

INSPECTION REPORT

WOODHILL PRIMARY SCHOOL

Woolwich

LEA area: Greenwich

Unique reference number: 100145

Headteacher: Mr A McMeckan

Reporting inspector: Ms K.Taylor
22424

Dates of inspection: 25 - 29th September 2000

Inspection number: 224132

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Woodhill Woolwich London
Postcode:	SE18 5JE
Telephone number:	020 8854 5055
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Reed
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Kathryn Taylor – 22424	Registered Inspector	History Geography Art and Design	Characteristics and effectiveness of school; The school's results and pupils' achievements; Teaching, Leadership and management; Equality of opportunity
Jane O' Keefe – 19798	Lay inspector		Partnership with parents and carers Pupils' welfare, health and safety. Pupils' attitudes, values and personal development. Provision for pupils' spiritual, moral, social and cultural development.
Sue O' Sullivan - 31525	Team Inspector	English Religious Education	Provision for pupils' with English as an additional language. Provision for pupils' with special educational needs.
Loreta Watson – 23010	Team Inspector		Provision for children in the Foundation Stage The Curriculum provision
Haydn Webb – 19983	Team Inspector	Science Information and Communication Technology Design and Technology	Staffing accommodation and resources
Maurice Leyland - 20864	Team inspector	Mathematics Physical Education Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodhill Primary School is situated in Woolwich and within a mini Education Action Zone. Pupils attending the school come from richly and diverse cultural backgrounds. The school is larger than the national average for primary schools. There are currently 327 pupils, aged between four and eleven in the main school. Eighty children also attend the school's nursery, Children enter the reception classes in three phases; in September, January or April depending on the date of their fifth birthday. At the time of inspection there is only one class of reception children. The children's overall attainment on entry to the nursery is very low and many children have very limited language skills. In addition, a significant proportion of pupils joining the school, both in the nursery and at various points throughout Key Stages 1 and 2, learn English as an additional language. The proportion who speak English as an additional language, just under half of all pupils, is well above the national average. Twenty different languages are spoken, Cantonese, Bengali, Vietnamese and Yoruba being the most common first languages spoken. One hundred and eight pupils are still at the early stages of learning English and receive additional support. A hundred and twenty two pupils in the main school and 5 children in the nursery are identified as having special educational needs; six of those have a Statement of Special Educational Need. The proportion on the special needs register is above the national average. Over seventy per cent of all pupils are known to be eligible for free school meals, a percentage which is well above the national average. As a result of some temporary housing within the school's location, there is also a high level of pupil mobility and this is greatest at Key Stage 2. Many children attending the school are socially and economically disadvantaged.

HOW GOOD THE SCHOOL IS

Woodhill School is an improving school with many strengths. Although the proportion of pupils attaining the expected levels in the national tests is well below that found in other schools, pupils nevertheless make at least sound progress in all subjects. Pupils enjoy school and learning, and their behaviour is good. The teaching is good. All the staff who work at the school are very committed to the pupils. They respect and value pupils, care for and support them well. The school works hard to forge good links with parents. The staff responds well to the challenges presented and endeavours to do the best it can for the benefit of pupils. The school has made good progress since the last inspection and has a strong commitment and a good capacity to continue to make improvements in the future. Leadership is very good. The school provides good value for money.

What the school does well

- The quality of teaching is good and there is some very good and excellent teaching, which is helping pupils to make good gains in learning.
- The school is very well led and managed.
- There is very good provision for pupils' spiritual, moral, social and cultural development. This helps pupils to behave well and develop good attitudes to learning.
- The provision for the children in the Foundation Stage of learning is good.
- The provision for pupils with special educational needs and that for pupils with English as an additional language are both good.
- Relationships between pupils and with the staff are very good.

What could be improved

- Because of the high pupil turnover, the higher than average proportion of pupils with special educational needs and those in the early stages of learning English, fewer pupils than in other schools attain the expected level in English, mathematics and science at the end of each key stage.
- Standards in some aspects of information technology.
- The punctuality of a significant minority of pupils.
- Some aspects of health and safety.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The issues raised in the last inspection report have been thoroughly addressed and the school has made good progress since that time. Very good improvements have been made in the more recent past. Results in the national tests have been steadily improving with significant improvements in the most recent year. Throughout the school pupils' rates of progress are now more consistent. There have been very good improvements to the quality of teaching. The attendance rate has risen and good systems to encourage regular attendance have been implemented. The curriculum and assessment have been improved and the strategies for literacy and numeracy have been effectively implemented. More extra curricular activities now take place. The provision for pupils' spiritual and moral development is strengthened, as are links with parents and the community. Effective action has been taken to strengthen the management structures, improve school development planning and financial planning. The school now provides better value for money.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests in 1999.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E*	E*	D
Mathematics	E	E	E	D
Science	E	E	E*	E

<i>Key</i>	
Well above average	A
Above average	B
Average	C
Below average	D
well below average	E

The table above shows that when comparing the school's results with national results, in 1999, overall results in English and science were very low. In mathematics overall standards were low. When compared with similar schools, based on free school meal entitlement, results are also below average in mathematics and English and well below average in science. However, as the national data on this does not directly compare with this school, a straightforward comparison is unlikely to be very accurate. There has been a steady rise in the percentage of pupils in both Key Stages 1 and 2 reaching the nationally expected levels in English, mathematics and science over the past four years and a sharp rise in standards attained in the most recent tests. Inspection evidence shows that pupils of all abilities make at least satisfactory progress in English, mathematics and science during their time at the school with a significant proportion of pupils making good progress. In the vast majority of lessons seen during the inspection, pupils made good or better progress. Standards of the work seen in all other subjects are average with some good work seen in a number of subjects. Standards in music are consistently good. In some aspects of information communication technology there is some catching up to be done.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and have good attitudes to learning and are keen to come to school.
Behaviour, in and out of classrooms	Good. The vast majority behave well in class, in the playground and around the school. A number of pupils have special educational needs in relation to behaviour. In addition a small proportion of children sometimes present very challenging behaviour, which is dealt with very effectively by staff.

PUPILS' ATTITUDES AND VALUES continued

Personal development and relationships	Very good. Girls and boys and pupils of different abilities and from diverse social, cultural and religious backgrounds, respect each other and work and play happily together. Relationships with all staff are very good.
Attendance	Satisfactory. The majority attend school regularly. Too many children however, come to school late.

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.

Throughout the school in almost all lessons teaching is at least satisfactory. In seven lessons out of every ten, teaching is good or better and in almost thirty per cent of lessons teaching is either very good or excellent. This helps all children to learn well. The basic skills of reading, writing and mathematics are taught well which is helping to raise overall standards.

OTHER ASPECTS OF THE SCHOOL OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the children who are in the nursery and reception classes is good. In Key Stage 1 and 2 appropriate time is given to English and mathematics. Provision for all other subjects is appropriate and the provision for extra curricular activities is very good.
Provision for pupils with English as an additional language	Good. Pupils are well supported in all subjects by the teachers and support assistants, enabling pupils to make good progress.
Provision for pupils with special educational needs	Good. Pupils' needs are identified early. Pupils are supported very effectively and their progress is rigorously monitored. Support assistants and visiting teachers make a very valuable contribution to pupils' learning. Pupils with behavioural difficulties are supported very effectively by the school's positive ethos and very clear systems of rewards and sanctions.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a strong moral code and pupils' social development is given high priority from the time they start in the nursery. The curriculum reflects well the cultural diversity of British Society.
How well the school cares for its pupils	Good. The school is a very happy and caring place.

The school has developed good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very strong leadership. The deputy head teacher, senior managers and subject co-ordinators make a valuable contribution to school management. There is a strong commitment to ensuring continual improvements to all areas of school life.
How well the governors fulfil their responsibilities	Good. The governors are supportive and interested. They fulfil their statutory responsibilities well.
The school's evaluation of its performance	Very good. The headteacher, staff and governors work effectively to regularly review the school's work and how improvements can be made.
The strategic use of resources	Very good. Financial planning and spending is linked to clear educational priorities and to providing a good working environment for pupils. Good use is made of specific grants and of opportunities to take part in developments within the mini Education Action Zone.

There are sufficient teaching and support staff. The accommodation is satisfactory although it is difficult and expensive to maintain. There are sufficient learning resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel the teaching is good. • The improving partnerships with parents. • Staff are approachable. • The leadership and management of the school. 	<ul style="list-style-type: none"> • Parents would like more homework for their children especially those in Year 6.

Inspection findings agree with parents' positive views. The school has recently implemented a new homework policy to try to improve consistency of homework and there are plans to extend that for the oldest children throughout the year to help prepare them better for secondary school. Some problems do arise however, because not all children complete their homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children make good progress in all areas of their learning in the Foundation Stage of learning so that by the time they leave reception and join Key Stage 1, many children are on course to achieve the early learning goals in most areas of learning. However, despite the good teaching, the children's overall language and literacy and communication skills are still below the goals set out in national guidance and a significant proportion of children attain at levels which are well below these goals. A high proportion of children are also still at the early stages of learning English.
2. When analysing pupils' results in the National Curriculum tests at the end of each Key Stage, it is important to take account of a number of factors. Not all pupils taking the tests have spent all of their school life in Woodhill. There is significant turnover of pupils and some children join the school, especially at Key Stage 2, because they have not been doing well in their previous school, or because they have been excluded from another school. Some pupils who join the school at various points through Key Stages 1 and 2 have not previously attended school in this country and therefore have additional language needs. There is also a much higher than the national average figure for primary schools of pupils identified as having special educational needs at the school. In addition, a quarter of all pupils currently attending the school are in the early stages of learning English. This figure is also well above the national average figure for primary schools.
3. Pupils' results in the national assessments at age seven in 1999, the last reporting year, show that the percentage of pupils reaching or exceeding the expected Level 2 in reading, writing and mathematics is well below the national average. The proportion attaining the higher Level 3 is well below the national average in mathematics and writing and below average in reading. From teachers' assessments in science the proportion that achieved the nationally expected level is very low and a proportion of pupils well below the national average attained the higher Level 3.
4. In the national tests at the end of Key Stage 2 in 1999, the percentage of pupils achieving both the expected Level 4 and the higher Level 5 in English and mathematics is well below the national average. In science, the proportion achieving both the expected Level 4 and the higher level 5 is very low.
5. When pupils' results in 1999 are compared with those in similar schools, overall standards are below average in English and mathematics and in science are below or well below average. However, similar school comparisons in this instance may be unreliable as the highest benchmarking group is fifty per cent of all pupils entitled to free school meals. In 1999 Woodhill had 84 per cent of all pupils entitled to free school meals.
6. The school's own analysis of pupils' results at the end of Key Stage 2 tests shows that for those pupils who have spent the majority of their school life at Woodhill, a significant proportion make good progress between Key Stages 1 and 2 so that they achieve the nationally expected levels, often from a low starting point. For example, in the English tests at Key Stage 2 in the year 2000, just under seventy per cent of pupils who spent all their time at Woodhill attained at least the nationally expected level 4. In contrast, of those pupils who joined the school during Key Stage 2, only 25 per cent attained the expected level. Pupils' results in the tests since the last inspection have been steadily improving each year at both key stages. Overall results in the Year 2000 show very good improvements on the 1999 results. It is particularly notable that a much larger proportion of pupils gained the higher attainment levels in most subjects at each key stage. For example, at Key Stage 1 results from 1999 to 2000 showed an increase of 22 per cent attaining level 3 in mathematics and 17 per cent in science. At Key Stage 2 there was an increase of 10 per cent of pupils attaining level 5 in English, 12 per cent in mathematics and 13 per cent in science. These improvements have been achieved because the school has made considerable efforts to boost attainment levels through effective use of the analysis of pupils' test papers to determine where they experience most difficulty, the setting up of additional Booster Classes after school, increasing the use of setting for some lessons and providing additional support for groups of pupils. In addition the continual improvements to the curriculum, teaching and learning have also had an impact.

7. The school has consistently met and often exceeded the targets set for it by the Local Education Authority for the percentage of pupils attaining Level 4 and above in English and mathematics at the end of Key Stage 2. Targets for the coming year are appropriately realistic and challenging.
8. Inspection evidence shows no differences in the overall attainment levels of boys and girls or pupils from different ethnic backgrounds. In the tests at both key stages girls and boys achieve similar standards. The school's own analysis of the results does not highlight any variations in the attainment levels of any particular groups of pupils based on ethnicity.
9. Work seen during the inspection indicates that current standards in English, by the end of each key stage, are improving and are closer to that which is expected. Throughout the school pupils' listening skills are good. However many children lack confidence to express themselves orally at length.
10. In mathematics the standard of work of those pupils currently in Year 2 is close to the nationally expected level and at Key Stage 2 is below average. The introduction of The National Numeracy Strategy is having a good impact on pupils' progress. Inspection evidence indicates that pupils' problem solving skills are generally below national expectations. The school has also identified this weakness and is implementing strategies to improve standards. In science overall attainment levels are below average at the end of each Key Stage. Nevertheless, standards have improved since the last inspection and there have been good improvements in the more recent past.
11. Pupils' attainment in some aspects of information communication technology is below average. Nevertheless standards have improved in the subject since the last inspection and the school now has the equipment to be able to help pupils to bridge the gaps in their learning. At Key Stage 1 pupils are becoming independent computer users. By the end of Key Stage 2 they can set out text creatively, changing its size, colour and style. They can add pictures to illustrate their work. They can use the advanced features of a word processor to include the "search and replace" features. In religious education pupils' knowledge and understanding is in line with the expectations of the Locally Agreed Syllabus by the end of each key stage.
12. During the inspection, standards in the work seen in history, geography, art, design and technology and physical education were at least satisfactory and throughout the school there is some good work in each of these subjects. Standards in music are consistently good. Pupils of all prior attainment levels usually make good progress in lessons across the curriculum
13. Pupils with English as an additional language (EAL) make good progress in the acquisition of English. They achieve standards that are at least as good as other pupils once they acquire sufficient English to work at the same level as their class. The support of bilingual assistants and assigned specialist teachers contributes effectively to their progress. Pupils on the Register of Special Needs make good progress towards their individual targets as set out in their Individual Education Plans (IEPs) and annual reviews as a result of the good support they receive.

Pupils' attitudes, values and personal development

14. Pupil's attitudes, values and personal development are good. Most pupils work hard in the school. Pupils take a pride in their work, are attentive in lessons and often eager to answer questions. The majority are well behaved and considerate of others. A significant minority, however, have behavioural needs. In addition, a small but significant proportion of pupils can be very challenging and deliberately disruptive, as was seen on occasion during the inspection period. These pupils are very effectively handled by all of the staff and therefore rarely able to disrupt other pupils' learning. On occasions temporary exclusions have been necessary to ensure the safety of other pupils and staff and to make clear to pupils and their parents the unacceptability of such behaviour. Parents in the meeting prior to the inspection and in the parent questionnaire commented that they are very pleased with behaviour and its management within the school.
15. Children come into assemblies in a very orderly manner and generally pupils move sensibly around the building although lack of care is occasionally evident on the staircases. In the playground, play is lively but the useful provision of small equipment and effective use of support staff ensures that it always remains purposeful. Lunchtimes are well organised yet relaxed and friendly. The staff supervising pupils, and those who work in the kitchen and give out meals, are all very kind and friendly to the children which contributes very effectively to pupils' good behaviour at these times.

16. Bullying rarely occurs in the school and pupils are confident that it will be dealt with promptly by staff, should it occur. Pupils treat each other with kindness and show respect for each other and the different cultures and religions found in the school. There is very good racial harmony within the school with friendships between pupils from different cultural backgrounds. Boys and girls also work and play together happily. When given the opportunity to take initiative or responsibility pupils respond well. For example, the children in the nursery find their own drinks which they have at a time of their choice. In Key Stage 1 and 2 pupils sensibly perform tasks in the classroom such as giving out books and equipment. In Year 6 pupils respond well when giving out drinks and salads to younger children at lunchtime and when setting up the hall for assemblies. Relationships are very good and are a strength of the school. Between staff and children and amongst the children themselves relationships are both caring and supportive, with adults providing very good role models for pupils. Parents say that the school is like a large family and inspection evidence supports this view.
17. Attendance is now satisfactory in the school. There has been a steady improvement since the last inspection and a marked improvement with the most recent figures which stand at over 92 per cent. Unauthorised absences, although still above the national average have been reduced due to the more rigorous systems for following up unexplained absences. A number of pupils also often leave the school without giving prior notice and they have to stay on the roll until the school is notified of them joining another school. This also counts as unauthorised absences which has a negative effect on overall figures. Despite reminders for parents in the brochure and newsletters, punctuality remains a problem in the school with a minority of pupils consistently arriving late in the mornings. This disrupts the start of the day and means some pupils miss important learning opportunities. Registers are taken promptly and efficiently at the beginning of each session. All lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is good. In 98 per cent of all lessons seen teaching is at least satisfactory and in just under seventy per cent of all lessons seen, the teaching is good or better, which is a high proportion of good or better teaching. There is also a high proportion of very good or excellent teaching, 27 per cent of all teaching seen. This represents a considerable improvement to the quality of teaching since the last inspection when the teaching in 20 per cent of all lessons was deemed to be unsatisfactory.
19. The teaching of children in the Foundation Stage is consistently good in all areas of learning. This contributes significantly to the good progress, which children make. Teachers and support staff have high expectations of the children and work extremely hard to provide a good range of learning opportunities. The children are very well managed and supported. Planning is very good and staff have good understanding of how pupils of this age learn. Classrooms, play areas and resources are carefully organised in a way that encourages children's confidence and independence in learning. Children's progress is regularly assessed and monitored. The teaching of the basic skills is good and priority is given to the development of the children's social skills and to early reading, writing and mathematics skills.
20. At Key Stages 1 and 2 the overall quality of teaching is good. Teachers have a good knowledge and understanding of most subjects, which enables them to teach confidently and to maintain a good pace to lessons. Good use is also made of subject specialists in the teaching of some subjects, for example in music and art. This is providing both high quality teaching and some in-service training for class teachers who assist and support in those lessons taught by specialist teachers.
21. In the vast majority of lessons teachers manage pupils very well. Pupils are expected to concentrate and to behave well. The teachers' vigilance and support in these matters is in the majority of cases very effective. Teachers are very patient and kind and treat pupils with respect. They are quick to note when pupils are finding things hard and to provide help. All of this contributes to the very positive ethos for learning and the very good relationships between teachers and pupils. Teachers' constant encouragement of pupils' efforts gives them the confidence to try, knowing their contributions are valued. This is of particular importance in this school because many of the children are lacking in confidence and the staff recognise that a key feature of raising standards is to develop pupils' self esteem. A good example of this very good practice was seen in a very well taught mathematics lesson taught to a set of lower attaining pupils in Year 5. All of the pupils had very positive attitudes to their learning and they worked hard, despite any difficulties encountered, because the teacher and support staff were highly encouraging. They were quick to reward

pupils when they were achieving well and equally prompt in supporting those experiencing difficulty to overcome any problems.

22. Teachers have very high expectations of pupils' work and achievements and this is very effective in raising standards and in ensuring pupils of all prior attainment levels are supported to make good progress in lessons. Teachers' planning is good. Teachers come to lessons well prepared and they ensure that activities are very well matched to the needs of different groups of pupils within their classes. Learning objectives are clearly stated and these are shared with pupils, which helps them to understand the purpose of the work and the tasks set. Joint planning by teachers working with classes in the same year group, contributes to the effective sharing of skills and improvements in the quality of planning. A strong feature of the teaching is the good attention given to skills development across the range of subjects and the emphasis on pupils' applying these skills to their work in different subjects. This is seen for example, in a number of history lessons where research skills learned and practised in the literacy lessons are then used to find out about the Tudors. In geography lessons pupils use their previously learned data handling skills to find information about rainfall levels in different parts of the world. Resources are carefully chosen to meet the learning objectives.
23. The teaching of English is good. Teachers have implemented the National Literacy Strategy effectively and with consistency across the school. They have high expectations of pupils, and use imaginative ways to increase pupils' knowledge and skills. Good use is made of other subjects to develop pupils' literacy skills. In view of pupils' weak oral skills, more attention should now be given to developing pupils' confidence and fluency.
24. Mathematics teaching is good. Teachers' knowledge and understanding of the subject is good enabling them to plan lessons and the mental mathematics sessions with precise learning objectives. Teachers use questioning well to assess pupils' learning and they expect and encourage pupils of all abilities to explain their thinking and the methods they use to find answers. Support staff play an important part in many lessons enabling pupils to make good gains in learning.
25. Science teaching is at least satisfactory and is often good at Key Stage 1 and in lower Key Stage 2. In these lessons tasks are carefully chosen to be challenging to pupils of all prior attainment levels within the class. However, the teaching of older pupils lacks the necessary rigour and attention to scientific accuracy required if the pupils are to achieve the higher levels of attainment.
26. In all other subjects seen, the overall quality of teaching is at least satisfactory and in most subjects teaching is good. The teaching of music is particularly strong. This results from excellent knowledge of the subject and a brisk and challenging pace to lessons enabling pupils to make very good progress. Some very good and excellent teaching was seen at both key stages and in the Foundation Stage of learning and across a number of subjects and classes. What made this teaching especially effective is the teacher's very good subject knowledge which was especially effective in challenging pupils, sustaining high levels of pupil interest and enabling lessons to proceed at a very brisk pace. In the two lessons where teaching was unsatisfactory this occurred because the children were not sufficiently well managed and because the pace and organisation of the lesson was not rigorous enough.
27. The teaching of pupils with special educational needs is good. Targeted support for pupils is carefully managed and monitored by the special needs co-ordinator. This makes an important contribution to pupils' learning. Class teachers are familiar with pupils' IEPs and with the targets set for each pupil, and they liaise effectively with special needs teachers and support assistants when planning. Assessment of pupils' progress takes place regularly and is monitored at half-termly intervals by the coordinator for special needs with the class teacher and support assistants. Pupils with special needs, including those with statements of special educational need are taught as an integral part of the class and work within a variety of groupings.
28. Pupils with English as an additional language (EAL) are also well supported by class teachers working in conjunction with designated teachers and the bilingual assistants. The co-ordinator ensures that the language needs of all pupils with EAL are assessed and that pupils and teachers are given appropriate targets to aim for. Pupils' progress is regularly monitored by teachers and the co-ordinator and appropriate action is taken. This support enables pupils to have access to the National Curriculum, and to make good progress.

29. The good working relationships between class teachers and specialist support teachers and assistants contributes significantly to pupils' progress. Staff are deployed very well and roles are often interchangeable. Importantly these effective relationships between the staff provides pupils with very good role models of cooperation and collaboration.

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

30. The key issues related to the curriculum identified in the last report have been given good attention and imbalances in activities in the core subjects of English and mathematics have been fully addressed. In line with all other primary schools and in response to changes in the National Curriculum, the school has recently begun the process of adapting the curricular arrangements for the Foundation Stage of learning and the non-core subjects. The management and co-ordination of the curriculum has also been improved since the last inspection. The newly developed curriculum map ensures progression in pupils' learning and teacher's planning is monitored half-termly by the deputy headteacher. The school's recent emphasis on developing the arts is having a positive impact on pupils' standards in this area and makes a strong contribution to pupils' personal, social and cultural development.
31. The curriculum for children in the Foundation Stage is good. Throughout Key Stage 1 and 2 the curriculum is broad, balanced and relevant to pupils' needs and meets the requirements of the National Curriculum. Religious education is provided according to the Locally Agreed syllabus. Good attention is given to skills development and relevant links are made between subjects. Elements of the information communication technology curriculum are, however, underdeveloped because until very recently the school did not have the relevant equipment needed.
32. The national strategies for literacy and numeracy have been well implemented by the school in the specific subject lessons and across other areas of the curriculum and this has resulted in an improvement in teaching, pupils' learning and attainment. There is well-planned provision for health education, which includes sex education and teaching about substance abuse. Pupils make good progress in developing their personal and social education through the curricular provision and the school places strong emphasis on personal development in all of its daily activities.
33. The good provision for pupils with special educational needs and pupils for whom English is an additional language ensures that they have good access to the curriculum and are well supported to make good progress towards the targets set for them. Pupils are always encouraged to participate fully in all areas of the curriculum. The provision by teachers of differentiated activities in lessons allows pupils to progress, with the support of additional teachers and support assistants. Opportunities are always provided for pupils to do well in relation to their current attainment levels in written, oral, practical and physical activities. The Bengali club, run by a bi-lingual assistant plus the provision of translators in school are good examples of the school's determination to ensure full and equal access for all its pupils. This is a strength of the school.
34. Individual Education Plans for pupils with special needs, including those pupils with a Statement of Special Educational Need, match their specific needs. The school meets its statutory requirements in relation to pupils with a statement of special need. The school complies with the Code of Practice and has effective procedures for placing pupils on the register and for deciding when to move them up or down the register in accordance with its own policy and with guidance in the Code Of Practice.
35. Provision for extra-curricular activities is very good and there is a good range which enhances the curriculum overall. Teachers give generously of their time. For example, extra classes are held to boost pupils in their literacy and numeracy. There are good opportunities for pupils to extend their musical skills in the choir. The school also runs football, gymnastics and dance clubs, which enable members to further develop their social and physical skills and expertise. Participation in conservation projects within the locality develops pupils' interest in science and the environment and furthers their learning and the school hopes to launch a conservation club in the future.
36. The school has good links with the community which contribute effectively to the curriculum. For example, pupils visit the local temple and mosque and parents are invited to talk to the pupils about aspects of their cultural background including special festivals celebrated such as Eid and the Chinese New Year. Pupils in Year 5 took part in a community based sculpture project and the school recently won a competition to design

a banner for the London Marathon. The nursery children and school choir give concerts for members of the community such as the senior citizens and the choir participate in local choral events. The school has regular visits from the local police force and fire brigade and pupils benefit significantly from the school's proximity to facilities such as the Millennium Dome, the London Aquarium and The Charlton Athletic Study Support Centre. The staff continually strives to involve members of the community in the day-to-day life of the school and to forge beneficial links. A new and exciting partnership with The Afro-Caribbean reading support group has been established and the school has strong links with Charlton Athletic.

37. Links with local secondary schools are promoted and strengthened by theatrical and musical events provided by these schools and by work placements offered to secondary school pupils. Ex-pupils are always welcome to visit the school and maintain their links with present pupils and staff.
38. The provision for pupils' spiritual, moral social and cultural development is very good. This represents a significant improvement since the last inspection. Spiritual development has improved and is now good. The requirement for a daily act of worship is now met, although opportunities for reflection are sometimes fairly short. The curriculum and assemblies provide good opportunities for pupils to reflect on their own experiences and achievements and those of others. For example, this was seen during the inspection when the achievements of the Olympic team and a number of famous musicians were noted. Similarly this was evidenced in the very good sharing assembly when pupils reflected on and celebrated each other's academic and personal achievements of the week.
39. From the time when pupils join the nursery and begin school for the first time their moral and social development is given a very high priority. Moral development is promoted very well. The school has a very strong moral code evident in all aspects of daily life. Pupils quickly come to know the difference between right and wrong. The school's strong ethos supports pupils in establishing a very clear picture about what is unacceptable and why. All pupils are given good support through pastoral arrangements to develop good behaviour and to appreciate how this benefits everyone. Incidents of poor behaviour are taken very seriously and dealt with promptly and appropriately.
40. Pupils' social development is very good with pupils encouraged consistently to consider each other and work well together. There are good opportunities for pupils to take responsibility for performing jobs and tasks around the school. As pupils move up the school they take on increasing responsibility. The introduction of a school council is also helping pupils to contribute effectively to the decision making process within the school and to present their views. Links with the community and the very good provision for extra curricular activities enhance pupils' social development. Pupils are drawn from different cultural and religious backgrounds. Central to all aspects of the school's work is the celebration of diversity and individuality while valuing shared experiences and beliefs. This is successful in encouraging and enabling pupils to relate well to each other in classroom and in the playground. Pupils' involvement in the wider community also plays an important role.
41. There is very good provision for pupils' cultural development. This is promoted well through the curriculum and through celebration of a range of festivals for example, the celebration of Diwali, Chinese New Year, Eid and The Millennium. In art pupil study the work of artists from different eras and cultural traditions. In music pupils listen to music from different genres and cultures. Visits are used very well to promote pupils' awareness of the diverse cultural traditions of British society. Topics in history, such as The Tudors and The Ancient Egyptians also support pupils' cultural development. Work in geography includes the comparison of life in different localities. Teachers make good use of the children's rich and diverse own cultural background and experiences to support pupils' cultural development. Resources including books are chosen to reflect a range of different cultural traditions and this also makes an important contribution to pupils development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

42. This is a caring school. Staff get to know pupils and their families well which enables them to ensure pupils' general well being. Good procedures are in place for dealing with child protection issues. The school has its own policy which is based on local guidelines and all staff are aware of the necessary procedures. Good behaviour is promoted well through the behaviour policy and the system of rewards clearly prized by the pupils. Effective measures are in place for dealing with incidents of bullying and racism and promoting positive attitudes, which mean that these situations rarely occur.

43. Procedures for monitoring attendance are much improved with the importance of good attendance consistently promoted to parents and pupils. Good attendance is rewarded each week with the class with the highest attendance being awarded a cup for the week. Appropriate systems are in place for dealing with accidents and illness during the school day. Some health and safety concerns were raised during inspection week and the school is now aware of these. The lack of a system for logging in visitors could cause problems in the event of a fire. A full review of the schools arrangements for fire safety would also be beneficial.
44. The procedures for assessing and recording pupil's attainment and progress are sound and are good in some subjects. This is an improvement since the last inspection. The new and improved procedures are particularly effective in English and mathematics and the overall improvement is reflected in raised standards in many areas of the curriculum. The agreed procedures are used consistently by teachers and implementation is carefully monitored by the relevant subject co-ordinators and assessment co-ordinator. When they begin full-time education in the reception class, the children are assessed to establish their performance in a wide range of skills. Regular assessment and careful recording enables staff to meet the children's needs while they are in the nursery and reception classes. In both Key Stages 1 and 2, pupils are regularly assessed and the school has started setting individual targets in the core subjects. Key objectives are identified and the school uses a variety of assessment procedures, to which are added the national results both statutory and optional tests. Tracking sheets are being introduced to enable teachers to monitor pupils' progress over time.
45. The use of assessment to inform long term curriculum planning has also improved since the last inspection. Test results are carefully and rigorously analysed. This data is used effectively inform to and amend schemes of work and day-to-day teachers' planning as appropriate. Pupil's results in the end of key stage tests are being used very effectively to determine where pupils experience particular difficulties and where additional emphasis is needed in the teaching in the short and longer terms and to target individuals and groups of pupils so that they achieve better results in the tests.
46. The new and updated end of year reports for pupils are much improved. They are more informative and now include targets for pupils to reach in the following year as well as providing parents with information about the National Curriculum levels, which their children are currently achieving.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has worked well to build an effective relationship with its parents. Parents are very appreciative of the efforts that have been made in this area recently and they have positive views of the school. Parents are kept well informed through regular newsletters and consultation meetings. Written reports to parents are issued in the summer term. These have recently been improved and are clearly written and informative. A recent curriculum event on numeracy was well attended by parents. The school also worked effectively with parents of pupils in the nursery on a project aimed at helping parents enhance their parenting skills. Assemblies celebrating different religious festivals are very well attended by parents, as is Sports Day. Few parents currently help in the classrooms but are very supportive when asked to help with swimming or on outings.
48. Parents find staff at the school friendly and approachable. The staff give generously of their time to talk to parents, to listen to suggestions and to discuss any concerns they may have. Parent governors regularly make themselves available to meet with parents and discuss any issues they wish to raise. The headteacher and staff work closely with parents of pupils with special educational need. Parents are kept regularly informed of pupils' progress and contribute to annual reviews. Parents' contribution to their children's learning at home is satisfactory. Some parents regularly help their children to extend their learning at home. A number of parents are also keen for their children to have more written homework. The school has recently implemented a new homework policy aimed at providing consistency in the amount of homework set. Problems however do arise as not all pupils are supported to complete their homework and teachers then waste time chasing this up.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The previous inspection report identified some weaknesses in the overall management and highlighted the need to improve school development planning and financial planning and to extend the role of governors in monitoring the school's work. These issues have been fully addressed and good improvements to leadership and management have been effected.
50. The school is very well managed and there is a very clear educational direction. There is a strong commitment to continually improve and extend what the school offers its pupils, not only in terms of their academic achievements and progress but also their welfare and personal development.
51. The current headteacher has been in post for a year and has achieved a great deal in a relatively short space of time. He provides very strong leadership and vision for the school's future development. He has gained the confidence of parents, staff and pupils alike. This is evidenced in the very high staff morale and in that the school is a very happy and purposeful place, despite the challenges it presents. The headteacher has worked effectively with the staff to draw together, strengthen and build on the existing good practice within the school. There is a very strong commitment to staff development and to continually raising standards in subjects across the whole curriculum. The school has a very clear set of very relevant and appropriate aims. These are reflected well in all aspects of the school's work.
52. The headteacher is ably supported by the deputy headteacher and she and the headteacher work effectively as a team and to their own strengths. An effective senior management team has also been established with members having clear lines of responsibility. Special educational needs work and the coordination of English as an additional language provision and of The Foundation Stage of learning are all well managed. There are co-ordinators for all subjects. Some are fairly recent appointments and others have been in post for some time. Subjects are well led and managed. Teaching is very well supported by advice and training. Monitoring of teaching and learning takes place regularly, the findings of which are fed back to individual teachers and are used also to inform whole school developments in teaching and learning.
53. The school development plan contains very relevant educational priorities. Central to these are the emphasis on raising standards, on developing pupils' self-esteem and on providing a rich curriculum which enables pupils of all prior attainment levels to realise their talents and experience success. Targets are set out clearly and the success criteria and timescale are clearly specified. The views and contributions of staff and governors are sought and taken into account when drawing up plans. Available resources, including financial and human resources are directed towards the priorities for development. Progress towards the targets is reviewed regularly as well as the impact of any new developments on pupils' standards and their rates of progress.
54. The majority of governors are very interested and supportive of the school and they fulfil their statutory responsibilities well. Governors regularly review and monitor what the school offers and make themselves available to parents so they can raise any questions or concerns with them. Governing body meetings and those of sub-committees take place regularly and governors are kept well informed about the school and about new initiatives and requirements. The SEN governor, who is also a parent governor, takes a keen interest in the work of the school in supporting pupils with special needs. She visits the school regularly, reads with some of the pupils and observes learning support. The special needs governor and the SENCO meet regularly to review pupils' progress and the governor reports twice a year to the full governing body.
55. There has been a high staff turnover since the last inspection and the school has sometimes experienced difficulty in recruiting teachers. The staff are very hard working and committed to the school. There is a good balance of age and experience amongst the teaching staff. Teaching and support staff are drawn from different ethnic backgrounds that reflect the pupil intake. Staff have a suitable range of qualifications and staff attend a very wide range of courses both to improve their own qualifications and skills and as part of a well-organised whole school staff development programme. The staff-training programme is an integral part of the school development plan, arising from whole school priorities and individual and personal targets informed by the appraisal system. New teachers benefit from a suitable induction system, which gives them very good support and also useful in-service training. The school is well placed to fully implement the most recent performance management systems being introduced into all schools in the current academic year.
56. There are sufficient support staff. Although spending on support staff is fairly high, many are employed specifically to support individual pupils or groups of pupils with special educational needs and some are

employed to provide additional support for those pupils at the early stages of learning English. Support staff are experienced and well trained enabling them to be very effective in the classroom.

57. The accommodation is satisfactory for the effective delivery of the curriculum. However, because of its age and size it is very expensive to heat and maintain. The headteacher and governing body have established a rolling programme of refurbishment of the accommodation. Most classrooms have been decorated and carpeted in the recent past and furniture has been renewed and updated providing a very pleasant learning environment; a feature praised by a number of parents at the meeting prior to the inspection. Classrooms are roomy and are enhanced by attractive displays both of pupils' work and informative displays. Staff work hard to make classrooms attractive and work is well presented being mounted and carefully displayed. There are two halls, which are a good size for physical education lessons and assemblies. They are equipped with good quality large apparatus for physical education lessons. The playgrounds have been recently improved through the addition of markings for games, and pupils also enjoy using them at breaktimes. The school does not have its own playing field, but games skills are taught satisfactorily in the hall and playground. Due to a reduction in the number of classes the school now has designated rooms for resources, teaching music, a large library, an information communications technology room and a room available for group work. Good and imaginative use is made of a number of small rooms for clubs, instrumental lessons and small group activities as well as providing useful storage space for books and resources.
58. Considerable effort has been made to successfully improve the outside toilets, but there are still problems with one of the roofs. There are a variety of interesting plans for the use of the now unused old swimming pool block, but lack of funds curtails development at present. The school has increased its use of the local swimming pool to include swimming lessons for three year groups. Learning resources have fairly recently been extended and are now satisfactory for the effective delivery of the curriculum.
59. The administrative staff support the work of the headteacher and class teachers, and they provide a useful contact point for both pupils and parents. The office staff are conscientious and very efficient, ensuring a very good standard of day-to-day administration and control of the school's budget. Systems to ensure value for money is obtained when purchasing goods and services and to ensure that the money spent provides good returns in terms of its impact on all aspects of pupils' progress and personal development, are firmly established. There are good systems of self-evaluation and comparisons of the school's outcomes in relation to similar schools. Efficient and effective use is made of all of the available staff, accommodation and resources. Good use is made of the services available to the school through membership of the mini Education Action Zone.
60. Pupils enter the school with overall attainment levels, which are low. Pupils make at least satisfactory progress during their time at the school and those who attend regularly and spend all of their school years at Woodhill often make good progress. The school provides a very stable and supportive environment for pupils, many of whom have complex needs. The leadership and management are very good. Teaching is good and pupils develop good attitudes to school. The cost per pupil is about average. Progress since the last inspection is good. When consideration is given to all of these factors, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(a) In order to consolidate and build on the school's good work and raise standards further:

- Continue to focus on further improving the quality of teaching and the curriculum using the current range of strategies to in particular maintain the improvements in the standards pupil attain in English, mathematics and science.

(See paragraphs: 3, 4, 6, 9, 10, 53, 71, 75, 76, 77, 78, 82, 84, 87, 88, 93, 97, 100, 112 and 119)

- Seek to find ways to continually extend pupils' speaking skills across all subjects of the curriculum.

(See paragraphs: 9, 73 and 139)

- In mathematics continue to place particular emphasis on developing pupils' skills in problem solving.

(See paragraphs: 10 and 84)

- Continue with the important and effective work on raising the self-esteem of all pupils.

(See paragraphs: 21, 38 and 53)

- Implement all the programmes of study for information communication technology paying particular attention to developing pupils' skills in using e-mail and spreadsheets, exploring simulations, modelling, and controlling and monitoring and making multi-media presentations.

(See paragraphs: 11, 31 and 117)

(b) Improve some aspects of health and safety

(See paragraph: 43)

(c) Work with parents to improve the punctuality of a significant minority of pupils who regularly arrive late at school

(See paragraphs: 17 and 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	21	42	29	2	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-6
Number of pupils on the school's roll (FTE for part-time pupils)	49	377
Number of full-time pupils eligible for free school meals	15	271

FTE means full-time equivalent.

Special educational needs	Nursery	YR- Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	5	122

English as an additional language	No of pupils
Number of pupils with English as an additional language	196

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	92.0
National comparative data	94.1

Unauthorised absence

	%
School data	5.1
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
		1999	24	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	20	19	22
	Total	35	34	39
Percentage of pupils at NC level 2 or above	School	64(59)	62(60)	71(61)
	National	82(80)	83(86)	87(89)

Teachers' Assessments		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	17
	Girls	18	17	14
	Total	31	30	28
Percentage of pupils at NC level 2 or above	School	56(63)	55(57)	51(67)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	37	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	19
	Girls	18	12	13
	Total	30	27	32
Percentage of pupils at NC level 4 or above	School	45(34)	41(28)	48(46)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	18
	Girls	18	12	13
	Total	30	27	32
Percentage of pupils at NC level 4 or above	School	44(39)	36(43)	45(39)
	National	68(65)	69 (65)	75(2)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	16
Black – African heritage	33
Black – other	2
Indian	13
Pakistani	6
Bangladeshi	15
Chinese	17
White	171
Any other minority ethnic group	54

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	4	0
Black – other	1	1
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	1
Other minority ethnic groups	3	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-6

Total number of qualified teachers (FTE)	18.6
Number of pupils per qualified teacher	20.3
Average class size	25.1

Education support staff: YR-6

Total number of education support staff	15
Total aggregate hours worked per week	216.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	24.5

Total number of education support staff	2.0
Total aggregate hours worked per week	63.75

Number of pupils per FTE adult	12..3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	1,065,392
Total expenditure	1,134,307
Expenditure per pupil	2,522
Balance brought forward from previous year	79,107
Balance carried forward to next year	10,192

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	480
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	17	3	0	0
My child is making good progress in school.	57	38	5	0	0
Behaviour in the school is good.	46	46	5	0	3
My child gets the right amount of work to do at home.	31	38	20	9	2
The teaching is good.	61	35	2	0	2
I am kept well informed about how my child is getting on.	60	34	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	65	22	8	0	5
The school works closely with parents.	46	48	2	1	2
The school is well led and managed.	63	31	2	0	5
The school is helping my child become mature and responsible.	56	41	1	1	0
The school provides an interesting range of activities outside lessons.	46	38	8	1	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

61. There were no key issues for action in relation to the provision for children who are under five in the previous inspection report. Standards on entry to the nursery are however now lower than reported at that time. Inspection evidence shows children in the Foundation Stage are now making better progress than that previously reported.
62. The provision by the school for the children who are in the Foundation Stage of learning is very good. A very effective programme of meetings, prior to the children starting school, ensures children have a confident, happy start to their school life. Most children attend part- time except in the term prior to moving to the reception classes when the children attend full time. The school provides them with a very secure and caring environment with daily routines firmly established. The programme of activities is very well planned on the basis of the recommended areas of learning for children of this age and fully supports the children's intellectual, physical and social development. More formal work, linked to the literacy and numeracy strategies, is phased in as the children enter the reception classes.
63. Attainment on entry to the nursery is very low and many children have very limited language skills. From this starting point, the majority of the children, including those with special educational needs or English as an additional language, make good progress overall in the nursery and reception year. By the time they enter Key Stage 1, children have made very good gains in their personal, social and emotional development. Their creative and physical attainment is good. Their mathematical development and knowledge and understanding of the world are in line with that expected. However, despite the good progress made, for the majority of children, attainment in communication, language and literacy skills does not meet the early learning goals and some children attain standards well below those expected. The children's listening skills do however reach the targets for listening by the end of the Foundation Stage.

Personal, social and emotional development

64. The Early Years team in the nursery and reception class creates a happy, secure environment where children come to school keen and happy to learn. Personal and social development is given a high priority and any of the children's emotional problems are addressed with great sensitivity by all members of the team. Their consistent approach and high expectations enable the children to learn quickly what is acceptable behaviour. Children were observed co-operating very well with each other when sharing books and other resources such as puzzles, materials for model making and role play equipment. They are very willing to take turns when using large outdoor apparatus such as bicycles, buggies and climbing frames. Children take care when moving around classrooms and play areas and are quick to show concern if anyone is hurt or upset. Children are always polite and listen attentively when individuals talk to groups; for example, about toys they have brought from home or why they have chosen a particular song for the class to sing. They respond well to praise and show appreciation of individual achievements when children receive 'stamps' for good work or behaviour. Many children are able to work with concentration and persevere in their learning. They make good use of well-planned opportunities to select and pursue an activity of their own choice and are becoming increasingly independent.

Communication, language and literacy

65. Many children enter the school with limited speaking skills and poor verbal comprehension. The children are provided with a wide range of activities which support the development of communication, language and literacy. From the start of their school life, they begin to develop their personal and social skills alongside those of speaking and listening. Staff offer children frequent opportunities to talk with an adult and actively seek to extend the children's vocabulary. Children are encouraged to discuss their activities such as retelling stories using puppets, describing pets they have at home or choosing a book to be read to the class. All children listen attentively to adults and to each other but many are reluctant to express their own ideas clearly. Children demonstrate great respect for books and enjoy 'reading ' them. They understand that pictures and words carry meaning. Some children are able to predict what might happen next when listening

to stories. Children respond well when encouraged to take books home. They learn to recognise the letters of the alphabet by their shape and sound and are beginning to write them correctly. Although children's listening skills are well developed, their speaking and writing skills are however much weaker. Given the poor attainment on entry, the children, including those with special needs and English as an additional language, make good overall progress in this area of learning.

Mathematical development

66. Most children make satisfactory progress in their mathematical development, and most attain standards that are expected for children of this age. The children can count and order numbers to ten and correctly sequence similar shapes in order of size. They successfully use this understanding to investigate, for example, different ways in which to arrange three bears of different sizes. Children recognise and name flat shapes; for example, a square, circle and triangle and know terms such as 'side' and 'point'. They understand and confidently use 'larger', 'smaller', 'middle' and 'same as' when explaining how they have sorted a selection of mathematical shapes. When singing rhymes, many children correctly predict the answers to 'one more' or 'one less'. They are beginning to write numbers to ten and order them correctly. Most children know the days of the week and say them in the correct order. When playing with water, they show understanding of vocabulary such as 'full', 'empty' and 'half full'.

Knowledge and understanding of the world

67. Children know that they have five senses. Focusing on their sense of touch, children enjoy exploring a variety of objects and materials and some use appropriate terms such as 'rough', 'smooth' and 'soft' to describe what they feel. Children recognise pictures of a wide range of domestic and wild animals and can distinguish between types of bears. They also know that camels and elephants can be used for transport. Animals are not kept in school but are occasionally brought in for the day and children have been taken to zoos. During the inspection there was little evidence of opportunities for children to learn about caring for living things, such as planting and growing plants. Children can describe what they would see in the countryside; for example, sheep, cows and fields and know that these would not be found in urban areas. They understand that different forms of transport such as trains, planes, ships, cars and bicycles are used for different types of journeys. Children demonstrate well-developed skills when selecting materials, using tools such as scissors, glue spreaders and paintbrushes and constructing models and collages.

Physical development.

68. Children's physical skills are well developed by the time they are ready to enter Key Stage 1. They demonstrate a good sense of balance when using climbing frames and riding bicycles. They control their movements well, when moving around play areas and when using large apparatus in the hall. Their eye-hand co-ordination when using small apparatus is good and they perform well when using bats to return balls thrown to them by the teacher. Cutting, folding, gluing and joining materials with tape are carried out with care and skill.

Creative development.

69. Children take great pride in their creative activities and produce paintings, collages and models of a good standard. They know the names of most colours and understand terms such as 'light', 'dark' and 'pale'. They know how to mix paints and produce a range of shades. They select and use appropriate materials such as card, tissue, foil and fabrics when for example responsible for making particular sections of models, which are completed by small groups of children. All children enjoy listening to and performing music. They sing tunefully and with enthusiasm and respond well to prompts such as 'loud' and 'soft', 'quickly' and 'slowly'. They sensibly handle a wide range of instruments such as chimes, xylophones, and glockenspiels and are very willing to share these resources with each other. They are learning to compose music and respond well to each other's instructions and the standard of performances is very good.
70. The quality of teaching of children in the Foundation Stage, in all aspects of their studies, is consistently good and contributes significantly to the overall good learning and the progress achieved. The well-qualified and dedicated Early Years team have worked extremely hard to provide a good range of learning opportunities for the children. Children's progress is regularly assessed and all staff are involved in this

process and in the careful detailed recording of children's achievements and needs. All adults contribute to planning and regular liaison between nursery and reception staff ensures children receive their full curriculum entitlement and progress appropriately. Children, for who English is an additional language, benefit from additional specialist support on a twice-weekly basis. Classrooms, play areas and resources are carefully organised in a way that encourages children's confidence and independence. Parental involvement in children's learning is actively encouraged, with topic webs displayed in the nursery lobby and regular discussions with parents. Parents are also encouraged to help in classrooms and accompany children on days out and educational visits and support fundraising activities. The good quality of provision for children in the Foundation Stage reported after the previous inspection has been maintained and extended.

ENGLISH

71. Many pupils enter Key Stage 1 with standards in English which are below and sometimes well below those expected because of the higher than average proportion of pupils with additional language needs and the high proportion of pupils in the early stages of learning English. The proportion of pupils attaining expected standards in the National Curriculum tests at the end of each key stage remains below national averages. However, standards have risen steadily since the last inspection. Results for the year 2000 show significant improvements, so that at by the end of Key Stage 1, 72 per cent of pupils achieved the national expectation of Level 2 or above, and at the end of Key Stage 2, 53 per cent of pupils achieved at least the expected level 4. This rise in standards is closely linked to the quality of education that pupils receive in the school and the effective implementation of the National Literacy Strategy which has been in place for the past two years.
72. Inspection evidence provides further support for pupils' achievements in the most recent national tests and confirmation that while standards are continuing to improve year on year, overall standards remain below national averages for primary schools. Nevertheless in relation to their attainment levels when they join the school, pupils of all prior attainment levels make good gains in learning.
73. Pupils throughout the school listen well not only in English lessons but also in lessons in other subjects and in other contexts, such as assemblies. Pupils' speaking skills are however, significantly weaker than pupils' listening skills. A significant proportion of pupils lack confidence to articulate at any length and many pupils tend to speak quietly and to reply to questions using short answers. This was seen for example, in a lesson in Year 3 when pupils were studying aspects of a non-fiction text; their answers to the teachers' questioning were factually correct, but rarely did children offer answers in more than short phrases. Pupils of all prior attainment levels do however; make good progress in speaking and listening. Teachers introduce pupils to a good range of subject specific language and to an increasingly wide vocabulary in English lessons and those in other subjects. Teachers set high expectations for pupils to use this newly learned vocabulary themselves, both in their own speech and writing. This is helping pupils to gain confidence in expressing themselves. There are some good planned opportunities to extend pupils' speaking skills. This was seen for example, in a lesson in Year 6 when one child took the role of an explorer and answered the questions posed by other pupils. In many lessons pupils with special educational needs and those for whom English is an additional language, benefit from additional one to one support or small group work. On these occasions new vocabulary is repeated and emphasised and pupils have opportunities to extend their speaking skills.
74. Although overall attainment levels in reading are below average, this occurs because the proportion of pupils at the lower reading levels is higher than that found in many schools. In each of the year groups and by the end of each key stage, there is clear evidence of a proportion of pupils attaining at the expected levels and higher attainment levels. By the time they are in Year 2, average and higher attaining pupils are reading appropriate texts confidently and with good understanding and expression. Pupils talk about the characters in their books confidently and outline their preferences. Lower attaining pupils have sound skills in decoding and in interpreting the story and pupils sometimes use picture clues to help them with unknown words. Pupils of all prior attainment levels can answer questions about the stories and characters. By the end of Key Stage 2, average and higher attaining pupils read confidently with expression from more demanding texts. Lower attaining pupils read fairly fluently from more simple texts although they do not at first always comprehend fully that which they have just read. Reading skills are well developed by teachers as pupils move up through the school using a mixture of whole class teaching in the literacy hour and individual support.

75. Throughout the school pupils are making sound overall gains in reading and good progress is evident in lessons seen. At Key Stage 1 pupils learn about book conventions and to use a variety of strategies to decode words and to extract meaning from texts. As they move up into Key Stage 2, pupils learn more advanced skills of reading including research skills such as using reference books, skimming, scanning and the use of indexes. Their knowledge of authors and the literary skill, which they employ, is extended through work in The Literacy Hour. Pupils are given regular reading time at school outside of the Literacy Hour to help raise standards. Few children spoken to during the inspection period regularly read at home, or are heard to read at home. This has an impact on the standards pupils attain and additional time the school needs therefore to give to developing pupils' reading.
76. Overall standards in writing are below the nationally expected levels although there is clear evidence of a fair proportion of children at each key stage whose written work is at the expected level and higher levels of attainment. When they enter Key Stage 1, a high proportion of pupils have limited writing skills. Pupils make good progress however as they move up through the school. In Year 1 for example, pupils' learn to write sentences independently and the higher attaining pupils are able to use full stops and capital letters to demarcate sentences. Written work of the pupils in Year 2 in the previous academic year shows pupils have made good progress throughout the year. There is clear evidence of some pupils attaining the higher level 3. The work of these pupils demonstrates that they are able to express themselves in an organised way presenting their ideas logically. Handwriting is neat and writing is demarcated using full stops and capital letters.
77. At Key Stage 2 pupils of all prior attainment levels make sound and sometimes good progress in their written work. Grammar, spelling and punctuation are being taught well and in context, and pupils are developing a sound knowledge with examples of pupils being able to produce well-structured writing. Throughout the school, however, there are some pupils in each class who are in the early stages of learning to read and write and whose attainment in writing is well below that expected for their age. These pupils are supported well through the school's special needs provision, additional literacy support programme and the provision for pupils with English as an additional language. Handwriting is taught well and the present emphasis on handwriting is helping to improve standards. Pupils are especially keen to achieve the handwriting certificates given when they reach a certain acceptable standard. Homework is regularly set, including the learning of spellings, and is followed up in lessons. Marking helps pupils to think about how to improve their work as well as offering praise and encouragement.
78. The overall quality of teaching is now good which is an improvement since the last inspection. In all English lessons seen teaching was at least satisfactory, and in the majority of lessons the teaching was good or very good. The evident progress that pupils make, in individual lessons and as they move up the school, is a direct result of the good teaching they receive, and of the effective learning support provided for pupils with additional needs. Teachers implement the Literacy Strategy with consistency across all year groups, are rigorous in their high expectations of pupils, and use imaginative ways to increase pupils' knowledge and literacy skills. Teachers' planning is thorough and detailed and makes use of assessment data to inform future planning for groups and for individuals. Teachers use a wide range of stimulating materials in tasks set, at appropriately demanding levels for groups of pupils with different prior attainment levels. Good use is made of other subjects to develop pupils' skills in reading and writing.
79. Pupils' attitudes to learning are good. Pupils enjoy their work. In lessons they show interest and concentration, responding well to the tasks set, even if sometimes they find tasks difficult. They listen and behave well and support each other effectively.
80. The English curriculum meets fully the national guidelines. It introduces pupils to a wide range of texts - narrative, poetic, dramatic and factual - and the activities provided in lessons and in special events such as Poetry Week, stimulate pupils' enjoyment in language work across the curriculum. For instance, in a religious education lesson in Year 6, class discussion about aspects of Judaism, illustrated previously by visual aids, led on to individual writing tasks for pupils which required them to skim and scan texts, use a glossary to check the meaning of unfamiliar words, and to apply their understanding in writing their answers. Pupils of all abilities were able to carry out this activity successfully at an appropriate level and showed their ability to apply their literacy skills to their work in other subjects.
81. The resources have been considerably extended in the recent past and are now satisfactory. Two classrooms have recently been redesigned to make a large library. This is not, as yet fully operational. as

new books are being catalogued. A considerable sum of money, available through the recent additional funding available to all schools for items of their choice, has been spent on new books for the library.

MATHEMATICS

82. Standards in mathematics have improved since the last inspection. In Key Stage 1, overall attainment of the pupils currently in Year 2 is in-line with that expected. In addition twice as many pupils are now achieving the national standard of Level 2 than was the case at the time of the previous inspection. At Key Stage 2, overall standards are still below nationally expected levels for too many pupils but numbers achieving these levels have steadily improved on a year on year basis.
83. The introduction of the National Numeracy Strategy during the last academic year is having a positive impact on pupils' progress and standards. This is evident from the 8 per cent increase in the proportion of pupils attaining at least the expected level at the end of Key Stage 1 and the 12 per cent increase at the end of Key Stage 2 in the most recent tests. The school has also been successful in ensuring that a much greater proportion of the pupils are exceeding the nationally expected levels and attaining Level 3 at Key Stage 1 and Level 5 at Key Stage 2. At the same time the school has worked hard to ensure that the large percentage of pupils with special educational needs and pupils who have only recently learned English, also make good progress in the development of their mathematical skills. There is no significant difference in the attainment of girls and boys nor of pupils from different ethnic backgrounds.
84. The standards of work in the classroom at both key stages reflect pupils' improved results in the national tests in 2000, in both key stages. By the end of Key Stage 1, pupils' overall standards in number and shape and space are at the nationally expected level. Although good improvement can be seen over the last four years, in Key Stage 2, overall standards are still below the nationally expected levels. At both key stages a significant proportion of pupils do not yet achieve national standards in using and applying mathematics. The school is aware of this and the monitoring of lessons and sampling of workbooks by the co-ordinator and head teacher have been followed up by staff meetings to promote consistency in the teaching of problem-solving and discussions about how the school can help some pupils overcome barriers to learning posed by poor language skills.
85. Pupils are becoming more adept in the use of different strategies to perform mental calculations. For example, in a lesson in a Year 5 class, pupils made good progress in halving and doubling so that three quarters of the pupils could perform such calculations quickly. In the mental mathematics part of a lesson in Year 4, most pupils were able to perform addition, subtraction, multiplication and division problems accurately and quickly. These skills are well taught by teachers during the regular mental mathematics sessions.
86. In a Year 2 lesson the use of large cardboard coins for each pupil and questions directed at particular pupils, ensured that all pupils took part and make good progress during a lesson on simple addition of money and coin recognition. In Year 1, pupils are learning to count to 20, but only higher attaining pupils can count back confidently. Pupils of lower attainment use cubes to help them and they receive good help from support assistants. In Year 3 pupils learn to solve money problems but initially have difficulty with subtraction calculations using two digits. In Year 4, pupils of average and above average ability are developing a sound knowledge and understanding of odd and even numbers. Pupils with special educational needs are given good help, for example in one lesson taught by the co-ordinator for special educational needs pupils made good progress in their recognition of odd and even numbers. Year 5 pupils successfully learn how to complete division calculations by the method of continuous subtraction. In a lesson in Year 6, pupils demonstrate a good grasp of the 6 times table. Over half the class are beginning to recognise the relationships between fractions and can find equivalents, but the rest are only able to find relationships using simple fractions such as half and quarter.
87. The school's organisation for the introduction of the National Numeracy Strategy has been an important factor in school improvement. The co-ordinator, head teacher, governors, teaching staff and support staff have attended the appropriate courses and worked well as a team to ensure the smooth introduction of the strategy. Good quality resources such as white boards, hundred squares and number fans have enabled teachers to present whole-class sessions in a more practical and meaningful way. This is especially successful in mental mathematics sessions, where the learning aids help children to learn and gain confidence which motivates pupils greatly. Another important factor is the wholehearted way that the teachers have adopted the strategy and the enthusiasm with which they present exciting learning opportunities.

88. The school has been meticulous in the analysis of pupils' results of National Curriculum and other tests. This has enabled the school to target groups of pupils in order to improve their standards of attainment and also to adjust the curriculum, to ensure that strategies are devised to combat any highlighted weaknesses. Strategies have include setting pupils in some classes so that pupils work in a group at their particular level of ability; Booster Classes after school and, improved planning documentation to ensure that teachers plan for several groups of ability and use specific learning objectives which can then be evaluated at the end of the lesson.
89. Pupils enjoy mathematics lessons, especially the mental mathematics sessions, much encouraged by enthusiastic teachers. They have a positive attitude towards the subject. Pupils listen carefully and willingly supply answers in class discussions. They work co-operatively when working in pairs and share apparatus unselfishly. When the lesson is planned to challenge pupils at their own ability levels and pupils are supplied with aids if required, they work independently and with good concentration. The majority of pupils are well behaved, responding to the teachers' management strategies. The standard of presentation of work is generally good. A minority of pupils find it difficult to sustain concentration, but when they work in a group supervised by support staff this is much improved and these pupils persevere well.
90. Some good use is made of opportunities to apply and develop pupils' numeracy skills in other subjects, for example, geography, science and information communications technology. In Key Stage 1, there are also good examples of teachers using registration sessions well to practice practical counting activities and to solve simple mathematical problems, for example those related to how many pupils are present if a certain number are absent.
91. 91.The quality of teaching is good at both key stages. In two thirds of the lessons seen the teaching was good or better with teaching in a quarter of lessons being very good. In none of the lessons was the teaching judged to be unsatisfactory. The teachers' knowledge and understanding of the subject is good enabling them to plan with precise learning objectives. These also include several objectives for the mental mathematics session, following the advice given by the co-ordinator. This helps teachers to be clear about what they want pupils to learn. Many of the teachers share the learning objectives with the pupils to help them to understand what they are expected to learn. Pupils of all abilities are encouraged to supply answers and to explain the method used to find an answer. Teachers praise pupils' contributions, which as well as reinforcing learning, improves pupils' self-esteem. Teachers treat pupils with respect and have a good range of management skills. Support staff play an important part in many lessons and enable pupils with a range of prior attainment levels to be taught successfully and make good gains in learning. Teachers use questioning well to assess pupils' learning as they are working and give appropriate help and support.
92. The National Numeracy Strategy has had a successful first year and in-service training is planned to ensure new members of staff quickly become proficient in using the strategy. The progress and impact of the strategy is regularly reviewed by the co-ordinator and evaluation of particular areas are presented to the staff. An assessment policy is in place, with key objectives of the National Numeracy Strategy being tested at regular intervals during each half-term. Standards are rising, and there is a big improvement in the number of pupils achieving the higher Level 3 and Level 5 at the end of Key stage 1 and 2. A keen staff is led well by head teacher and the co-ordinator who are firmly committed to continue working to raise standards further.

SCIENCE

93. In the 1999, end of Key Stage1 teacher assessments the proportion of pupils achieving the expected level is very low. At the end of Key Stage 2 the proportion is well below the national average. However, there has been an improvement in the standards pupils achieve in science since the last inspection. Results from the very latest assessments and national tests also indicate a significant improvement in standards. There is no significant difference between the achievement of boys and girls in the tests nor did inspection evidence raise any issues in relation to the differences in boys and girls attainments.
94. From the evidence of the inspection pupils are achieving standards of work that are below national expectations at the end of Key Stage 1. Standards of the smaller than average number of higher attaining pupils at Key Stage 2 are currently in line with national expectations. However, overall standards at the end of Key Stage 2 are below that which is expected nationally. The standard of pupils' work seen in lessons is however, higher than that reflected in test results. The school's own analysis of pupils' performance in the tests at Key Stage 2 shows pupils' ability to perform better in the tests is to some extent affected by the low reading and comprehension skills of some pupils.

95. By the end of Year 2 the majority of pupils use their knowledge of life processes such as growth when they use scientific thinking to distinguish between living things and non-living materials and objects. They can label all the major parts of a flowering plant. They are beginning to understand the concept of a fair test when they investigate which common substances will dissolve in water and which remain insoluble. Some pupils can recognise the factors that must be kept the same in order to make comparisons and to make conclusions.
96. By the end of Year 6 the majority of pupils can investigate the rate at which hot water cools. They understand how to take a series of readings to ensure consistency and accuracy. They can plot and draw the resulting cooling curve from their data. Higher attaining pupils confidently use appropriate scientific language in their explanations.
97. Overall the quality of teaching is sound and it is often good at Key Stage 1 and early Key Stage 2. In these lessons, tasks are carefully chosen to be challenging to pupils of all prior attainment levels within the class. However the teaching of older pupils lacks the same rigour and attention to scientific accuracy required for the pupils to achieve the higher levels of attainment. The quality of teaching was good in a Year 3 class when pupils were learning the major parts of a flowering plant. The teacher then successfully led a discussion to design an experiment to show if a plant needs leaves to grow.
98. The quality of learning is sound. Pupils make satisfactory progress throughout the school. They use apparatus and record results to a sound standard, their confidence increasing with age. Learning support staff make a valuable contribution to the quality of learning. The majority of pupils are interested in their work. They are attentive and use equipment and apparatus with care. They take part in class discussions answering questions thoughtfully and knowledgeably. They work well together in groups sharing and developing ideas as they study. Their work is completed neatly.
99. There is a scheme of work that ensures continuity in learning in all the classes in each year group and as pupils' progress through the school. Often teachers develop pupils' skills in literacy by encouraging them to use appropriate scientific terms in their explanations. Key words are displayed to support pupils' writing. Skills in numeracy are developed as the pupils' record and compare information from experiments. Pupils use information and communications technology (ICT) to search for information on multi-media databases. However, there is potential to utilise ICT further in science work. For example, frequently opportunities are missed to use a database to process and compare information and to plot graphs. Pupils' involvement in conservation projects brings further interest to the subject and enhances pupils' learning.
100. Pupils' work is assessed against National Curriculum levels of attainment. This assessment ensures that teachers are able to adjust their teaching plans in response to the pupils' achievements and difficulties. This strategy is not exploited fully to raise standards further. An experienced co-ordinator ensures the subject is implemented to a sound standard. There is an adequate range of equipment, books and other resources. These are used effectively.

ART

101. Pupils are achieving standards of work that are similar to those expected nationally. Pupils can use a variety of media such as paint, collage, fabrics, fibres, pencils and crayons. In Year 2, for example, pupils can use a viewfinder to select an open-air vista to draw and then compare this with a photograph of the same scene to check their skills of observation and representation. In Year 6 pupils study the work of famous artists, for example Paul Klee and El Greco. They can incorporate these styles into their own paintings to understand some of the artists' techniques. There has been improvement since the last inspection as pupils now follow a more extensive programme of work.
102. The quality of teaching is good. The lessons are challenging and they are planned well to develop their awareness of design as well as their observational skills and artistic creativity. A very good lesson was seen in Year 4 when pupils were studying symbols. They used maps and reference books to research symbols currently used. They used this information to design their own symbols. The specialist support teacher brings additional insight and enthusiasm to the teaching of this subject.
103. The quality of learning is good. The pupils become readily involved in their work. They listen carefully to instructions when required to and sustain the concentration of their work. They work independently or in groups, the majority taking pride in their work. The pupils are willing to try new ideas and techniques and to

develop their creativity. They use the paints and other materials with care. All the pupils work in their own sketchbooks. These show good progress and increasing confidence and style. Very good progress is evident from the work in Year 5 when pupils produce drawings of conkers in their seed cases in chalk pastels from direct observation.

104. In the light of new arrangements to the primary curriculum for all schools, the curriculum is being further developed and pupils now have an increasingly wide range of learning experiences throughout the school. They are set many thought provoking and challenging tasks designed to develop their skills of observation, design and drawing. Pupils also learn about the art of other cultures. For example, they explore the patterns and symbols in Australian aboriginal art and they make African masks. The school recently won a competition to design a banner for the London Marathon. Currently the subject does not have an experienced teacher to lead the curriculum but much is achieved by a specialist support teacher. Currently there is not a portfolio of exemplary work to assist in the assessment of standards and the monitoring of progress.

DESIGN AND TECHNOLOGY

105. Evidence of the pupils' standards of work has been taken from classroom activities, scrutiny of the pupils written work and the things they have made. Throughout the school pupils complete their work to standards that are in line with that which can be expected for their age. The standard of pupils' work and their skills and understanding has improved since the last inspection and the quality of learning is good. In Year 5, for example, pupils can design and make a model shelter made from natural materials. Many went on to make a full size version on a residential course testing their designs for durability and waterproofing.

106. The quality of teaching is good. Classroom organisation and the management of the pupils are good and all pupils received good support and encouragement. The lessons are planned to ensure that there is good emphasis on developing the skills involved in both the processes of designing and making. The pupils are encouraged to evaluate things they have made against their design intentions. Very good teaching was seen in Year 2. The teacher had very good subject knowledge and high expectations for the pupils' work when they were designing and making a puppet. They studied a range of ready-made puppets and reference books noting how they were made to generate their own ideas. They produced clearly labelled diagrams of their designs and listed the materials they needed.

107. The subject is taught well and consequently the quality of learning is good. The pupils clearly enjoy this subject and they take care with the quality of their work. They work well in groups sharing equipment and exchanging ideas. There is a good scheme of work that provides a suitable range of learning experiences including food technology. Pupils also use a variety of fabrics and resistant materials to realise their designs.

108. Pupils' work is not currently formally assessed and samples of pupils' work are not kept to monitor standards. The subject coordinator ensures that there is continuity in learning as pupils progress from one year to the next by monitoring planning and pupils' work.

GEOGRAPHY AND HISTORY

109. History and geography are taught in alternate half terms. Therefore it was only possible to see either history or geography being taught in each of the year groups during the inspection. As the inspection occurred in the early weeks of the autumn term, the staff provided samples of work from the previous academic year. Standards in lessons and in the work sample show pupils attain similar standards to pupils in other schools in both history and geography. Despite the fact that the subject requirements have been relaxed in the previous two years, it is clear from talking with pupils that they have continued to enjoy regular lessons in both subjects.

110. Pupils at both key stages make sound progress in lessons and, in some lessons pupils make good progress. Through topics in geography such as those based on the immediate locality and comparisons with more distant places, for example St Lucia, pupils learn to describe physical and human features of their own and other localities and to recognise places beyond their immediate experiences. For example at the time of the inspection pupils in Year 1 are learning to draw simple routes of their journey from home to school. This is extended in Year 3 when pupils use enlarged maps and aerial photographs to find some of the key features of Woolwich and Charlton, for example, The Thames Barrier and The River Thames and the local swimming pool. The children in one Year 2 class show good geographical knowledge and understanding when discussing some of the features of one of the Scottish islands and its location on a large map of the United Kingdom. They use the correct geographical terms and describe clearly features such as 'island' and 'mainland' and the different types of transport found there.
111. Through history topics such as The Egyptians and The Tudors pupils make observations about events in the past and develop an understanding of how things change over time. Pupils can suggest some of the reasons why people behaved as they did. For example, pupils in Year 6 classes, currently revisiting some of the events in Tudor Times, demonstrate sound knowledge about the major events of the time. They understand some of the reasons why Sir Frances Drake undertook his journeys and recognise his achievements. They have a reasonable understanding of chronology and how this period in history fits into the time line of other periods previously studied.
112. The teaching of history was seen in three classes and geography in six classes. The overall quality of teaching is satisfactory and there is some good and very good teaching. However, the teaching in one lesson is, unsatisfactory. Strengths of most teaching include good preparation with carefully selected and good quality resources being used. Teachers often make their own resources. For example, good quality maps had been selected and enlarged in preparation for a lesson in Year 3. The worksheets used in geography lessons in Year 5 were of similar good quality and had been specially prepared by the teachers to meet the precise learning objectives. Teachers' own subject knowledge is good and expectations of pupils are high. A good feature of most lessons is that teachers recap on what pupils learned in the previous lesson, which serves as a good starting point. This was seen for example, in a lesson in Year 2 when pupils talked about what they had learned so far about the geographical features of a Scottish island. Very good attention is given in the lessons in both subjects to developing pupils' skills of enquiry through various methods of research. In history there are also some very good references to linking pupils' literacy skills with their work in history.
113. In those lessons where the teaching is very good there is some very good questioning, the pace is brisk and there is good differentiation of tasks to meet pupils' needs and extend the more able pupils. This was seen for example in a lesson in Year 6 when the differentiated tasks supported the lower attaining pupils by minimising the amount of written recording required. Tasks challenged pupils' historical understanding and skills. In the same lesson higher attaining pupils were set a challenging task of rewriting an account of events from the point of view of historical characters. In the one lesson where teaching is unsatisfactory, the management of pupils and knowledge of their prior learning is weak. Relative weaknesses in some of the other lessons are that sometimes pupils are expected sit for too long on the carpet and listen and, on occasions tasks and activities could be more open-ended and therefore challenge the most able pupils.
114. Most pupils have good attitudes to their learning and enjoy their work and in some classes pupils' response to their work is very good. Children share equipment in most instances very sensibly and collaborate well with their classmates and their teachers. When working on written and research tasks in most classes children respond very positively, concentrating and working independently. In one instance in Year 5, a minority of pupils are deliberately disruptive and this unfortunately detracts from the lesson although the teacher handled the situation effectively.
115. The school is currently making alterations to the curriculum for both subjects in the light of the recent changes to the National Curriculum. The curriculum is broad and balanced with very good attention to skills development. The school has already begun to make very useful links between the work in history and geography and other subjects of the curriculum, mathematics and English for example. Both subjects make a good contribution to pupils' spiritual, moral, social and cultural development and are well supported by visits and by contributions from visitors to the school.

116. Although the subjects have not been a focus for development since the last inspection, nevertheless standards have been maintained. The resources are satisfactory and there is a good range. These are well organised which helps teachers when planning their work. In the light of the changes to the curriculum, some will need reorganising. The co-ordinators have clear ideas for developing work in both subjects

INFORMATION AND COMMUNICATION TECHNOLOGY

117. At the end of Key Stage 1 and Key Stage 2 attainment is below that which is expected nationally. However, there has been improvement in the standards of attainment since the last inspection. There is now better equipment, a good scheme of work and much better teaching. Pupils' standards of work are good in communicating information. However, some aspects of the curriculum are not fully covered. This limits the overall standard achieved by the pupils and becomes increasingly significant as the pupils move up through the school.

118. At the end of Key Stage 1 pupils can enter some text using a fully featured word processor. They know the function of the main controls on the keyboard and they can use many of the features of a design and draw application to create illustrations and symmetrical patterns. They can use a computer to plot graphs to illustrate and compare facts and figures. They can locate, open and save files and print out their work. They are becoming independent computer users. By the end of Key Stage 2 They can set out text creatively changing its size, colour and style. They can add pictures to illustrate their work. They can use the advanced features of a word processor to include the "search and replace" option.

119. From the analysis of pupils' work, the quality of teaching is sound throughout the school. At the time of the inspection the recently fitted computer room was unusable due to circumstances beyond the control of the school. Where the classroom computers were used during the inspection week the teaching observed ranged from good to excellent. However many opportunities to employ ICT in teaching are missed, particularly at Key Stage 2. This arises through insufficient skills and training in varying degrees amongst the teaching staff. Some programs available on the class computers, for example spreadsheet applications, are under-used. Classroom management and the organisation of pupils are good and this allows individuals or small groups of pupils to work on the computer while the rest of the class is involved in other activities.

120. Excellent teaching was seen in Year 1 when pupils were learning how to use a "paint and draw" application. The teacher had high expectations for learning to which the pupils readily responded. They were given a chance to explore many of the advanced features normally used by older pupils. The pupils were captivated by this application and they were eager to use it creatively. The lesson was delivered by a knowledgeable and enthusiastic teacher and this contributed to the excellent quality of teaching. Similarly very high quality teaching was observed in a Year 3 class where pupils were completely captivated by an educational program about plants set in the context of a game.

121. The quality of learning is sound and pupils make sound progress throughout the school particularly in communicating information. At Key Stage 1 pupils get off to a good start and they make sound progress in acquiring the basic skills in using a computer.

122. The pupils work well together. They are prepared to share ideas and support each other in their learning. They look after the equipment and when they have the opportunity they enjoy using the computer in the classrooms. They work well without direct supervision if required and sustain their interest and concentration on the task set for them.

123. There is a good scheme of work that ensures a progressive education as pupils move from year to year. Currently some elements of the National Curriculum are missing or not yet covered in sufficient depth. This is particularly significant at Key Stage 2. This includes using e-mail, exploring simulations, collecting and presenting information in graphs, spreadsheet modelling, and controlling and monitoring and making multi-media presentations. This limits the overall standards pupils can achieve in this subject. This subject contributes to developing the pupils' abilities to learn independently when they search for information on multi-media databases. At present the Internet is not widely used. ICT is used very effectively to help pupils to work creatively, particularly when using a paint and draw application. Pupils with special educational needs also benefit from using applications to help them develop their skills in literacy and numeracy.

124. Pupils' work is now to be assessed to national curriculum levels of attainment. The forms and methods to monitor the progress of individual pupils are in place. Currently the lack of accurate feedback reduces the effectiveness of the programme of learning. The subject is co-ordinated to a good standard by a knowledgeable and experienced leader.

MUSIC

125. At the time of the last inspection standards, progress and teaching were all were judged to be average. There are good improvements; standards and progress are now good and the teaching is very good.

126. Pupils' attainment is better than that expected of pupils of the same age. This is a good improvement on the previous inspection. The new music co-ordinator has only been in post for three weeks but already she is making a considerable impact on raising standards further. Every class is taught by the co-ordinator, with the class teacher in attendance. Music has a high profile, with regular singing in assemblies and recorded music being played when pupils enter and leave the assembly hall. Pupils have many opportunities to further their interest and skills in clubs including recorders, drums, guitar, opera and choir.

127. Pupils in both key stages sing songs from memory and quickly learn new songs, rounds and rhymes. They sing with a pleasant tone and follow rhythmic patterns confidently whether using clapping, striking body parts or percussion instruments. The youngest pupils listen carefully to instructions and when the teacher sings or plays a tune. They follow a conductor's signs carefully and know the difference between loud and soft. Older Key Stage 1 pupils are also very aware of dynamics and play instruments loudly or softly when required. All pupils are very responsive to songs with movements, such as "Toe, knee, chest, nut," and perform them with great enthusiasm and accuracy. The common untuned and tuned instruments are recognised and named by the majority of pupils and the whole school is quickly learning the names of new instruments, such the " guiro and wood blocks." All pupils compose simple rhythmic pieces or patterns, using untuned and tuned instruments. They are very imaginative and responsive to the suggestions of the teacher who conducts them skilfully as they improvise so that certain instruments play together, producing a very pleasant sound. Pupils are beginning to have very good experiences of conducting the class.

128. There is a very good response from pupils in music lessons because they are exciting, challenging and very enjoyable. The pace of lessons is very brisk so that pupils learn quickly, as was seen for example when pupils learned to sing a song in two parts with accompanying movements within minutes of the start of the lesson. In a very short time the pupils have learned how to handle instruments properly and how to behave according to the very high standards set by the teacher. This means that lesson time is devoted to working, without wasting time on pupil-management. As a result, pupils make good progress in developing and refining several skills in the one lesson. They collaborate willingly and skilfully in groups when performing or composing and co-operate extremely well with the conductor, whether teacher or pupil. Pupils who attend clubs are very keen and listen well to the various teachers and try hard to follow their instructions or provide their own ideas when required.

129. The standard of teaching by the co-ordinator is of a very high standard. An attractive singing voice is used well when teaching songs and instructions are always given very clearly. At the beginning of a lesson the pupils are immediately swept up in an enthusiastic series of songs, actions and rhymes carefully planned to help all pupils to improve their skills while thoroughly enjoying themselves. An excellent knowledge of the subject ensures that pupils are learning appropriately, through practical work, the skills of performing and composing. The pupils' knowledge, skills and understanding are being developed through performing, composing and appraising throughout each lesson. Pupils are taught well in the drums, choir, opera and recorder groups by teachers who set out to challenge pupils to improve their skills, and at the same time to ensure pupils enjoy an interesting and enjoyable lesson.

130. The music curriculum is enhanced throughout the year by many opportunities for the pupils to further their skills by attending concerts, singing and playing at festivals, and even performing at the London Dome. Musicians visit the school and workshops enable pupils to practise and develop a range of skills. An interesting collaboration with the Royal Opera House education staff has been organised by the co-ordinator, giving the pupils in the club a chance to compose, write and perform an opera. This wide range of musical opportunities help pupils, not only to increase their knowledge, skills and understanding, but also to develop an appreciation of music, offering the opportunity to enhance their lives beyond school. The subject makes a very good contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

131. The last inspection report identified weaknesses in teaching and in pupils' attainment and progress at both key stages. There have been good improvements since that time. The emphasis given to the subject and the extra curricular events offered have been extended and there has been a particular improvement in the provision of swimming lessons, which are now taken by pupils in Years 4, 5 and 6. Teaching is now good enabling pupils to make good progress in lessons and standards meet national expectations. The curriculum covers the full range of activities.
132. Pupils understand the advantages of warming-up and cooling down sessions in each lesson, which all teachers include in their planning. Year 2 pupils for example, explain very clearly how vigorous exercise is good for the muscles, the most important one being the heart. In Year 1 pupils are beginning to develop their games skills, throwing beanbags with some accuracy. Some catch with confidence. Year 3 pupils' football dribbling skills are as yet fairly limited but are improving. They collaborate well with partners and use space in the playground sensibly. Pupils who attend the football after-school club show good progress in their control and passing skills, following helpful coaching. In a lesson in Year 2 pupils produce a variety of imaginative jumps, skips and hops both on the floor and on the apparatus. They are able to repeat and explore the movements in order to produce interesting sequences. Pupils in Year 3 show increasing co-ordination and control when creating sequences of jumping, balancing and rolling using mats. They can comment helpfully on the work of others and suggest ways to improve. This is not the case in all lessons as pupils are not always asked to evaluate their own and others' work. There is no significant difference between the performance of girls and boys. The principles of safety are observed meticulously when pupils move apparatus.
133. Only one swimming lesson in Year 4 was observed during the inspection. Pupils listen very carefully to the instructor and follow instructions sensibly. They show increasing confidence when walking in the water and splashing at the side of the pool. It was not possible to see any dance lessons during the inspection, apart from an after school club because of timetabling arrangements. However, a suitable temporary scheme of work is in place. Pupils who attend the dance club show a very good sense of rhythm when producing a variety of appropriate movements to match the beat.
134. Pupils' behaviour is very good in the majority of lessons, with teachers having established the ground rules early in the term. Pupils listen carefully to instructions and try hard to improve through practice, particularly when following a helpful demonstration by another pupil. Collaborative skills are good, whether working in pairs or groups and especially when pupils work together to move apparatus. Pupils willingly help with moving equipment and giving out and collecting up resources. Pupils share the apparatus well and show good co-operation when taking turns.
135. 135 The overall quality of teaching is good with four out of every five lessons being judged either good or very good and no lessons found to be unsatisfactory. Pupils are taught sensible rules of behaviour, especially when moving around the hall or playground and when carrying apparatus. Teachers' plans show clear learning objectives based firmly on the guidance which will eventually form the scheme of work. Their subject knowledge and understanding is improving as they become accustomed to using the school's planning system. Teachers challenge the pupils and encourage them to apply themselves fully to the activities. Imaginative and good quality work is praised and used well in demonstrations to illustrate good standards to the class. This form of assessment is thus used for the benefit of all pupils. The football and swimming coaching is of a good standard.
136. As well as extra-curricular coaching of skills, competitive games of football, cricket, athletics and swimming are arranged by the teachers to help pupils to develop self-confidence, teamwork and an awareness of the wider community. This is in spite of the lack of a playing field. The school has two good-sized halls and a flat playground for physical education lessons which are very useful resources.

RELIGIOUS EDUCATION

137. Standards in religious education at both key stages are broadly average in terms of pupils' knowledge and understanding. However, pupils' ability to express this in written form is weaker than their ability to express themselves orally. Pupils of all abilities make sound progress in knowledge and understanding of the religions studied. In a lesson on Judaism in Year 1, for example, pupils understood the significance of special foods and were able to demonstrate by selecting appropriate foods for meals. In a lesson in Year 6 pupils showed understanding of why people practise a religion and the importance of religious symbols. In a lesson in Year 2 pupils were able to apply what they had learned from watching a video when they recorded in writing simple statements about Islam.
138. Teaching in religious education is good and teachers show their high expectations in using subject-specific language. Through discussion and explanation they help pupils to understand something of the religious experience. By providing tasks aimed at different levels of attainment teachers ensure that all pupils have access to the curriculum, and they also draw well on pupils' own experience. Teachers and pupils show respect when discussing religions and in assemblies. In one assembly for pupils in Key Stage 2, pupils presented their work on religion to this wider audience and were listened to with respect and interest. Support staff work well with class teachers in helping pupils with additional needs to take part as fully as they can.
139. The co-ordinator for religious education has had this responsibility for only a year and has already done well to produce a detailed scheme of work, which is based on the Locally Agreed Syllabus. This detailed planning has helped all teachers to provide effectively for their pupils and allows the school to gain an overview of how pupils will make progress in religious education as they move up the school. Further work on developing criteria for assessing pupils' progress is now necessary so as to ensure that pupils' progress in the key strands is identified and linked to pupils' learning as they move from year to year. In addition, there is a need in religious education to build more explicitly pupils' oral competence and the opportunity to extend pupils' ability to write at length in clear, well-expressed language. Religious education and assemblies make a good contribution to pupils' moral, spiritual and cultural development.