tension of the vibrating part. All of this enables pupils to think through scientific processes and some make sensible predictions, giving reasons for their answers. Pupils, generally, produce a written record of their findings fairly neatly. This is, however, not the case with a significant minority of pupils throughout the school, including those having special

educational needs and/or learning English as an additional language. These pupils sometimes have difficulty in recording and explaining their learning unaided.

103. Pupils throughout the school have positive attitudes to science. They respond to investigative work with enthusiasm and practical activities are especially beneficial to pupils with special educational needs and those learning English as an additional language. There is no significant gender difference in pupils' learning, though some pupils learn at a slower rate than others.
104. The quality of teaching is good and impacts positively on the quality of learning. Most teachers have a good knowledge of the subject and this enables them to use questioning effectively and promote pupils' learning. This, for example, led to a very interesting and informative discussion in Year 6 about mouldy food and how to prevent it. Teachers also encourage pupils to explain their thinking to help them clarify their understanding. This was observed in Year 4 when pupils were engaged in finding out what happens to some solids when mixed with water. Teachers place great emphasis on investigative skills and use a wide range of resources that hold pupils' interest. They have high expectations that pupils should work hard and behave well. However, insufficient emphasis is placed on planning work to meet the needs of the different ability levels in classes.
105. The school offers a broad and balanced science curriculum which is enriched by visitors to the school with expert knowledge, science weeks and workshops, and the use of the school grounds which have been developed well to enrich the curriculum. Extensive staff training has ensured that all teachers are confident in teaching the subject. The co-ordinator manages the subject efficiently and has played an effective role through direct classroom observations, in monitoring and evaluating the curriculum and teaching and the impact it has on learning. However, there is some inconsistency in marking between classes. Also, currently there is a lack of opportunities for pupils to use their information and communication technology skills in science lessons, which the co-ordinator sees can now be addressed with the installation of the new computer suite. Since the last inspection the scheme of work has been upgraded in line with a government recommended scheme and this ensures that as pupils move through the school they progress systematically in their learning. Pupils are assessed every half term. Useful records are kept of the results of assessment tests and this works effectively for the most part in influencing the work teachers plan for pupils in their lessons. Resources have been reviewed and upgraded and, overall, are sufficient to meet the demands of the subject.

## **ART AND DESIGN**

106. During the inspection art and design was not a focus for study. However, there was plenty of work on display, in books and in photographic evidence to judge that the standards of art in the school are high. This judgement is similar to the one made at the last inspection.
107. Pupils use a wide range of materials to produce interesting and creative pieces of work in two and three dimensions. Year 1 pupils in their work on display had designed and made hats using willow and tissue paper very effectively. Photographs of the on-going project showed the different processes the pupils had learnt whilst making them. Some collages made by Year 2 pupils from their observation of natural objects they had collected around the school incorporating the use of paper, pastels and charcoal were of a good standard. These also served as the inspiration for the clay tile designs being made in the one lesson observed with an artist in residence. The pupils had carefully moulded the clay in tile shapes and were carefully adding designs using various objects such as small wood blocks, fine wire mesh sheets, sticks and their fingers. Having finished these they applied slip to give further decoration. In an earlier lesson they had used different coloured clay effectively to produce other tiles. The teaching in this lesson was very good. The artist carefully explained each process so pupils knew exactly what to do. However, there was a good balance between instruction and giving pupils the scope to experiment. It was clear the pupils thoroughly enjoyed their lesson and were keen to share their successes with others.
108. There was a wide range of work on display from pupils in Year 3. In particular, there were some photographs of work they had undertaken with Year 4 pupils, using willow cane and tissue paper to make some fantastic articles of clothing. Many of the designs would have made the top fashion designers envious! These 'works of art' made in a project involving students from a local

college are currently on show at the Tate Modern gallery. Pupils often use the skills learnt in their art lessons to support other subjects. Some carefully drawn and coloured pictures, often from direct observation, were observed in geographical and historical displays of work. Following a visit to the River Thames as part of their geography studies, a display of Year 5 pupils' personal writing was illustrated very attractively. Also, pupils use their artistic skills to decorate and finish work in design and technology. Year 4 pupils had designed and made 'Chairs fit for a King', namely Henry VIII, as part of their studies of the Tudors and had decorated them very carefully. Year 6 pupils had designed and made shoes and three-dimensional masks, both of which they had decorated very imaginatively to a high standard. Pupils also look at the work of famous artists and design and paint in their styles. Georgina O'Keefe was the inspiration for the large attractive mural in the enclosed play area, painted by Year 3 pupils.

109. The co-ordinator is very enthusiastic about the subject. She works hard using her expertise successfully to support other members of staff in order to promote pupils' learning and knowledge of the subject. She has updated the policy in line with the new curriculum. Lesson planning is based on a government recommended scheme of work, which ensures pupils' skills are built on progressively as the move through the school. The co-ordinator has initiated and been involved in a great many projects. Many have involved the whole school and the local community. For example, the murals painted on the walls brighten them up considerably, as do the mosaics and sculptures around the school. Resources are adequate. Although the school does not have its own kiln, the school is fortunate in having the use of kilns in other schools. Throughout the school pupils' work is displayed very well so that pupils know their teachers value their good work.

## **DESIGN AND TECHNOLOGY**

110. Judgements are based on limited evidence in that only two lessons were observed, and neither involved the seven or 11-year-olds. However, the other evidence used includes an analysis of pupils' previous work on display, teachers' planning and discussion with pupils, staff and other colleagues within the inspection team. This confirms that the school has maintained high standards in the subject as they were acknowledged in the last inspection report.
111. Standards of attainment exceed what is expected for pupils of seven and 11 years old nationally. Most pupils develop their design and making skills and sometimes use diagrams to illustrate their ideas. The activities seen and work on display indicate that Year 2 pupils cut to size and join materials together fairly confidently. They make puppets using characters from their favourite fairy tales. Older pupils develop good basic skills through practical tasks such as making photograph frames from different materials. Pupils in Years 3 and 4 take pride in talking about their willow sculpture currently on exhibition at Tate Modern. Most pupils learn to choose tools, materials and techniques purposefully. Year 6 pupils, for example, have made some high quality masks involving a multi-media approach. These display well-developed skills and effective use of imagination. Younger pupils have started using a variety of methods and joins to make furniture. Examples of moving vehicles with wheels and axle as well as of fancy shoes confirm pupils' ability to manipulate a range of tools and materials including wire to solve problems in developing and completing models.
112. The majority of pupils demonstrate high levels of motivation and enthusiasm about designing and making models. They co-operate and share resources readily. Most pupils, including those with special educational needs and those learning English as an additional language, achieve well in the subject. There is no significant difference in the learning of boys and girls.
113. Teaching is often characterised by good subject knowledge and expertise and planning involves design and technology in some other curricular areas. Skilful questioning encourages pupils to think about their work, though this does not always include evaluation of each other's work leading to modifications. All of this impacts positively on pupils' learning, which is judged to be good, overall.
114. The planned design and technology curriculum is broad and balanced. It has strong links with subjects such as art, literacy and mathematics. It is adequately resourced. The subject is well managed and the co-ordinator has been influential in raising the profile of the subject. She is

aware of the need for teaching to be monitored systematically and formal assessment to be developed for the subject.

## **GEOGRAPHY and HISTORY**

115. It was not possible to gather sufficient evidence during the inspection to form reliable judgements about pupils' attainment in history and geography. However, analysis of work in books and on display and its strong links with the school's schemes of work suggest that the school does provide the range of experiences expected by the National Curriculum.
116. The work seen of the five to seven-year-olds was biased towards geography. Work focused on how pupils understand their locality and environment. Year 1 pupils, for instance, described simply and drew their route to school. Progress in Year 2 could clearly be seen as they compared other environments with their own. For example, in the geography lesson observed, pupils remembered physical differences on an island which they had studied, including the climate, as well as human features such as the use of transport. Evidence of work in history was limited to pupils' drawings of famous people, arranged in chronological order and including detail to show differences in their clothing and appearance. Generally speaking although the most able pupils record their observations in geography and history using simple sentences, the progress of others and of those with special educational needs is inhibited because they do not have the literacy skills to complete these tasks satisfactorily.
117. The work of the seven to 11-year-old pupils showed satisfactory progress in the development of local studies, as in Year 4's survey of noise levels and the types of occupations in the area. Imaginative and good quality drawing was also seen in their map work, in which their understanding of simple co-ordinates and appropriate symbols linked to a key was also demonstrated. Good observation and recording were combined in Year 3's environmental project using the local Selchp plant when drawings of recycling machinery were accompanied by written descriptions. Periods covered in history included the Tudors in Year 4, where aspects of life then were briefly contrasted and compared with today's. Good observation was seen in drawings of joints used in wooden houses and a stepladder in a 'poor family hovel'. Cross-curricular studies were well represented in the project to design and make chairs and thrones following a visit to the Design Museum. The results showed pupils' understanding of social, cultural and historical links. A broad range of study was also shown in Year 6's topic on Ancient Greece, in which they used their knowledge to answer simple questions about what they had learned. Generally, however, although pupils can talk confidently about their experiences, lower than average development of most pupils' writing skills prevents them producing good quality factual writing.
118. The organisation of humanities has improved since the last inspection. Enthusiastic co-ordinators have recently been appointed, who have produced clear policies for the subjects and introduced good, government-approved schemes of work. These ensure not only that strong links are made with the National Curriculum but also that appropriate assessment is built into the work. The imbalance of time for each subject has also been corrected.
119. Subject resources are complemented by the school's very effective programme of educational visits. These enrich the pupils' experience of the humanities and are much appreciated by them. In discussions with pupils it was also clear that they reinforce their retentive skills and complement the more formal learning in class, which many find difficult. Communication between class teachers has also been improved so that they are now more aware of what resources are available at school. The library is well stocked with good quality books for each subject and appropriate to pupils' ages. A recent innovation to support and develop older pupils' individual research is reading for information as part of the school's silent reading rota.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. Standards of attainment by the time pupils are seven years old are in line with those expected nationally for this age group. No judgement on attainment has been made for the 11-year-olds as there was insufficient evidence.
121. By the time they are seven, most pupils are familiar with the mouse and show a developing awareness of the keyboard. They use the mouse correctly, some dragging objects across the screen. Quicker learning pupils follow instructions competently to make effective patterns by moving 'Roamer' on the screen. Younger pupils identify different types of information around them, sorting these into text, picture, sound and multi-media. Some of the older pupils have started organising and presenting data. They position and manipulate the cursor correctly in setting up the spreadsheet in columns before entering and printing out data. Some pupils in earlier year groups were observed transforming a piece of text into a poster effect, having added colour pictures from an art program. Others have started word processing in the context of writing for different purposes.
122. The teaching observed had good features. Teachers' levels of subject knowledge vary but, in the majority of cases, are secure for the group they teach, and some have well-developed skills. The interactive approach employed enables pupils to pay attention and keep on task, though teachers' planning does not always incorporate different tasks for pupils at different levels of attainment. Opportunities to practise skills are built into work in some subjects, encouraging pupils to apply their knowledge and skills in meaningful activities. Effective use is made of resources and pupils are managed well.
123. The quality of learning was good in the lessons observed. Most pupils are highly motivated and enthusiastic about hands-on experience of computers. They collaborate well in sharing equipment. They are well behaved and benefit from well-established relationships. Pupils' positive response contributed to their learning. The opportunity to use the information and communication technology suite has a positive effect on the minority of pupils who find difficulty with sustaining concentration. Pupils are allowed to work at their own pace and there is no significant difference in the way boys and girls develop their computer skills. The pupils learning English as an additional language and those having special educational needs make good progress, overall, in developing their skills at the information and communication technology suite. Those who have access to computers at home make rapid progress.
124. The recently established information and communication technology suite has the potential of making a good contribution to pupils' attainment and progress, though the school does not currently meet the statutory requirement to fully develop the control and communication skills of the older pupils. The suite is well resourced and computers for classrooms have been ordered. No procedures are, however, in place for formal assessment or monitoring of teaching and learning in the subject. The school has rightly identified the need for staff training in respect of the wider use of computers and its integration into subject teaching. The subject is well managed.

## **MUSIC**

125. Since the last inspection there has been considerable improvement in the provision for music, particularly for the seven to 11-year-olds. Although judgements about the specific attainment of seven and 11-year-olds cannot be made because lessons in Years 2 and 6 were not observed, in the other lessons seen standards are similar to those found in other schools. A specialist music teacher is now employed and her expertise and enthusiasm have permeated the musical life of the school. She has been particularly effective in creating a choir and recorder groups for the older pupils, who are making good progress and achieving good standards in singing and playing. The choir sing 'When the Saints go marching in' with a descant and perform a two-part song skilfully. The oldest pupils play descant and treble recorders accurately and combine to produce a very pleasant sound.
126. The seven to 11-year-old pupils sing very well together. Nearly all sing in tune with very clear diction and sensitivity to the mood of the song that produces a change of tone for more reflective pieces. In their class lessons, pupils make steady progress. Those with special educational

needs and those who do not speak English as their first language are fully involved in the practical activities and make satisfactory progress too. In Year 3, the pupils know about 'dynamics' in music: that sounds can be loud or soft and they practise making sounds louder, following the conductor's signs as they do so. They know that this is a 'crescendo' and learn that the opposite of this is 'diminuendo'. The teacher has a particularly effective method of demonstrating this. As she starts to beat a drum, she walks out of the classroom to another part of the school. The pupils acknowledge that the sound gets softer. In Year 4, pupils study the different sounds made by metal and wooden instruments and create appropriate sound effects to accompany their song about a nervous knight – a new song that they learn very quickly. Cymbals are particularly well chosen to represent a frying pan being dropped. Pupils are enthusiastic in these lessons and keen to be involved. They treat instruments properly and know the names of the more common ones. The school has a good range of resources with some unusual instruments. Many are new and are therefore of good quality. They are stored centrally and are easily accessible.

127. Only a small number of lessons were observed and teaching overall was satisfactory, with one good lesson. However, other musical activities were seen, lessons in the Foundation Stage and recorder groups, for example, and teaching here is good, which explains why provision has improved so noticeably in the last two years. Pupils in Years 1, 2 and 3 are taught by the specialist musician, whose knowledge of the subject is very good, but class teachers are benefiting from her expertise by supporting her lessons and gaining ideas for their own teaching. Other features of good teaching include the brisk pace of lessons and the clear plan of activities for which appropriate resources are to hand. Teachers' enthusiasm too is infectious and Year 4 pupils respond well to the humour in the song of the nervous knight and make sensible suggestions for instrumental accompaniment. Recorder players in Year 6 respond positively to the high expectations of their teacher and play a difficult rhythmic phrase competently. They are suitably praised, which raises their confidence.
128. The programme of work, based on a commercial set of books, is helping teachers in the upper school to plan lessons and this is an improvement since the last inspection. There are, however, no formal systems for assessing the standards that individual pupils achieve. The subject contributes significantly to the social and cultural development of pupils. The choir has recently performed with another school in the local church and, as the inspection ended, pupils were setting off for the Royal Festival Hall for a performance by the Royal Philharmonic Orchestra. Music also plays an important part in school productions and has now taken its rightful place as an important subject in the curriculum.

## **PHYSICAL EDUCATION**

129. The judgements made in the last report remain valid. Standards have been maintained, though the gymnastic skills seen in Year 2 this time are satisfactory rather than good. By the time they are 11, pupils achieve the necessary standards in swimming and the school does well to provide swimming lessons for all seven to 11-year-old pupils. Older pupils experience adventurous and outdoor activities during their residential visit and, from photographic evidence, they enjoy them.
130. In the lessons seen, covering gymnastics, dance and games activities, pupils are reaching standards that are similar to those achieved by children of a similar age. In Year 2, pupils combine a jump, a roll and a balance into a sequence of movements that they then incorporate into an activity with other pupils. Even those who find it difficult to work in a group have managed to do it by the end of the lesson. This demonstrates good learning and pupils are confident to demonstrate their sequence and accept constructive comments from the rest of the class. By the time they reach Year 5, some pupils have developed into able gymnasts and can produce sophisticated sequences of rolls and jumps linked with complementary movements. This represents satisfactory progress through the school.
131. In dance lessons too, pupils make satisfactory progress. In Year 4, they respond positively to contrasting music from the twentieth century. They particularly enjoy moving to the rhythm of 'Dem bones, dem bones, dem dry bones' and involve all parts of their body in a variety of twists and turns. Pupils' games skills have developed appropriately by the time they reach Year 6. The actions and skills needed to control the racquet and shuttlecock in badminton are clearly explained and, during the lesson, there are some good examples of well-executed serves.

132. When they are kept active, pupils respond positively in their lessons. Some Year 6 pupils bring their own badminton racquets and have obviously anticipated the lesson eagerly. Pupils with special educational needs and those who do not speak English as their first language are fully involved in lessons. However, of the four lessons observed for the seven to 11-year-olds, teaching was unsatisfactory in half of them, mainly due to the teachers' lack of confidence in teaching the subject. In one lesson, a taped programme was used but the teacher did not stop it often enough to reinforce the instructions. Pupils were therefore not clear about the activity and behaviour deteriorated. The other unsatisfactory lesson was due to the teacher's organisation of the lesson in that pupils were too often engaged in watching others perform rather than working themselves. Two good lessons were observed, characterised by clear instructions, good use of time to ensure that pupils were physically active for the majority of the lesson and opportunities for pupils to briefly watch each other and subsequently improve their own performance.
133. The subject continues to be well led and the school is now following the nationally recommended programme of work, thus addressing a criticism in the last report. There is, however, no agreed method of recording the individual skills that pupils achieve. Resources are adequate and money has been wisely spent, in particular on purchasing a trolley to store the mats. This enables pupils, even the younger ones, to put them out in record time. There are currently no out-of-school sports clubs or competitive matches, though there are plans to start a football and a cricket club in the near future, the latter in conjunction with the Oval. A representative from a sports equipment firm has recently held football workshops with each junior class and this is the inspiration behind the proposed club.

## RELIGIOUS EDUCATION

134. Standards have been maintained since the last inspection and, for seven and 11-year-olds, they continue to be in line with those laid down in the Southwark Agreed Syllabus. The syllabus requires pupils to learn about the six major world faiths and this leads to some difficulties when Year 6 pupils try to recall the knowledge that they have gained. A considerable time has passed since some of these faiths have been studied in depth. Judaism, for example, is the thrust of work in Year 3 and they have scant recall of this. Nevertheless, an aspect of Christianity is quite rightly visited each year and pupils have a satisfactory knowledge of Jesus and the main events of His life. Similarly, they have a reasonable understanding of the important features of other religions. Their current topic, about sacred texts, is proving particularly popular since they are choosing their own focus and carrying out their own research that they will eventually present to the class. This is promoting independent learning and giving them the opportunity to exercise initiative. It draws together the major faiths and enables pupils to consider similarities and differences between them.
135. Seven-year-olds are currently studying Islam and in a lesson about Eid, the teacher draws on their own experiences of celebrations such as birthdays to promote their understanding of this festival. She also sensitively involves a Muslim pupil, who gives first-hand information about the traditions involved. Five to seven-year-old pupils make satisfactory progress in their learning. Year 1 pupils have visited the local church and seen how a baptism is conducted and have considered the present they would have given to Jesus when he was born. Progress continues to be satisfactory for the seven to 11-year-olds, though there is scant written evidence of the work covered because many lessons are based around discussions. Year 4 pupils, for example, discuss the character of Jesus and gather clues from various stories from the Bible. Year 5 pupils, who are studying Jesus' death and resurrection, begin a profound discussion about the significance of those events. One pupil wants to know why the day of Jesus' death is known as Good Friday. Another asks if Jesus was a spirit after his resurrection. This desire to understand the nature of these wondrous events and the teacher's willingness to explore them is soundly promoting the pupils' spiritual development.
136. In most lessons, there are no particular arrangements to help pupils with special educational needs or those who do not speak English as their first language. Teachers, however, are skilful at including a wide range of pupils in discussions and in providing appropriate books to help with written work, for instance in the case of the oldest pupils, who are conducting their own research. This enables most pupils to make satisfactory progress.

137. Teaching overall in the school is good and two very good lessons were observed. In them, the teachers displayed very good knowledge and created a quiet, reflective mood in which to discuss the subject matter. They both allowed time at the end of the lesson for pupils to think about what they had heard. They have established a warm relationship with the pupils, who feel confident to express their feelings and beliefs knowing that their views will be respected. A Year 4 girl, for example, talked confidently about Jesus and said, "He can do things that others can't. He is the Son of God". This is a profound statement and shows the quality of her spiritual thinking. In one lesson, however, the discussion tended to be dominated by the boys and time was lost curbing their enthusiasm. This prevented the lesson being better than satisfactory.
138. The subject is being overseen by the headteacher at present. There is a good curriculum 'map', which sets out the programme of work term-by-term for each year-group. It provides a good framework and starting point for teachers' planning. There are no systems currently for judging the standards that individual pupils achieve. Resources are adequate and the good programme of visits to places of worship is enhancing learning. Year 6 pupils, for example, vividly remember their visit in Year 4 to the Sikh Temple and the rituals that take place there.