

INSPECTION REPORT

PECKHAM PARK PRIMARY SCHOOL

London SE15

LEA area: Southwark

Unique reference number: 130917

Headteacher: Ms J Moore

Reporting inspector: Miss M A Warner
OFSTED No: 17288

Dates of inspection: 21st – 24th May 2001

Inspection number: 230596

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Friary Road
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Appropriate authority: The governing body

Name of chair of governors: Ms A Corbett

Date of previous inspection: 9th – 13th June 1997

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9499	P Daruwala	Lay inspector		Pupils' attitudes, values and personal development. The school's care of pupils. The school's partnership with parents. Accommodation.
14732	E Korn	Team inspector	Mathematics. Information and communication technology. Foundation stage.	
3242	M Newman	Team inspector	Science. Art. Design and technology. Equal opportunities.	Assessment.
30075	M Duggan	Team inspector	English. Physical education.	Leadership and management.
20877	D Pink	Team inspector	Geography. History. Special educational needs	
28069	D Mylroi	Team inspector	Music.	Curriculum and other opportunities.
18107	H Jenner	Team inspector	Religious education.	
3258	D Bain	Team inspector	English as an additional language.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Peckham Park Primary School is situated off the Old Kent Road in the London Borough of Southwark. The school had been recently re-organised at the time of the last inspection in 1997. There was an interim headteacher for one term before the present headteacher took up the appointment at Easter 2000. The school is much bigger than most other primary schools nationally with a roll of 516, including 24 part-time and 12 full-time places in the nursery. Fifty-five per cent of pupils are eligible for free school meals, which is well above the national average. Twenty-nine per cent of pupils have been identified as having special educational needs, which is above the national average. The percentage of pupils who have a formal statement of need, 1.7 per cent, is broadly in line with the national average. The number of pupils with English as an additional language, fifty per cent, is very high. Thirty-seven per cent of pupils are from African heritage, twenty-eight per cent are from African-Caribbean heritage and twenty-three per cent are from white United Kingdom heritage. There are small numbers of pupils from six other ethnic backgrounds. Nine per cent of pupils are refugees. There is some mobility of pupils, with eight per cent of pupils arriving and fourteen per cent leaving during last year. The present children's attainment on entry to the nursery was below average but standards vary from year to year and have been lower.

HOW GOOD THE SCHOOL IS

Peckham Park Primary is an improving school, which has developed considerably over the last year. The school had gone through a period of low staff moral with very high staff turnover. The new headteacher took up her post at Easter 2000 and has made many effective changes in a short time. These changes have yet to have an impact on standards. Whilst the pupils' attainment on entry is low and they achieved low standards in last year's national tests, pupils are making good progress in relation to their prior attainment. The quality of teaching is sound and pupils' have good attitudes and behaviour. The leadership and management in the school is very good. Taking all these factors into account and the average spending per pupil, the school giving satisfactory value for money.

What the school does well

- There is purposeful leadership and management of the school by the committed headteacher and her key staff, which give clear direction and focus for development.
- There is a confident governing body, which provides good strategic leadership.
- Teaching is good in the foundation stage and in Key Stage 1.* Learning is very good in the foundation stage and good in Key Stage 1. Pupils have very positive attitudes to learning throughout the school.
- Standards in music are above average. The brass band achieves standards well above what would be expected in a primary school.
- There are very good procedures in place to promote good behaviour and ensure pupils' welfare.
- Provision for pupils' moral development is very good.
- Provision for pupils with special educational needs is good.
- There are good links with parents and the local community. Artists, musicians and painters visit the school to offer support and the school takes part in a range of activities organised by the local community.

*The nursery and reception classes are now called 'The foundation stage'.

What could be improved

- Standards of work in English, mathematics, science, design and technology, information and communication technology, geography and history in both key stages.
- The level of attainment of more able pupils.
- The implementation of assessment systems in Key Stages 1 and 2.
- The co-ordination of science, design and technology and the foundation stage.
- The level of pupils' attendance and their punctuality.
- The staffing allocation of time for pupils with English as an additional language.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997, a year after the amalgamation of an infant and junior school on the same site. Since then the school has been through a time of low staff morale and considerable staff turnover, affecting pupils' behaviour and the standards attained, which went down but are now rising. Parents report that there has been a substantial improvement in pupils' behaviour and their attitudes to learning since the appointment of the present headteacher. There is a sense of a shared commitment to improvement and a very possible capacity to succeed. However, this has not yet had time to make an impact on standards.

Specific improvements have been in: the provision for pupils with special educational needs; the quality of pupils' learning; pupils' behaviour; the introduction of a few extra-curricular activities; the introduction of central records showing pupils' progress; the role of subject co-ordinators.

STANDARDS

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

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

- The school's performance has been in the lowest five per cent of schools nationally in all three core subjects for the last three years at the end of Key Stage 2.
- Similar results were attained at the end of Key Stage 1, although in 1998 and 1999 standards, still well below average in reading, were not in the lowest five per cent nor were they in writing in 1998.
- In Key Stage 1, the trend in English results over the four years indicates that pupils' performance in reading and writing has been downwards, falling from below to well below the national average. Since 1997 the trend in Key Stage 2 has been static with standards always very low or well below average.
- In mathematics, attainment has remained relatively constant at this low level for the last three years. Standards are starting to rise, due to the impact of the National Numeracy Strategy. In particular the achievement of the less able pupils has improved due to the frequent repetition and support they receive.
- The school set targets, for the end of Key Stage 2 in 2000, which they achieved in English but not in mathematics.
- Strengths in subjects are in: art (in line with expectations) and music (above expectations)
- Weaknesses in subjects are in: English, mathematics and information and communication technology in both key stages and science, design and technology, geography, history and religious education in Key Stage 2.
- Overall, pupils achieve very well in the foundation stage but their achievement is unsatisfactory in Key Stages 1 and 2. The level of attainment of more able pupils is below that of which they are capable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. These positive attitudes to learning cascade through the school, as the majority of pupils are well motivated and hard working. They show capacity to concentrate, persevere and seek help where necessary.
Behaviour, in and out of classrooms	Good. Pupils are set high expectations about their behaviour and consequently, behaviour of pupils in lessons and on the playgrounds has shown a marked improvement since the last inspection. Pupils, on the whole, are polite and courteous.
Personal development and relationships	Good. Friendship and harmony pervades through the school. Good working relationships are established in early years of pupils' schooling, as they learn to co-operate with one another and take turns. Pupils, in general, respect one another, their feelings and beliefs.
Attendance	Unsatisfactory. Despite the continued efforts of the school and the local education authority, the level of attendance is unsatisfactory. A significant minority of pupils arrive late, impeding a purposeful start to the school day. When pupils arrive late, they do not necessarily show a sense of urgency to settle down quickly in the classroom.

TEACHING AND LEARNING

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

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

The quality of teaching is excellent in 4 per cent, very good or better in 21 per cent, good or better in 53 per cent and satisfactory or better in 95 per cent of lessons. It was unsatisfactory in 5 per cent of lessons.

- The teaching of English and of literacy skills and mathematics and numeracy skills is satisfactory.
- Teachers in the nursery and reception classes have a very clear understanding of the expectations of the new foundation stage curriculum. In Key Stage 1, the main strengths in teaching are in the teaching of English and the basic skills, mathematics, music and physical education. Teaching methods are particularly effective in both the foundation stage and Key Stage 1. The management of pupils is good across the school. In Key Stage 2, teachers' main strengths are in English, history and physical education. Homework is set well but those who do not complete it need to be better followed up. Overall, the overriding strength in teaching is that teachers make learning fun; this holds pupils' interest and concentration well.
- There is inadequate teaching of pupils with English as an additional language. The school meets the needs of pupils with special educational needs well. The needs of higher attainers are not fully met.
- Weaknesses in teaching are: lack of subject knowledge by some teachers in science, design and technology, information and communication technology and in teaching English as an additional language; teachers' limited knowledge of assessment and levels of attainment; over-long expositions at the start of lessons and the lack of pace in some lessons.
- The quality of pupils' learning, overall, is good and is very good in the foundation stage and satisfactory in Key Stage 2. The main strengths of pupils' learning are in the receptiveness of children in the nursery both to class teaching and independent learning; and in pupils' interest in lessons and good concentration across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, however it is not meeting statutory requirements in some subjects. Despite the fact that there are still some weaknesses in the curriculum, this represents improvement since the last inspection and the school has identified appropriate strategies for making good the areas, which are currently unsatisfactory.
Provision for pupils with special educational needs	The teaching of pupils with special educational needs is very good. Small group teaching is focused, directive and involving. Targets are regularly set for pupils so that they can judge the improvements that they make.
Provision for pupils with English as an additional language	Unsatisfactory. Pupils' progress is more limited than it should be. When given appropriate support, many pupils with limited English are making good progress and achieving high standards. Provision for these pupils is a priority on next year's school development plan.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The head's vision to develop pupils' sense of being on a journey is an underlying theme to this aspect of the curriculum. Very good provision for moral development and good provision for spiritual, social and cultural development. The personal, health and social education programme promotes pupils' confidence and self-esteem.
How well the school cares for its pupils	The school provides a safe, secure and purposeful environment for learning. It cares for its pupils, nurturing their different needs and providing appropriate care with positive support and guidance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported well by all other staff, provides very good leadership for the school. She is committed, purposeful, gives clear direction and focuses the attention of staff and governors on the implementation of procedures to improve the school's educational provision further and to raise standards. The senior management team carries out its duties conscientiously and effectively.
How well the governors fulfil their responsibilities	Governors are clear about their own responsibilities. They are committed fully to school improvement and consider themselves an integral part of school life. This is a confident governing body, with all relevant committees in place, which provides good strategic leadership. However, a number of vacancies still exist. It fulfils its statutory duties.
The school's evaluation of its performance	The majority of governors are involved keenly in discussion about targets for the school improvement plan and know the importance of analysing data and results to evaluate the school's performance, especially in relation to pupils' achievements. Through an effective process of review and monitoring, senior staff and governors become aware of the school's strengths and weaknesses.
The strategic use of resources	Day-to-day financial control and management of the school are good. There is clear direction from the headteacher, who works closely with a very efficient administrator and two school secretaries. The governing body is involved appropriately in the school's financial planning affairs through reports, relevant discussions at the end of its meetings and through the work of its very focused finance committee. Financial planning is good.

- The school has sufficient teachers to teach the National Curriculum and religious education. However, some subjects lack specialist teachers, for example, science. The school employs a good number of classroom assistants. All support staff work well to give pupils in their care, help and guidance. Resources for most subjects including library books are sound, the exception being information and communication technology which is unsatisfactory at present but a computer suite is planned for September and sixteen multi-media computers have already been purchased.
- The quality of accommodation is good and is generally well used. The school has two playgrounds, but has no grassed surface. The shelter in the playground is in need of maintenance and decoration and there is a separate building which is at present unused but for which there are development plans. The governing body and the school council are to review the improvements to the playgrounds and the relocation of the school library, which is not used so well at present. Since the last inspection the foundation stage has all been accommodated in one building, with all the classrooms opening off a large hall. All classrooms have direct access to the playground. The nursery make good use of their outside area, but this is too small to meet fully the demands of the curriculum.
- The school employs best value principles based on comparison, challenge, consultation and competition.

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. (96%) • The school expects their children to work hard and achieve their best. (96%) • Parents feel comfortable about approaching the school with questions or a problem. (94%) • The school is helping their child to become mature and responsible. (93%) • Parents are kept well informed about their children's progress. Children are making good progress. (92%) (PM) • Teaching is good. (92%) 	<ul style="list-style-type: none"> • The amount of homework their children receive. (16%) Should not be only at weekends (PM) • The range of interesting activities outside lessons. (15%) • Behaviour. (8%) • Standards could be better in Y4 especially in handwriting. (PM) • There could be more structured play in the playground. (PQ) <p>PQ = responses on parents' questionnaires. PM = comments at the pre-inspection parents' meeting.</p>

Inspectors mainly agree with the positive views of parents. There is evidence that some pupils complete a good amount of homework: there was no evidence to confirm that there is any follow-up of those who do not complete it. With the recent changes in staff and many teachers being newly qualified or temporary, the school finds it difficult to encourage teachers to take on further responsibilities after school. Pupils are set high expectations about their behaviour and consequently, behaviour of pupils in lessons and on the playgrounds has shown a marked improvement since the last inspection. Pupils, on the whole, are polite and courteous. Standards in Years 3, 4 and 6 are lower than in other years. The school has plans in place to improve the playground facilities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with below average attainment in all six areas of learning. Teachers have good relationships with the children, understand their needs and are able to teach the basic skills very well. They surround children with a stimulating environment, which develops the children's early literacy and numeracy skills well. Staff present the curriculum in an exciting manner. As a result, the children become keen to learn and consequently make good progress. This progress starts in the nursery, and learning is consolidated and extended in the reception year. As a result, the majority of pupils reach statutory school age achieving the Early Learning Goals of all six areas of development and learning that comprise the foundation stage curriculum.
2. Standards should be seen in the context of the school, where fifty per cent of pupils have English as an additional language. The school has also recently been through a time of low staff morale with excessive staff mobility. A new headteacher was appointed at Easter 2000 and has made many effective changes in a short time. Staffing is now more secure and pupils are beginning to achieve well. These changes, however, have not yet had time to have an impact on overall standards.
3. Standards in reading and writing, in the National Curriculum tests at the end of Key Stage 1 in 2000, were very low when compared to the national average. They were well below those of similar schools. On the basis of teacher assessment, speaking and listening were also very poor. One in eight pupils gained the higher level 3. No pupil reached this level in writing. Inspection findings show an improving picture in both key stages but especially in the early part of Key Stage 1 where the recent introduction of a more rigorous management system is having the most positive impact so far. Evidence indicates that standards at the end of Key Stage 1 in reading and writing are well below the national average and are below for speaking and listening.
4. At the end of Key Stage 2, in the National Curriculum test in English in 2000, forty-one per cent of pupils reached the expected level 4 or above, which was very low compared with the national average and was well below similar schools. Inspection evidence at the end of Key Stage 2, indicates that attainment is well below the national average. This judgement differs from that of the last inspection, which reported standards close to national averages at the end of both key stages. Contributing factors to these results include a very high percentage of pupils with special educational needs and for whom English is an additional language. This, coupled with an unusually high rate of staff mobility, now resolved, compounded the issue further.
5. Literacy is being developed effectively throughout the school. Pupils' skills are being improved constantly, for example listening to and carrying out instructions in physical education, in writing up science investigations and explaining about their experiences at the outdoor Arethusa Leisure Centre in Kent. The benefit of regular literacy support in all classes is beginning to pay dividends.

6. The trend in English results over the four years indicates that pupils' performance in reading and writing has been downwards, falling from below to well below the national average. Since 1997 the trend in Key Stage 2 has been static with standards always very low or well below average. Since 1997 there has been a significant change in the proportion in the school for whom English is an additional language. Borough figures show this rising from 8 per cent in 1997/8 to 33 per cent in 1999/2000. Figures from the school, show an even greater rise in the current year to 59 per cent, with about a fifth of pupils at an early stage of learning English, stages 1 or 2, and another fifth at stage 3.
7. In mathematics, pupils' attainment at the end of both Key Stage 1 and 2 in July 2000, was well below the national average. Attainment has remained relatively constant at this low level for the last three years. This represents a considerable decline from the attainment found in 1997, at the time of the previous inspection. In this year the school made significant improvements and standards rose to be in line with national averages at the end of Key Stage 1, and just below the national average at the end of Key Stage 2. The school did not maintain this improvement and attainment dropped to its former 1996 levels in 1998.
8. The inspection findings are that attainment in mathematics, overall, is below the national average. In particular the number of higher-attaining pupils at the end of both key stages is below the national average. Standards are starting to rise, due to the impact of the National Numeracy Strategy. In particular the achievement of the less able pupils has improved due to the frequent repetition and support they receive from their class teachers. Pupils capable of higher achievement frequently do not make sufficient progress, because the planning and delivery of lessons does not take sufficient account of their learning needs. Little use is made of computers to develop mathematical skills.
9. During the last four year period boys, have outperformed girls slightly in English. In mathematics, girls achieve better than boys particularly at the end of Key Stage 1, because many of the pupils on the special needs register are boys.
10. In science, teacher assessments show that pupils' attainment at the end of Key Stage 1 in 2000, was in the lowest five per cent of schools nationally. Standards of attainment in Year 6 tests reached a low point in 2000, when the school's results were well below national averages even in comparable schools. Attainment in written work was unsatisfactory at the end of Key Stage 1 and poor at the end of Key Stage 2. However, there were signs of improvement in that standards in Year 1 and Year 5 were higher and met national expectations. Similarly, oral standards in Year 6 were sound, for example when pupils answered questions on balanced forces, friction and gravity. Overall, attainment during the inspection in Key Stage 1, was sound and in Key Stage 2 was below, but not well below, national expectations. Achievement, overall, was below expectations as a direct result of literacy problems. This did not prevent pupils conveying knowledge and understanding about science through speech but affected the standards of their written work. There are some signs of improvement in standards, which might be expected to show up in national tests next year, when sat by the current Year 5.

11. By the end of Key Stage 2, standards in music are above national expectations and standards in brass playing are well above those expected in primary schools. Standards in art and design are in line with national expectations at the end of both key stages and attainment in religious education is satisfactory overall. In geography, history and physical education standards are in line with expectations at the end of Key Stage 1 but below at the end of Key Stage 2. Design and technology standards are in line with national expectations at the end of Key Stage 1 but well below at the end of Key Stage 2. In information and communication technology they are below expectations at the end of Key Stage 1 and well below at the end of Key Stage 2. This, however, is likely to improve with the setting up of an information and communication technology suite in September.
12. Pupils with English as an additional language are achieving varying standards. It is clear from lesson observations that, when given appropriate support, many pupils with limited English are making good progress and achieving high standards but, overall, because provision is unsatisfactory, progress is more limited than it should be.
13. Standards achieved by pupils with special educational needs are appropriate to those identified in the individual educational plans. Pupils achieve well because very good teaching and well-trained support assistants support them very well. Pupils at all stages of special needs make good progress in writing and mathematics. This is an improvement since the last inspection. Pupils with specific needs identified on statements receive their entitlement. This is also an improvement since the last inspection.

Pupils' attitudes, values and personal development

14. The standards of behaviour and courtesy are given a high priority in the school. They are well understood and sensible procedures exist for ensuring that these approved codes of conduct are maintained through the school. The behaviour of pupils in lessons is generally good. Relationships between pupils and teachers and amongst the pupils themselves are warm and friendly. Staff and pupils treat each other with mutual respect and trust. Calm and harmony are the striking features of the school. These features contribute much to the improved standards in learning. Movement around the school is quiet and orderly. Pupils, in general, are polite and keen to help visitors to the school.
15. In response to the questionnaire and in their contribution to the meeting, most parents were positive about this aspect. The inspection findings confirm this view. Pupils' positive attitudes, good behaviour and very good relationships make a very positive contribution to the ethos of the school and to the way pupils learn.
16. Pupils, in general, are able to concentrate on lessons and pay attention to instructions from the class teacher. These positive attitudes to learning are consistently good throughout the school, as the majority of pupils are well motivated and hard working. They show a capacity to concentrate, persevere and seek help where necessary.
17. From the beginning, pupils are set high expectations about their behaviour, and consequently, behaviour of pupils in lessons and on the playgrounds has shown a marked improvement since the last inspection. Pupils, on the whole, are polite and courteous and their behaviour in assemblies is equally good. Since last May, there have been no permanent exclusions and also a considerable reduction in fixed term

exclusions. No incidents of unacceptable behaviour or bullying were observed during the period of inspection. No pupil has been excluded from the school in recent months.

18. Friendship and harmony pervades through the school. Good working relationships are established in the early years of pupils' schooling as they learn to co-operate with one another and take turns. Pupils, in general, respect one another, respect the feelings and beliefs that are promoted through discussion of moral issues in circle time. Pupils, in general, are aware of one another's social, cultural and religious differences. These differences are accepted and pupils are valued for the contribution they make to the school community. A distinct sense of purpose and friendship unites the whole school.
19. Pupils are willing to take initiative, such as raising money for charity. For example pupils raised some £500 for Red Nose day organised by the BBC on 16 March 2001. They are also keen to help in classrooms and on the playgrounds. For instance, each class has an agreed schedule for classroom monitors. Play Activity Leaders (Playground Pals) befriend their peers in Key Stage 1 classes and organise games for them during the lunch hour. Two pupils from each year group represent their peers on the School Council, which provide a forum for raising issues that are noted and acted upon by the school. Representatives of the School Council and the working party of governors and parents were responsible for choosing the current smart school uniform, which is worn by almost all the pupils each day.
20. Despite the continued efforts of the school and the local education authority, the level of attendance at 92.7 per cent is unsatisfactory. Poor rate of attendance coupled with a lack of punctuality shown by a significant minority of pupils is one of the key issues arising from the current school inspection. There has been slow but steady improvement in the rate of attendance, but the improvement is inconsistent and patchy. Most pupils, who arrive in school on time each morning, generate a positive effect on learning by ensuring a smooth start to the day. However, a significant minority of pupils arrives late and impedes a purposeful start to the school day. When pupils arrive late, they do not necessarily show a sense of urgency to settle down quickly in the classroom.
21. The attitudes and personal development of pupils with special educational needs is good. Pupils are well supported by learning assistants, who try to involve those pupils fully in the life of the school. Pupils who are supported generally behave well in lessons and develop positive attitudes because of this integration with the rest of the pupils in a class.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is excellent in 4 per cent, very good or better in 21 per cent, good or better in 53 per cent and satisfactory or better in 95 per cent of lessons. It was unsatisfactory in 5 per cent of lessons.
23. Teaching in the foundation stage is good in three-quarters of lessons and very good or excellent in forty-four per cent of lessons. Parental views and previous records are taken into account when establishing pupil records, but there is no formalised system for recording this information. Nursery records are good with detailed observations of the pupils. Assessment and recording procedures between the nursery and reception years are not yet standardised.

24. The co-ordinator and most staff are temporary appointments. Despite this the co-ordinator has established joint planning between the nursery and the reception teachers, in order to develop cohesion and continuity throughout the foundation stage. This has had a positive effect on developing good relationships and a consistency of approach. One member of staff is receiving considerable necessary support from the LEA as she makes the transition from secondary to early years teaching. The co-ordinator has attended an extended training course and this has provided her with the vision and skills to lead the department. Planning is matched to the new foundation curriculum and is being developed into a good system. There is a clear focus towards developing the Early Learning Goals through a wide range of experiences. This planning is not yet completed and will require long-term commitment to establish fully the intended two yearly cycle.
25. In English, overall, teaching is satisfactory, with 55 per cent of lessons being good or better. It is good in Key Stage 1 where two out of three lessons are good, and satisfactory in Key Stage 2. Only one lesson was less than satisfactory. All teachers implement the literacy hour effectively. Key skills are taught well and this makes a major contribution to pupils' achievement in relation to their prior knowledge and understanding. Teachers usually make the most of spontaneous opportunities to develop language from pupils' own interests. Teachers systematically introduce pupils to a wide range of writing. Appropriate strategies for reading are promoted.
26. In mathematics, teaching is good overall for the younger pupils up to seven and satisfactory for the older pupils up to eleven. All teachers have a satisfactory or better understanding of the subject and have planned and implemented the three elements of the National Numeracy Strategy well into their daily teaching. The structure of lessons is consistently applied across the school. Pupils are made very aware of the learning objectives at the start of the lesson. There is an appropriate emphasis on number, algebra and mental calculations and the basic skills are taught well. Teachers generally have good questioning skills and encourage their pupils to use specific mathematical vocabulary. Marking is generally supportive with positive comments. In some classes marking indicates to pupils their achievement and whether they have met the learning objective of the lesson. This helps pupils to evaluate their own learning. Characteristics of the very good teaching are good pace, opportunities for exploration and appropriately challenging activities for all ability groups. In many other lessons the work is over directed, however.
27. In science, all teaching in Key Stage 1 was at least sound and in one case very good. Some unsatisfactory teaching in Key Stage 2 was related to lack of specific subject knowledge, for example Key Stage 1 teachers who did not realise that fruits were the product of flowering plants and confusion between magnetism and gravity in the juniors. This problem is related to the number of new and unqualified teachers and raises the need for further training. But overall, teaching was sound and management of pupils was good. Planning in both key stages was firmly grounded in a national science scheme and learning objectives were well communicated to pupils both in lessons and in the marking of most teachers. This led to learning that was well directed to national curriculum science and included the development of investigative skills.

28. Teachers in the nursery and reception classes have a very clear understanding of the expectations of the new foundation stage curriculum. In Key Stage 1, the main strengths in teaching are in the teaching of English and the basic skills, mathematics, music and physical education. Teaching methods are particularly effective in both the foundation stage and Key Stage 1. The management of pupils is good across the school. In Key Stage 2, teachers' main strengths are in English, history and physical education, although this has not yet made an impact on standards as many of the teachers are relatively new. Whilst the teaching of English and literacy is strong overall there is room for improvement in the specific teaching of English as an additional language. Homework is set well but those who do not complete it need to be better followed up. Overall, the overriding strength in teaching is that teachers make learning fun and this holds pupils' interest and concentration well.
29. Weaknesses in teaching are: lack of subject knowledge by some teachers in science and design and technology; the teaching of specific skills in information and communication technology; teaching English as an additional language, limited knowledge of assessment and levels of attainment and teachers' over-long expositions at the start of some lessons and the lack of pace in others. There is some unsatisfactory teaching in Key Stage 2.
30. The quality of pupils' learning, overall, is good and is very good in the foundation stage and satisfactory in Key Stage 2. The main strengths of pupils' learning are in the receptiveness of children in the nursery to class teaching and in pupils' interest in lessons and their good concentration across the school.
31. Currently, almost all support for pupils with English as an additional language is provided currently on an in-class basis. Whilst it is crucial that children are integrated fully into their classes and learn English alongside their peers, current practice is an inefficient use of a very limited specialist resource.
32. The teaching of pupils with special educational needs is very good. Small group teaching is focused, directive and involving. Pupils learn by changing activities to motivate them and to keep their interest. Teachers use a very good range of resources to stimulate the pupils. Pupils are well supported in most lessons by effective learning assistants, who help pupils to integrate into a class and so work with their peers. Individual education plans are well used to identify pupils, needs and then to highlight ways in which those pupils can improve. Targets are regularly set for pupils so that they can judge the improvements that they make.
33. There is inadequate teaching of pupils with English as an additional language and the needs of higher-attainers are not always fully met.

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

34. The quality and range of learning opportunities offered by the school are satisfactory. However, it is not meeting statutory requirements in that swimming is not taught at the moment (due to no fault of the school) and some aspects of information and communication technology, art, religious education and design and technology are unsatisfactory. The curriculum offered to children in the Foundation Stage is satisfactory and meets all statutory requirements. Despite the fact that there are still some weaknesses in the curriculum, this represents improvement since the last

inspection. The school has identified appropriate strategies for making good the areas which are currently unsatisfactory.

35. The school has adopted the National Literacy Strategy for teaching English and the National Numeracy Strategy for teaching mathematics. A nationally recognised scheme of work is being used in other subjects. Planning for English and mathematics is good as all teachers use a common format which identifies work to be covered by different ability groups and the learning objectives for each lesson. Planning in all other subjects is satisfactory. However, teachers' plans do not yet incorporate details of how pupils' work will be assessed and how the assessment will be used in future planning. Teachers plan together in year groups and discuss their work on a regular basis, which results in the plans they produce supporting their teaching. The governor who takes a special interest in the curriculum offers good support to the headteacher and other members of staff. She understands her role well and is effective.
36. Skills in English and mathematics are developed satisfactorily in other subjects. There is appropriate provision for sex education and other aspects of personal, social and health education including the dangers of drug misuse.
37. Pupils with special educational needs have full access to the curriculum. Effective support assistants support them in this. The organisation of the classroom by the teachers also helps to bring pupils together. The school makes use of a local voluntary organisation to enhance support and skill training for designated pupils. This organisation also complements the school provision for identifying pupils' needs, especially those with dyslexia. A home school worker supports pupils with low self esteem and who have difficulties in making friendships. Those with behavioural difficulties are supported by a behaviour support worker and a counsellor. Pupils from a nearby special school are well received when they visit for individual lessons.
38. The school takes considerable trouble to ensure that the curriculum offered to the pupils is enriched by providing a variety of extra activities. Pupils attend educational visits ranging from visits to the Horniman Museum to a visit to the Millennium Dome. Field trips take place to Hastings, the Surrey Docks Farm and the Livesey Museum. The number of after-school activities offered is limited. However, those which do exist are offered voluntarily by members of staff and range from football, to Spanish and a Brass Band. Attendance at these activities is offered on a first come first served basis and therefore numbers attending are necessarily also limited. A residential visit is organised to the Arethusa Adventure Centre, for Year 6 pupils. Overall, the provision for extra-curricular activities is good.
39. The school has an inclusive atmosphere. The headteacher and staff are good role models and the children respond with good behaviour and attitudes to learning. The school values the heritage of the different cultures by a range of activities and visits and classroom work such as the study of black scientists. The effective music provision develops the outlook of the children and was reflected in a high level of participation in assemblies. Pupils with special education needs are well integrated and provided for. This improvement has not had time to bear fruit in pupil achievement and although the attainment of the major ethnic groups is more or less the same, it is too low for all of them and there are still differences in the attainment of boys and girls (as there were in 1997). Overall the school approach to equal opportunities is sound and likely to improve.

40. The school has developed good links with the local community. Artists, musicians and painters visit the school to offer support in teaching pupils skills and knowledge in their areas of expertise. The school takes part in a range of activities organised by the local community including Best of Peckham initiatives which have included a singing workshop, an arts project, learning circus skills and composing music for performing. The school also takes part in the Home Office "On Track" project which is designed to prevent crime.
41. The school is in the process of developing its links with other schools and educational organisations. It is part of a local education action zone and is developing, together with other schools, a scheme for ensuring the transfer process between Year 6 and Year 7 is a positive experience for the pupils. It is also developing its relationships with local nursery schools: the children from which are invited into school and the children from reception class also visit the nursery schools. This area of the school's work is satisfactory and developing.
42. The school makes suitable provision for pupils' personal, health, social education (PHSE) and for citizenship education. They are good. Provision for pupils' spiritual, social and cultural develop is good and for their moral development is very good. The school fulfils the requirements for a daily act of collective worship. It provides pupils' with opportunities to contribute in assemblies through singing hymns. The head's vision to develop pupils' sense of being on a journey is an underlying theme to this aspect of the curriculum. There is a planned programme that includes sex education for pupils in Year 6, health education, raising awareness of the misuse of drugs, relationships and citizenship. A programme to which all pupils have weekly access is planned well and is effective. The PHSE programme aims to promote pupils' self-awareness and confidence and to raise their self-esteem. Visitors, including the school nurse, representatives from the local church and the police are invited to the school. They talk to pupils about their role in creating a positive and supportive local community. Pupils are encouraged to take responsibility. They do this well, helping with administrative tasks, preparing resources for lessons and assemblies and acting as members of the school council. They are also developing their understanding of living in a community by donating to charities. Pupils learn to keep a record of achievements, which includes awards and certificates. They record, for example, their pride in their outstanding achievements and their plan for the next academic year.
43. Pupils' cultural heritage is valued, with teachers and pupils sharing their own experiences and a visit from the Jamaican High Commission, accompanied by someone from the Jamaican tourist board, being a high spot in the development of the school. The High Commissioner's visit was much appreciated and further developed pupils' and parents' feeling of being valued. His message, "Work hard, achieve well and reach your goal" and "There is always room at the top!" has been a source of inspiration to the school. The school also celebrated a "Black History Week" in which pupils learned dances from Africa, heard rhythms of Africa on African drums and sang songs in Yoruba. They also made collages of "People we look up" to and cooked Asian and Jamaican foods. They performed choral speaking based on Martin Luther King's "I have a dream" speech, voiced their own dreams and wrote poems about, for example, sugar cane. The school is now preparing for a local display of cultural diversity in a "Best of Peckham" exhibition. Traditional London dances and songs would be good to see alongside the multi-cultural ones, already learned.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides a safe, secure and purposeful environment for learning. It cares for its pupils by nurturing their different needs and by providing appropriate care with positive support and guidance. The school encourages purposeful teaching and learning by being 'Open'. It is willing to listen to and value what teachers, parents, pupils and others have to say in support of the school community as a whole. The head teacher and her deputy are responsible for implementing the child protection procedures. The school has adopted child protection and safety requirements of the local education authority, and implements them successfully.
45. Good procedures are in place to ensure that pupils' needs are met and that they are well supported on a day-to-day basis. The calm, harmonious and purposeful atmosphere enables pupils to make full use of the learning opportunities available to them. The school ethos instils trust, friendship and harmony amongst each and every member of the school community, including teachers and their pupils. There is a good rapport amongst the pupils themselves. The positive ethos is supported effectively by the implementation of the school's positive behaviour policy. The school has established a comprehensive behaviour policy, which has resulted in a marked improvement in pupils' behaviour in lessons and on playgrounds.
46. The school has re-established the school council with a detailed constitution and clear expectations. Two pupils from each class are nominated by their peers to serve on the school council, and the deputy head teacher is responsible for monitoring its activities. Pupils are awarded certificates and their names are mentioned in 'Achievement Book' for exemplary work and good behaviour in lessons or on playgrounds. To this end, the school holds an 'Achievement Assembly' (mixed year groups) on Fridays. Lunchtime supervisors can also nominate pupils for such an award.
47. The monitoring of the behaviour policy is carried out efficiently to maintain standards. Appropriate records are kept. Procedures for following up unsatisfactory behaviour are meticulously applied. Pupils who are likely to be excluded from the school because of their unacceptable behaviour or poor attendance and punctuality receive extra support from a visiting home-school support worker sponsored by East London Schools Fund. At present, there are some 12 such pupils. The school is associated with Peckham mini Education Action Zone since September 2000, which envisages to develop two programmes aimed at parents; 'Helping your child with reading' and a lending library of story books and tapes for pupils in nursery and in reception year. It is also involved with the Home Office initiative for preventing crime called the 'On Track' programme. More than half the teaching staff has been trained in the 'cognitive enrichment advantage programme' so far. As a result of the school's involvement in the project, a speech and language therapist visits the school once a week.
48. Appropriate sanctions are imposed in the case of unacceptable behaviour. Pupils are rewarded for good attendance as well as for exemplary efforts and good work. Considerable importance is attached to the equality of opportunity, and to preparing pupils to be good citizens of the future, by showing them the importance of individual and collective responsibility. There are appropriate procedures to deal swiftly with bullying.

49. The deputy headteacher monitors attendance and punctuality regularly and has established good links with the education welfare and attendance officer. The attendance rate at the school in the 1999/2000 academic year was well below the national average. During the same period, the rate of unauthorised absence was above the national norm. There has been a slight, marginal improvement in attendance figures, but the improvement is not consistent through the whole school. The school's guidelines and procedures for marking attendance are carried out meticulously by class teachers.
50. The school is successful in promoting the well-being of the pupils. It has established a comprehensive sex education and drug awareness programme, enabling pupils to acquire a sound knowledge and understanding of a healthy lifestyle. Pupils in each year group have weekly lesson on personal, health and social education. Topics such as health education, relationships, citizenship and the environment are considered and fully discussed by the pupils in their classrooms. The school provides a lunchtime homework club as a very useful facility for all Key Stage 1 pupils.
51. A range of visits to places of interest enriches the curriculum. Some 94 pupils visited the Millennium Dome on 20 September 2000. A number of visitors also contribute to the school curriculum, for example, two volunteers from the Caribbean Volunteer Readers Project are working with Year 2 pupils from November 2000. A visiting theatre group worked with pupils in Year 6 on drug awareness. Jacob Ross, writer in Residence, conducted classes to develop poetry writing, to be published as a poetry anthology. All these activities have a positive impact on pupils' learning and enjoyment.
52. The school provides the necessary facilities for 'After school Activities' which are organised by Southwark After School Service. Many pupils attend as a matter of necessity, because constructive activities, such as musical sessions, art and craft, roller-skating, etc. are available to them. In this way, pupils have the opportunity to extend their knowledge by practising the skills they have developed in classrooms. For instance, they can work on ideas introduced during music lessons.
53. The deputy headteacher, a governor and the site supervisor carry out the annual risk assessment based on the local education authority guidelines. The school has sufficient teachers and support staff, who are trained to administer first aid to pupils. First aid boxes are located at strategic points throughout the school buildings.
54. The identification and monitoring of pupils with special educational needs is very good. Pupils are identified early in their school lives through discussion between the special needs co-ordinator and class teacher. Pupils are reviewed regularly and taken off the register when appropriate. Pupils with more specific special needs are assessed by involving agencies outside of school so that pupils can obtain their full entitlement.
55. The school has become a fully 'educationally inclusive' school, providing due care and support to all its pupils. Pupils with special educational needs and English as additional language receive additional support in lessons and are fully integrated in the school community, although the amount of support given is insufficient to raise standards.

56. Nursery records are good with detailed observations of the pupils. Assessment and recording procedures between the nursery and reception years are not yet standardised. Reception records are less detailed, do not cover the full curriculum and do not provide sufficient support and information to facilitate a smooth transition to Key Stage 1. Neither system shows the achievement and progress of children as they travel along the 'stepping stones' of the foundation curriculum towards the Early Learning Goals.
57. Assessments to establish a baseline are undertaken when children start their reception education. This year the school has rightly linked with the LEA, in order to receive some comparative data. These assessments are repeated at the end of the reception year in order to measure progress, and at this stage to identify pupils with special educational needs. Insufficient use is made of the entry assessment as a trigger for special needs provision or for language support, particularly for children whose home language is not English. Consequently these children are not given additional help nor are their specific needs planned for.
58. Procedures for assessing attainment and progress are sound. Marking is generally thorough and positive. A new school policy on marking to highlight the achievement of learning objectives is being implemented and is already having a positive effect on learning. Most, but not all teachers are following the procedures.
59. Central records are good for the core subjects. The data include ethnic and English as an additional language targets. They allow prediction and tracking of pupils' performance and the legal requirement to produce targets for individual pupils is being met. School policy on the use of assessment data to guide planning is good and some teachers are using it effectively, for example to revisit or extend learning objectives in maths for pupils who need it. However, plans for assessment in the foundation subjects are at an early stage and need to be implemented as soon as possible.
60. Teachers are following the policy of communicating learning objectives to pupils and in some cases pupils use that knowledge to make their own self-assessment of learning, thus developing confidence.
61. School policies on marking, assessment, targeting and monitoring of achievement are very recent (since September 2000). The policies and the central recording system mark a dramatic improvement on what went before but they are not yet fully implemented. They need to be extended to the foundation subjects and used fully by all teachers. Overall, assessment is only sound at this stage but it is heading in the right direction.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The school has become successful in establishing a strong, positive and tangible partnership with parents since the appointment of the new head teacher in May 2000. Parents at the pre-inspection meeting and in their responses to the questionnaire have expressed a high level of satisfaction about the head teacher's perceptive leadership in raising the expectations and achievements of all pupils attending the school. Parents are also pleased about a marked improvement in pupils' behaviour in and around the school.

63. Induction arrangements into the nursery and the reception classes are satisfactory. Children and their parents have opportunities to visit, but practitioners from the school do not visit children at their home although they do visit their feeder institutions. Parental views and previous records are taken into account when establishing pupil records, but there is no formalised system for recording this information.
64. Parents feel welcome in the school. They are encouraged to play an important and valuable role in supporting their children's learning at home. This initiative from parents has a positive impact on pupils' progress. The home-school agreement is well established and is endorsed by over 90 per cent of the parents. Formal and informal consultations are available to parents at regular intervals, enabling parents to discuss their children's progress and development in the school. The school provides clear information by way of curriculum map to parents on what is taught in different year groups. Each term, parents also receive details about the curriculum topics to be covered in their children's class. Each pupil is provided with a parent and class teacher contact diary (Reading Journal). It enables parents to make comments or observations about their child learning at home. Pupils in Years 5 and 6 are provided with a homework diary.
65. The school prospectus is a concise and comprehensive document. It emphasises the school has a community, where teaching and non-teaching staff, governors, parents and pupils, in collaboration with the local education authority and the local community work in partnership to enable pupils to achieve their highest potential. The prospectus provides a good insight of school life, policies, as well as a brief account of curricular provision and various extra-curricular activities on offer to pupils in the school. Annual reports to parents provide information about pupils' academic progress, their attitudes to learning and their social development. These reports are being developed further this term to include 5 targets for each pupil to aim for at the start of the new academic year. The core subjects of English and mathematics are generally dealt with in some detail but not necessarily in science. Overall, there is insufficient explanation in other subjects such as art and design and technology, about what pupils know, understand and can do, so that parents are not clear about their children's strengths and weaknesses and the progress they are making.
66. The governing body needs to review the information provided to parents in their annual report, in order to ensure that all statutory requirements are met.
67. The partnership between the school and parents of special needs pupils is satisfactory. They are invited to the annual review of statements of special needs.
68. The school encourages a regular and effective communication with parents. For example, a well-illustrated newsletter is sent to parents 2/3 a term. At the pre-inspection meeting, parents indicated that they would like to receive newsletters more than once a term so that they can remember the forthcoming events, meeting, etc. although the school does send out reminders. Parents evenings are held in October, April and July to discuss pupils, attainment and progress. Parents are aware that the school encourages their help in classrooms and around the school, but are generally unable to spare time for this because of other commitments.
69. The school is working hard to involve parents in the life of the school community and in their children's learning. It is disappointing to the head teacher to observe that a considerable cohort of parents do not actively support their children with their

homework nor attend parents' evenings nor other events organised by the school. A small but persistent group of parents do not adhere to the parents' code of conduct.

70. A small, dedicated group of parents assist the school in organising the summer fete. The introduction of a Parent/Teachers' Association has been delayed with the unexpected departure of a parent, who was willing to assume responsibility for running the organisation.
71. The London Borough of Southwark publishes a booklet explaining the transfer of pupils from the primary to secondary phase in school education. This booklet is sent to all parents with children in Year 6 in the autumn term. The school holds a meeting for these parents and the deputy headteacher supports parents who may need help with form filling or writing letters. These pupils are given the opportunity to meet their new teachers from the secondary schools during one day in the summer term. Year 6 pupils also spend a day in their new classes, making the smooth transition to the secondary school at the start of the next academic year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

72. The headteacher, supported well by all other staff, provides very good leadership for the school. Since her appointment a year ago, she has quickly gained the confidence of governors, staff, pupils and parents. She is committed, purposeful, gives clear direction and focuses the attention of staff and governors on the implementation of procedures to improve the school's educational provision further and to raise standards. Through an effective process of review and monitoring, senior staff and governors become aware of the school's strengths and weaknesses. This has provided the framework for writing the school improvement plan, the priorities and foci of which provide a good basis for educational development during the next three years. The plan reflects clearly the aims and philosophy of the school. Consequently a calm, positive atmosphere is generated, where a close working partnership is the norm. This makes an effective contribution to teaching and learning and above all to pupils' achievement in relation to prior knowledge and understanding.
73. All qualified staff have been delegated some degree of responsibility for different aspects of the school's work. This includes curriculum and phase teams. The senior management team carries out its duties conscientiously and effectively. Together its members have developed a shared culture of success to which all other staff and governors are fully committed. Subject co-ordinators monitor teachers' plans and evaluate pupils' work effectively. This is an improvement since the last inspection when subject co-ordination was not so secure. However, the headteacher is at present responsible for the co-ordination of three subjects, partly due to the number of newly qualified and temporary teachers on the staff. The headteacher and local education authority advisors monitor teaching and learning in literacy and numeracy, offering verbal and written reports back to teachers. This aspect of monitoring is still being developed to include more subjects and involve co-ordinators in the observation of classroom practice.
74. Governors are clear about their own responsibilities and those related to the headteacher. The majority is involved keenly in discussion about targets for the school improvement plan and know the importance of analysing data and results to evaluate the school's performance, especially in relation to pupils' achievements. They are committed fully to school improvement and consider themselves an integral part of school life. Some governors meet frequently with staff, such as those with

responsibility for literacy or special educational needs. For example, the curriculum teams write a report on the progress of their areas of responsibility, which is presented to the full governing body. The chair of governors is in almost daily communication with the headteacher. She is well aware of the strengths of the school and the areas for further development. She sits on most committees and attends all school functions. This is a confident governing body, with all relevant committees in place, which provides good strategic leadership. However, a number of vacancies still exist. It fulfils its statutory duties.

75. The school is housed in two detached buildings, separated by a short distance. The school occupies adequate accommodation in these buildings. One building is used exclusively for the nursery and three reception classes, and its hall serves the dual purpose for both school assemblies and dining. Classes from Year 1 to 6, as well as the school and headteacher's office are in the main building. The staff work hard to improve the environment with a range of lively displays along corridors and these add considerably to the school's welcoming ethos and as a means of reflecting the good quality, cross-curricular work which the pupils are capable of producing.
76. The quality of accommodation is good and is generally well used. Indoors the accommodation in classes is light and spacious. There is a good range of specialist facilities, such as a large music room in an entirely separate building, a library and a hall in each building. The school has ratified the issues raised in the previous inspection report. The school has two playgrounds, but has no grassed surface. The school's governing body and the school council are to review the improvements to the playgrounds and the relocation of the school library, which is not used so well at present.
77. Since the last inspection the foundation stage has all been accommodated in one building, with all the classrooms opening off a large hall. All classrooms have direct access to the playground. The nursery make good use of their outside area, but this is too small to meet fully the demands of the curriculum. More use could be made of the hall, particularly for physical development, and this would benefit both the year groups.
78. The co-ordinator and most staff in the foundation stage are temporary appointments. Despite this the co-ordinator has established joint planning between the nursery and the reception teachers, in order to develop cohesion and continuity throughout the foundation stage. This has had a positive effect on developing good relationships and a consistency of approach. One member of staff is receiving considerable necessary support from the LEA as she makes the transition from secondary to early years teaching. The co-ordinator has attended an extended training course and this has provided her with the vision and skills to lead the department. Planning is matched to the new foundation curriculum and is being developed into a good system. There is a clear focus towards developing the Early Learning Goals through a wide range of experiences. This planning is not yet completed and will require long-term commitment to establish fully the intended two yearly cycle.
79. Nearly all staff possess negotiated job descriptions which are based on functions, role and tasks, and are linked to raising standards. An effective performance management system helps staff in achieving the school's aspirations as expressed in its statement of aims. Individual professional development is discussed and sufficient opportunities are provided for appropriate in-service training to support any emerging needs.

80. Good procedures are in place to introduce new staff to school procedures through meetings with the headteacher and other senior staff. The deputy headteacher has responsibility for mentoring newly qualified teachers who receive a high level of support during their first year of teaching. This process is effective in establishing new staff as competent members of the team from an early age.
81. The school has sufficient teachers to teach the National Curriculum and religious education. However, some subjects lack specialist teachers, for example, science. Apart from the support staff designated for pupils who have special educational needs or for whom English is an additional language, the school employs a good number of classroom assistants. All support staff work well to give pupils in their care help and guidance. They increase their expertise by availing themselves of relevant in-service training. In line with school priorities, teachers attend appropriate training to extend their skills further. The school site manager, the cook, cleaning staff and lunch-time supervisors make a valuable and valued contribution.
82. In recent years, around three-quarters of children in the school have been of ethnic minority backgrounds. At the time of the last language survey, Yoruba was the most common home language spoken by 90 pupils, but 77 spoke other African languages, 33 Asian languages and 41 other European languages. Since the survey, numbers have increased. Included in these figures, currently, are 18 asylum seekers and 61 children of refugee status. Provision in the school has not kept pace with this change. There is currently only 0.5 of a teacher, the Ethnic Minority Achievement Grant (EMAG) co-ordinator, which is to be increased to full time next year. There is also 0.7 of a support assistant, augmented by half an additional assistant in the autumn term, whose brief is wider and includes some support to those from ethnic minorities for whom English is their first language.
83. With this small provision of additional support, the school has sensibly looked to integrate provision alongside other initiatives such as accelerated literacy support, in order that children in all years are receiving some additional support to their class teacher. Thus, this year, the co-ordinator has concentrated on Year 6 pupils and the assistant on Year 5. This has been reviewed and it is intended to target younger pupils next year. There is considerable variation in the number of children at an early stage of learning English. Currently, it is high in Years 1 and 2 with 28 and 21 respectively, but low in Years 4 and 6 with 5 in each. There are few at early stages in the nursery. The headteacher has recognised the importance of addressing provision for these pupils on a whole school basis and has it as a priority in next year's development plan. All staff have already had one training session aimed at improving their support to English language learners in their teaching.
84. Management of the provision for pupils with English as an additional language is improving. Good statistical evidence is being kept. The co-ordinator supports class teachers, where appropriate, in assessing language stages. She has provided good training for language assistants, but needs to provide this training to all support assistants. The school is improving its resources to reflect the multi-ethnic nature of the school. This has included the provision of some dual language texts. Whilst this is sensible for some ethnic groups, parents in other point out quite correctly that they do not read in their home language and are keen that the emphasis is on learning to speak, read and write in English, while speaking their first language at home.

85. The management of the special needs support in the school is very good. There are very good systems for monitoring pupils and this has improved since the last inspection. Learning support assistants are effective, well trained and receive positive and useful support from the school. The pattern of regular meetings between the special needs co-ordinator and support assistants means that pupils' needs are discussed and monitored regularly. Teachers are given good support in writing plans for pupils and good links are maintained with a nearby special school.
86. Resources for most subjects, including library books are sound, the exception being information and communication technology which is unsatisfactory, but plans are in place for a well-equipped computer suite from next September. Subject co-ordinators make new purchases in line with the priorities of the school improvement plan.
87. Day-to-day financial control and management of the school are good. There is clear direction from the headteacher, who works closely with a very efficient administrator and two school secretaries. The governing body is involved appropriately in the school's financial planning affairs through reports, relevant discussions at the end of its meetings and through the work of its very focused finance committee. Financial planning is good. Special funding is allocated appropriately for the needs of pupils and to support in-service training for staff. Funding for pupils with special educational needs is used to provide good support. Provision for pupils for whom English is an additional language is unsatisfactory. The school makes good use of computerised systems to monitor financial and other data. Effective systems are in place for the handling, recording and auditing of all incoming and outgoing monies. The latest local education authority audit recommendations are being implemented. The school employs best value principles based on comparison, challenge, consultation and competition.
88. Whilst the pupils' attainment on entry is low and they achieved low standards in last year's national tests, pupils are making good progress in relation to their prior attainment. The quality of teaching is sound and pupils' have good attitudes and behaviour. The leadership and management in the school is very good. Taking all these factors into account and the average spending per pupil, the school giving satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

89. In order to continue the improvements at the school and raise standards, the headteacher, governors and staff should:

1. Raise standards of work in English, mathematics, science and information and communication technology in both key stages and in design and technology, geography and history in Key Stage 2.
(Paragraphs 3-11, 99-101, 112-116, 121-122, 139, 129, 131, 135.)

By:

- Extending the implementation of assessment systems in Key Stages 1 and 2.
(Paragraphs 29, 35, 57, 59, 60, 61, 111, 118, 119, 127, 134, 137, 138, 147, 163.)
 - Appointing specialist co-ordinators for science and design and technology.
(Paragraphs 73, 125, 130)
 - Reviewing systems in order to improve pupils' level of attendance and punctuality.
(Paragraphs 20, 47-49)
2. Raise the attainment of the more able pupils.
(Paragraphs 3, 8, 33, 99, 105, 113, 115, 116, 118, 138.)
 3. Appoint a co-ordinator for the foundation stage, in order to improve the co-ordination, with particular reference to standardising record keeping and monitoring systems.
(Paragraphs 23, 56, 59, 78, 114.)

The headteacher, governors and staff should also consider the following:

4. Increase the staffing for pupils with English as an additional language, in order to ensure that good progress is made by these pupils.
(Paragraphs 12, 31, 33, 84, 166, 167.)
5. Improve the provision of outdoor facilities for the foundation stage.
(Paragraphs 77, 97.)
6. Provide swimming in Key Stage 2.
(Paragraphs 34, 152, 157)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	115
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	18	32	41	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	492
Number of full-time pupils known to be eligible for free school meals		280

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	130

English as an additional language	No of pupils
Number of pupils with English as an additional language	255

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	74

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.2

Unauthorised absence	%
School data	1.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	34	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	8	14
	Girls	22	21	28
	Total	33	29	42
Percentage of pupils at NC level 2 or above	School	55 (63)	48 (59)	70 (69)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	9
	Girls	21	25	22
	Total	30	37	31
Percentage of pupils at NC level 2 or above	School	50 (57)	62 (75)	52 (57)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	28	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	10	14
	Girls	10	3	12
	Total	25	13	26
Percentage of pupils at NC level 4 or above	School	41 (43)	21 (34)	43 (54)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	11	4
	Girls	3	3	2
	Total	9	14	6
Percentage of pupils at NC level 4 or above	School	17 (38)	29 (40)	11 (54)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	115
Black – African heritage	153
Black – other	2
Indian	4
Pakistani	0
Bangladeshi	4
Chinese	4
White	116
Any other minority ethnic group	19

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	2	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	23
Number of pupils per qualified teacher	27
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	24
Total aggregate hours worked per week	305

Qualified teachers and support staff: nursery

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

Total number of education support staff	1
Total aggregate hours worked per week	45

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1259662
Total expenditure	1275917
Expenditure per pupil	2522
Balance brought forward from previous year	34865
Balance carried forward to next year	18610

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	516
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	4	1	0
My child is making good progress in school.	50	42	4	1	3
Behaviour in the school is good.	38	46	8	0	8
My child gets the right amount of work to do at home.	35	44	9	7	3
The teaching is good.	50	42	4	1	3
I am kept well informed about how my child is getting on.	49	43	5	0	3
I would feel comfortable about approaching the school with questions or a problem.	58	36	3	0	2
The school expects my child to work hard and achieve his or her best.	58	38	4	0	0
The school works closely with parents.	37	52	3	2	7
The school is well led and managed.	41	48	3	0	8
The school is helping my child become mature and responsible.	44	49	2	0	4
The school provides an interesting range of activities outside lessons.	25	38	10	5	21

Other issues raised by parents

- Standards could be better in Y4 especially in handwriting. (Parents' Meeting)
Inspection evidence finds that standards in Years 3, 4 and 6 are lower than in other years.
- There could be more structured play in the playground.
The school has plans in place to improve the playground facilities.

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

90. There are currently thirty-six children in the nursery and seventy-five children in the reception year, taught in three reception classes. Twelve children aged four attend the nursery full time. Younger children attend half -day sessions, twelve in the morning and a further twelve in the afternoon. Children transfer to the reception year before their fifth birthday; older children start at the beginning of the academic year in September, and children whose birthday falls after March enter in January. At this time the third reception class is established. All the nursery children transfer to the reception classes. Other children come from a range of differing pre-school experiences. About fifty per cent of children have English as an additional language.

Personal, social and emotional development

91. Children in the nursery and the reception classes trust their teachers and feel secure, and through this they are developing confidence and a good self image. This is developed through the courteous attitude of teaching staff and the good relationship they develop with all the children. Nursery and reception teachers constantly interact with children, reinforcing rules and social behaviour, successfully developing children's confidence and independence. When in discussion with children, teachers give them time to express their thoughts and to complete activities, thereby developing concentration and confidence to communicate. Activities are made fun and children from the nursery onwards are keen to learn and are able to sit still and remain attentive. All teachers give the children the opportunity to make choices through selecting activities, while providing a supportive structure, knowing that children are fully aware of what is expected.
92. Most activities are arranged so that children participate as part of a group. These are of all sizes, ranging from children in pairs working at table tasks or on the computer, to being part of the whole foundation stage at assembly. In this way children are taught to communicate and work with others, taking turns and working co-operatively. Through good teaching, nursery children have learned to accommodate each other well in the very small outside play area as they ride trikes, throw bean-bags and push dolls prams, respecting the needs of others. In the reception year, children are able to sit and take turns, for example when selecting musical instruments, and have the self control and social skills to wait before participating together, as part of the whole class.

Communication, language and literacy

93. Children enter the nursery with below expected levels of communication skills for children of this age. In the nursery, spoken language and communication skills are very well taught and children make very good progress. This is sustained and by the time they leave the reception year most children are attaining the Early Learning Goals. Through constant talking and questioning, teachers encourage children to communicate, to express their ideas and needs and to talk about relevant things. At the time of the inspection almost all the children were very confident, giving each other instructions, and asking each other questions. They are able to describe what they are doing, and one four-year-old was able to describe the glue picture she had made as "soft and sticky." In the reception year children listen with sustained

concentration. They can discuss and sequence events but they are less able to use language to discuss feelings and to imagine and recreate roles. During the inspection children rarely role played in the 'travel agent' and teachers did not sufficiently involve the children, encouraging them through their own participation to explore further this aspect of language.

94. Children enter the reception year from the nursery, familiar with books and the direction of print and most can use picture cues to retell a story. By the time of the inspection they, including those with special educational needs and English as an additional language, have made appropriate progress. The most able children are reading at level 1 of the National Curriculum, reading books with enjoyment and are able to identify aspects of the structure of the book, such as its humour. Younger and less able children identify many books, naming the story from the front cover. They recognise many words and have the confidence to tell the story, using picture cues confidently. Teachers understand how young children learn to read. They focus on one book for a week, developing children's secure knowledge through a range of activities so that all the children observed had a familiarity with the rhythm, pattern and sequencing of the story and could remember and retell it. Phonic skills are well taught and children use this knowledge when writing independently, forming the majority of their letters accurately and with good control. Children are taught to scan lists of words and to identify them through their initial sounds. All children read some key words. Teachers encourage children to look at a range of print, such as finding Kenya on a map when observing and discussing objects from that country, or when choosing an emotion for their writing from a poster.

Mathematical development

95. Teachers have a good knowledge of how to develop mathematical understanding, particularly of numeracy. They use counting rhymes well in the nursery for sequencing numbers and in the reception year for developing an understanding of addition and subtraction. Group activities are well focused and planned to the children's differing ability levels and all tasks are made bright and lively. In one lesson seen, one group were making the five little ducks, using bright yellow dough, and putting them to swim in the ocean, as their table cover was a map of the world. Other children used interlocking elephants as counters as they rolled a dice and exchanged elephants accordingly. This involved counting on and backwards with numbers up to twenty. The class teacher skilfully extended this, once the activity was mastered by the group, showing and helping them to record their actions as a subtraction sum. In the plenary session the class teacher showed all the class a large foam subtraction sign. Children are given opportunities to explore capacity as they work with water and sand. They learn positional vocabulary. At the time of the inspection this was related to their book of the week, 'We're Going On A Bear Hunt.' Nursery children had an outdoor simple route to follow and the reception children moved their hands to describe words such as under or over. At other times children used large construction toys to build towers in units of ten. However, they do not have sufficient opportunities to extend their learning by solving problems based upon familiar events or to work in large spaces, for example when building their towers.

Knowledge and understanding of the world

96. Teachers provide children with many opportunities to extend their knowledge of the world and the activities that staff plan are varied and stimulating. Teaching is good and children achieve the early learning goals for this aspect of their learning. In some aspects, such as when observing materials in water, attainment of some children exceeds the Early Learning Goals. Children are encouraged to investigate and observe patterns and change in a range of contexts. Nursery children plant sunflower seeds, water them and observe their growth. Reception children are helped to observe and record objects that sink or float, and to discuss the materials the objects are made from. Later they are given opportunity to make boats and to test them, to see if they float. Teachers provide a wide range of construction toys in the nursery and children play mainly on their own making large windmills and wheels. In both classes children are helped to develop appropriate skills using simple tools when they paint, cut and apply glue. Staff provide good opportunities to develop pupils' skills when using information and communication technology and in both year groups many children use the computer confidently. In the nursery the higher-achievers are able to create a picture and then to print their work. Reception children know how to type their name in order to access a program, to operate simple programs and to close the computer down. They have experienced a range of programs including one to draw maps of where they live. Reception children operate tape recorders, controlling the volume independently, using headphones to listen to stories and music.

Physical development

97. The determined efforts of the nursery staff to use the small outdoor playground to best effect give the children opportunity to cycle and run which they do successfully. They enjoying throwing bean bags to a classroom assistant and are able to control the direction of their throw, but are not helped to develop accuracy, such as by throwing into a hoop. In the reception year, children have regular but restricted use of the school's gymnastic equipment in the school hall. At these times they show a satisfactory ability to climb and balance and have an awareness of space. However, in both year groups, opportunities for physical activity of this sort are restricted. Children's ability to use a pencil are good and by the time they leave the reception year most children have good control when applying colour or forming letters.

Creative development

98. Children achieve the Early Learning Goals through the wide and varied range of activities teachers provide. Nursery children have many opportunities to observe and experiment with paint such as when swirling it into glue or applying it on a printing block. Teachers encourage them to explore sequins and other collage materials and to make selections for their work. Older children in reception classes discuss African prints on fabrics and then make their own batik patterns using wax relief. They experiment with musical instruments and as part of a class can clap and beat in rhythm. Children use miniature toys such as zoo animals with some imagination, but their capacity for imaginative role play is not well developed. Teachers provide opportunities for role and imaginative play, such as in the form of a travel agents and an exciting bears' cave, but children rarely use these resources in role play or imaginatively. Staff should participate more actively to provide a role model in these activities, in order to more fully develop this aspect of the children's creativity.

ENGLISH

99. The percentage of pupils reaching level 2 or above for reading and writing in the Key Stage 1 2000 National Curriculum tests was very low when compared to the national average. In comparison with schools in the same context it was well below. On the basis of teacher assessment, speaking and listening were also very poor. One in eight pupils gained the higher level 3 but none reached this level in writing. The trend for the four years 1997 to 2000 indicates that pupils' performance in reading and writing has been downwards, falling from below to well below the national average. At the end of Key Stage 2 4 per cent of pupils reached level 4 or above in the 2000 National Curriculum tests, which was very low in comparison to the national average and well below for similar schools. Since 1997 the trend has been static with standards always very low or well below. During this period boys have outperformed girls slightly.
100. Inspection findings confirm an improving picture in both key stages but especially in the early part of Key Stage 1 where the recent introduction of a more rigorous management system is having the most positive impact so far. Evidence, which includes an analysis of pupils' past and present work, lesson observations and discussions with pupils, indicates that standards at the end of Key Stage 1 in reading and writing are well below the national average and below for speaking and listening. At the end of Key Stage 2 indications point to attainment being well below the national average. This judgement differs from that of the last inspection, which reported standards close to national averages at the end of both key stages. Contributing factors to these results include a very high percentage of pupils with special educational needs and for whom English is an additional language. This coupled with an unusually high rate of staff mobility, now resolved, compounded the issue further.
101. The school is determined to raise standards and has set challenging but realistic targets for each year group. Therefore, considering their low level of attainment on entry to school, their achievement is sound overall as a result of good teaching. A thorough analysis of strengths and weaknesses in teaching and learning has enabled the school to target appropriate resources and training. A good start has been made on improving the quality of pupils' creative and explanatory writing by helping them to broaden the range of expressive vocabulary and use of techniques which engage the reader. The school's implementation of the National Literacy Strategy has been effective in most classes, bringing added vigour to teaching and learning. It has raised teachers' expectations, increased the pace of lessons and the rate of pupils' learning.
102. Pupils, including those with special educational needs, make good progress as they advance through Key Stage 1. The learning of pupils for whom English is an additional language is sound overall. By the age of seven, higher-attaining pupils, for example, demonstrate good listening skills when responding quickly to questions about 'Wayne's Box'. Average, attainers explain their work satisfactorily, give reasons why there are school rules and describe a favourite character in 'Tiny Tich'. Lower-attaining pupils are less articulate and require constant prompting to express opinions. The majority can retell stories and take part in imaginative play. For example, in a Year 2 assembly pupils dramatised 'the Great Fire of London', using appropriate language and role play to highlight the main events and characters. Throughout the key stage pupils listen attentively to the teachers and to each other,

and a minority explain their ideas confidently, especially at the beginning and end of lessons.

103. In Key Stage 2 standards in speaking and listening are unsatisfactory overall. By the age of 11 the majority of pupils are attentive and many are eager to contribute to classroom discussions. Higher and average-attaining pupils will venture opinions about texts which they are studying. Such an example was noted in a Year 4 class discussing the characteristics of Anasi, using evidence from the text. In debating situations most pupils pay close attention to their peers, challenge an opposing view politely by picking up on points made earlier and expand on these ideas. This was exemplified well during a Year 6 discussion on non-chronological report writing. In some early classes pupils' listening skills are not so finely tuned. These pupils are usually eager to contribute their ideas but the rule about signalling their intention to speak is not always firmly established and pupils do not listen consistently well to each other.
104. Reading is strongly promoted within the school. All pupils are supported well by a sound system for encouraging reading at home. By the end of Key Stage 1 pupils read a selection of literature, and higher-attainers express coherently their opinions about stories which they have read. The majority uses a range of strategies when reading independently, such as knowledge of letter sounds, prediction and the context of the story. Most pupils are enthusiastic about books and particularly enjoy reading simple narratives, such as 'Little Red Hen' or 'The Three Bears'. Pupils with special educational needs read regularly with an adult. They are developing confidence and self-esteem, and benefit greatly from the 'Springboard' programme. This was particularly noticeable in a Year 2 lesson during a guided reading session. The Accelerated Reading programme is also having a positive impact with the majority of pupils reaching their set targets on time.
105. By the age of 11, higher-attaining pupils read fluently, using expression which reflects the meaning of the text. Overall standards are well below average. All use their knowledge of letter sounds and blends to tackle unfamiliar words. Whilst higher-attaining pupils derive meaning from textual clues, many average and lower-attainers find this difficult. During lessons many pupils use dictionaries and thesauri well to enhance vocabulary skills and improve word power. A minority at this age understands how increasing vocabulary adds to the enjoyment of reading and writing. This was evident during a reading session with a group of Year 6 pupils, some of whom were studying Anne Fine's books. They read a range of literature which includes modern poets such as Allan Ahlberg and classical works which include 'The Canterville Ghost' by Oscar Wilde and works by Walter de la Mare. Some pupils select challenging books such as Berlie Doherty's 'Street Child' for independent reading. They benefit from group reading sessions during the literacy hour, and higher attainers discuss plot and characterisation knowledgeably. Most pupils can locate information and find books they need in the library or other book areas. However, the majority of pupils' higher order research skills are still underdeveloped.
106. By the end of Key Stage 1 pupils are beginning to write in different forms, such as recipes for menus, lists of clothes they wear, weekend news and accounts of stories and poems. Year 1 write descriptions about walking around their local area and recount the story of Mr Gumpy. Higher-attaining pupils use some imaginative language when adding and sequencing sentences to a given story. The focused and systematic teaching of literacy is evident in examples of extended writing, for instance in history, geography, science and religious education. However, many pupils' writing skills are still well below those expected of this age, but they are improving. Spelling skills are being developed systematically and are also getting better. Although pupils' work is often neat and well-formed, many do not use consistent script in their

everyday writing. By the end of the key stage punctuation is becoming more accurate and words are often chosen carefully, especially by higher attainers.

107. In Key Stage 2 pupils write for a range of purposes and readers, for example persuasive letters to the local shops about providing bins for litter, play-scripts, poems, biographies and newspaper reports, as well as descriptive and creative stories. Pupils in Years 3 and 4 understand the use of tenses, adjectives and synonyms. The skills of dialogue and paragraphing are developed steadily in Years 5 and 6. Pupils have the opportunity to improve their work by drafting, editing, proof-reading and then presenting the final form, which is an improvement since the last inspection. The quality of creative work is unsatisfactory overall, but with strengths, especially in Year 5 classes, which reflect a good depth of reading experience. For example, pupils in one Year 5 class studying figurative language in 'The Clown's Wife' identified accurately such phrases as 'the world on his shoulders'. In their creative fantasy writing, higher-attaining pupils in Year 4 distinguish between figurative and literal language by using terms such as 'the sun melted away' and 'the curtains flew in the breeze'. Pupils in Year 6 studying poems and limericks identify rhyming couplets and use imaginative vocabulary in their story about 'I met a crocodile'. In Year 6, higher-attaining pupils use setting, plot and characterisation effectively in story-writing which retain the reader's interest. The techniques of metaphor, simile and alliteration are also employed appropriately. Pupils learn banks of words to spell correctly and a significant minority have developed hand-writing in a cursive, flowing style.
108. Literacy is being developed effectively throughout the school. Pupils' skills are being improved constantly, for example listening to and carrying out instructions in physical education, in writing up science investigations and explaining about their experiences at the outdoor Arethusa Leisure Centre in Kent. The benefit of regular literacy support in all classes is now beginning to pay dividends.
109. Pupils' attitudes are good, and this, combined with effective teaching, ensures that learning in both key stages is good overall. This includes pupils who have special educational needs. Pupils are generally well motivated, enthusiastic and eager to learn. Such examples were noted in a Year 1 lesson modelling stories on 'Wayne's Box' and a Year 2 special educational needs group learning to read and spell words such as 'may', 'rain' and 'pay'. Nearly all enjoy the activities and work well individually, in pairs or in groups. They sustain interest in what they are doing and most pupils take pride in their work. Resources are handled with care and the higher-attaining pupils, especially in upper Key Stage 2, develop the capacity for personal study, as was observed in a Year 5 lesson on writing non-chronological reports. In nearly all lessons pupils are well behaved and courteous, relating very well to adults and their peers.
110. Overall teaching is satisfactory, with 55 per cent of lessons being good or better. It is good in Key Stage 1 where two out of three lessons are good, and satisfactory in Key Stage 2. Only one lesson was less than satisfactory. All teachers implement the literacy hour effectively. Key skills are taught well and this is a major contribution to pupils' achievement in relation to their prior knowledge and understanding. Such an example was observed in a Year 3 class compiling the key features in a letter of complaint. Teachers usually make the most of spontaneous opportunities to develop language from pupils' own interests. For example, in a Year 4 class pupils were given the opportunity to identify and attribute words based on their own experiences to a story-ending based on 'Anasi and the Tiger's Stew'. Teachers systematically

introduce pupils to a wide range of writing. Appropriate strategies for reading are promoted. They choose suitable texts to emphasise aspects of literacy as in a Year 6 lesson when a text 'What is an Insect?' was used effectively to illustrate how information can be set out interestingly. Where teaching is best, lessons are planned well, pace is good and expectations are high. Instructions are clear, and skilful questioning is used to revise pupils' previous learning and to challenge their thinking about the new topic. This was eminently illustrated in a Year 5 lesson where role play was used effectively to enhance the quality of persuasive letter-writing. Teachers' close liaison with learning support assistants has a positive impact on the quality of teaching, including for those who have special educational needs and in most cases those for whom English is an additional language. Good examples were noted in all classes where pupils' word and sentence level skills were being developed through shared and guided reading on a regular basis. Assessment opportunities are nearly always taken at the end of lessons and frequently during lessons to reinforce key learning points. The quality of marking varies but is good overall. At best it is positive, evaluative, sets clear targets and helps pupils to improve.

111. The co-ordinator who is committed to raising standards has a high profile within the school and manages the subject well. She ensures that the curriculum is planned appropriately and that good coverage, balance and continuity ensue. She has carried out an extensive review of provision since the amalgamation of the two schools and has advised on effective methods of implementing the National Literacy Strategy. A detailed policy and scheme of work are in place. She evaluates teacher's planning and has begun to oversee the termly levelling of pupils' work against the National Curriculum targets and identifies the scope for continued improvement, writing across the school being a prime example. Medium-term planning which is consistent with the long term plans is thorough. Assessment includes National Curriculum tests, optional National Curriculum tests for Years 3, 4 and 5, as well as other standardised reading tests. These results are analysed regularly and determine future planning. However, the short-term assessment procedures omit the sharper focus to provide specific strategies to promote the pupils' next stage of learning. All pupils are set individual targets which are reviewed on a termly basis. Teaching and learning have been monitored by the headteacher, and the co-ordinator, who plans to monitor lessons in June, has already modelled lessons for other teachers. Overall resources are satisfactory, but the central library resource provision is sparse and does not yet have a recognised access and return system.

MATHEMATICS

112. Attainment at the end of Key Stage 1 and at the end of Key Stage 2, in July 2000, was well below the national average. Attainment has remained relatively constant at this low level for the last three years. This represents a considerable decline from the attainment found at the time of the previous inspection in 1997. Girls achieve better than boys particularly at the end of Key Stage 1 because many of the pupils on the special needs register are boys.
113. The inspection findings are that attainment overall is below the national average. The progress that pupils make across the school has been unsatisfactory. In particular the number of higher-attaining pupils at the end of both key stages is below the national average. Standards are starting to rise, due to the impact of the National Numeracy Strategy. In particular, the achievement of the less able pupils has improved due to the frequent repetition and support they receive from their class teachers. Pupils with English as an additional language generally make satisfactory

progress because they are placed with staff supporting special needs pupils. On the occasions when they are specifically taught with precise learning targets for their individual needs, as occurred in a Year 6 lesson, they make good progress. Pupils with special educational needs are well supported by classroom assistants, but in their absence teachers do not always address their individual learning targets. However, these pupils make good progress overall, as they receive considerable support and are fully included in all lessons. Pupils capable of higher achievement frequently do not make sufficient progress, because the planning and delivery of lessons does not take sufficient account of their learning needs. Exceptions are in Years 5 and 1, where some teachers provide appropriate challenges, such as using Arabic numerals to extend pattern work, as occurred in a Year 1 class. In other classes higher-attaining pupils are not given the opportunity to work independently, for example to look for mathematical patterns while the rest of the class master a concept. An element of challenge is provided for these younger pupils in the mixed age classes where pupils are grouped according to ability not age. Across the year groups higher attaining pupils are not identified for accelerated learning and as a consequence they are underachieving.

114. Most pupils enter from the reception year achieving the Early Learning Goals and many enter with numerical concepts of addition and subtraction well established. Pupils are reassessed on entry to Key Stage 1. Records from the reception class do not give a full picture of pupils' attainment in order to facilitate a smooth transition.
115. Standards are below the national average at the end of Key Stage 1 and pupils do not make satisfactory progress as they progress through the key stage. The number of pupils achieving higher levels of attainment is below the national average. Pupils have covered the full range of the curriculum, working with numbers up to one hundred, but not up to one thousand. They only enter these higher levels when investigating capacity and weight, when pupils work in units of litres and kilograms. Consequently higher-attaining pupils are underachieving. During the inspection pupils aged seven were investigating the properties of two dimensional shapes, folding pre-cut shapes to find the axes of symmetry. They recognise and name basic shapes and their properties. Pupils are able to identify number bonds to twenty, using two figures. Higher-achievers are ready to extend this activity but they are not given opportunity to do this. Pupils are involved with setting their own targets and use phrases such as 'I want to use the inverse operation to check my work' in the context of addition and subtraction. They are familiar with pictograms, and with generating these using a computer. Younger pupils in Year 1 are introduced to the concept of turns and patterns. Through skilful questioning and the use of many learning approaches these pupils make good progress. At the end of the lesson they could identify whole and half turns and their learning was very good. Their learning is equally good when making simple repeating patterns with mathematical shapes and with Arabic numerals.
116. Standards at the end of Key Stage 2 are below the national average. By the age of eleven the majority of pupils have a good understanding of numbers, algebra and mental mathematics. They have a good grasp of basic computation for addition, subtraction, multiplication and division with numbers up to one thousand. They use the inverse of these operations to check their work. Pupils' knowledge of the correct numerical vocabulary is good. Higher-achieving pupils can independently identify the numerical process when solving money problems, using a strategy of looking for key words. Pupils' ability to use calculators is satisfactory and they enter information and use memory keys confidently. Their mental agility with numbers is not sufficiently

developed, and at times they use calculators unnecessarily. Pupils are able to round numbers to the nearest thousand. More advanced aspects of the curriculum have not been sufficiently covered, and pupils' ability to work with numbers to three decimal places, to convert numbers between percentages, fractions and decimals and to use co-ordinates is not sufficiently developed. Consequently the number of pupils achieving higher levels of attainment is below the national average. Younger pupils in Year 5 manipulate simple fractions and decimals, and many pupils make good progress in this year group. This work is built upon the consolidation of number and the relationships between hundreds, tens and units developed in Years 3 and 4. Little use is made of computers to develop mathematical skills in this key stage.

117. The attitudes of pupils throughout the school are good. The vast majority of the pupils work hard and take considerable care with the presentation of their written work, although they do not strive to finish their work. Older pupils have the confidence to say how they achieve their answers and to explain this to the class. Pupils are considerate, and older pupils listen carefully to each other's comments. Pupils are given few opportunities to develop collaborative skills.
118. Teaching is good overall for the younger pupils up to seven and satisfactory for the older pupils up to eleven. All teachers have a satisfactory or better understanding of the subject and have planned and implemented the three elements of the National Numeracy Strategy well into their daily teaching. The structure of lessons is consistently applied across the school. Pupils are made very aware of the learning objectives at the start of the lesson. There is an appropriate emphasis on number, algebra and mental calculations, and the basic skills are taught well. Teachers generally have good questioning skills and encourage their pupils to use specific mathematical vocabulary. Marking is generally supportive with positive comments. In some classes marking indicates to pupils their achievement and whether they have met the learning objective of the lesson. This helps pupils to evaluate their own learning. Characteristics of the very good teaching are good pace, opportunities for exploration and appropriately challenging activities for all ability groups. In many other lessons the work is over directed. Classroom support assistants are used effectively in the activity part of the lesson supporting pupils with special needs so that they are fully included and make good progress. Class teachers know their pupils well and often target the lower-achievers for additional teaching and individual support, and consequently these pupils make good progress. The targets planned for those pupils with English as an additional language are not sufficiently specific and their progress in the acquisition of numerical language and concepts is not recorded in sufficient detail to support their learning to the fullest extent. Teachers frequently do not provide sufficiently challenging work for the higher-attaining pupils, and this restricts pupils' attainment and progress. For example in Year 6, pupils are frequently expected to write out their complete problem before attempting to solve it. Teachers are generally well prepared and use resources efficiently. In many classrooms there are useful mathematical displays which teachers use to support pupils' learning. No mathematics homework was seen being given during the inspection, but a range of homework is generally set.

119. Considerable assessment data is collected, and the school is at the early stages of analysing this and subsequently using the information to effectively influence the curriculum. Pupils' progress is tracked across the school and targets are set using assessment information and class teachers' observations. Pupils are encouraged to set their own learning targets and this helps them to develop an understanding of their own learning. Comments in reports give clear indications of pupils' strengths and weaknesses.
120. The co-ordinator has provided good leadership in the introduction of the National Numeracy Strategy. Weekly planning for the Numeracy Strategy is well established. The use of information technology is not yet sufficiently incorporated into the planned curriculum. The co-ordinator monitors the teaching and has provided support to teachers by giving model lessons.

SCIENCE

121. Standards of attainment in Year 6 tests reached a low point in 2000, when the school's results were well below national averages even in comparable schools.
122. Attainment in written work was unsatisfactory at the end of Key Stage 1 and poor at the end of Key Stage 2. However, there were signs of improvement in that standards in Year 1 and Year 5 were higher and met national expectations. Similarly, oral standards in Year 6 were sound, for example when pupils answered questions on balanced forces, friction and gravity. Overall attainment in Key Stage 1 was sound and in Key Stage 2 was below but not well below national expectations. Achievement overall was below expectations as a direct result of literacy problems, that did not prevent pupils conveying knowledge and understanding about science through speech but adversely affected their written work. Pupils with special educational needs made sound achievement and pupils with English as an additional language achieved in line with the rest of the school. There are some signs of improvement in standards, which might be expected to show up in national tests next year, when taken by the current Year 5.
123. Behaviour was good; pupils showed interest in their work in both key stages. For example infants showed excitement and concentration in their study of seeds; junior children were able to explain to each other the reasons for day and night and in Year 6 were able to work independently using computers to gather information on the work of scientists. In this aspect the improvement since the last inspection was good and pupil attitudes made a strong contribution to learning in science. A few examples of pupils with emotional and behavioural problems were very well managed. Pace of oral and practical work was sound, but literacy problems resulted in slower written work than would be expected considering the high level of interest and good attitudes.
124. All teaching in Key Stage 1 was at least sound and in one case very good. Some unsatisfactory teaching in Key Stage 2 was related to lack of specific subject knowledge, for example infant teachers who did not realise that fruits were the product of flowering plants and confusion between magnetism and gravity in the juniors. This problem is related to the number of new and unqualified teachers and raises the need for training. But overall, teaching was sound and management of pupils was good. Planning in both key stages was firmly grounded in a national science scheme and learning objectives were well communicated to pupils both in lessons and in the marking of most teachers. This led to learning that was well

directed to national curriculum science and included the development of investigative skills.

125. Management in the subject is sound. There has been improvement in the schemes of work, the headteacher has a good sense of what steps are needed for improvement and has set many changes in place. There has been too little time for the improvement to show up in standards, since there have been no published results since the new head was appointed. The use of curriculum and phase teamwork has led to sound co-ordination and has been useful professional development for the young teachers involved. However, in the longer term a co-ordinator should be appointed for science since this is a major area of work and contributor to standards.

ART AND DESIGN

126. Standards in art meet end of key stage objectives in both key stages and have improved since the last inspection. In the infants, mosaic work in Years 1 and 2 was in line with that expected of pupils of this age and in some cases was good. In the juniors art work overall met expectations.
127. Teaching varied in quality. There was good teaching in both key stages, which led to a high level of interest and the development of a number of skills including aesthetic awareness, creativity and good social co-operation. This was seen in the work stimulated by the artist in residence and carried through by class teachers in which pupils were stimulated by music and the teaching of mosaic skills to create their own thematic work. It was also seen in some junior classes where pupils were stimulated by the theme of relationships to produce observational work and by the work of past artists to understand about techniques and outlooks in order to produce pastels in a range of styles. Year 5 work on fabric collage was well taught and produced very good attitudes to learning. However there were other cases where past neglect led children to lack necessary skills, for example in colour mixing, and hence impeded their learning. Overall therefore teaching and learning are sound. If the best practice were further disseminated, they would be good. There were some good examples of teacher assessment and helpful comment leading to learning about techniques and the use of greater thought and creativity. However, assessment in art is at an early stage and needs to be improved.
128. Co-ordination by the headteacher and a curriculum team is sound and has led to improvement through such initiatives as artists in residence. Phase planning brings the beginnings of consistency, with teachers of parallel classes using the same themes and techniques. In some cases, implementation is less well done in some classes, particularly in Year 4. There are examples of very good practice however; hence the need for a co-ordinator to monitor and disseminate and extend the good work and to extend. Resources are now sufficient to allow the art curriculum to be implemented, and this marks an improvement on the previous inspection.

DESIGN AND TECHNOLOGY

129. Design and technology (D&T) was not timetabled during the inspection week. From samples of work available, standards in Key Stage 1 were judged to meet expectations. There was evidence of good work in model houses and puppets. In Key Stage 2 there were technology folders containing written work of poor standards. There were some examples of drawing and models that met expectations and children were able to recall their work and talk with interest about past projects on

bread making and picture frame design. However, overall standards were unsatisfactory.

130. Teaching and learning were not observed. Long-term plans did contain all aspects of the design and technology curriculum. However the present level of resourcing is not sufficient to implement the curriculum in full. Specifically there is a shortage of tools and materials for modelling with wood and other resistant materials. There is also a shortage of equipment for control technology and the study of electrical and other mechanisms. Although D&T is dealt with by a curriculum team, it is an adjunct to science and the lack of a curriculum co-ordinator for this area results in its neglect. Co-ordination in D&T is not satisfactory.

GEOGRAPHY

131. Standards have improved since the past inspection, especially by the age of seven where they are now in line with national expectations, although standards by the age of eleven are still below those expected of pupils of a similar age. This is the result of a more consistent approach to teaching, which has been supported by updated resources.
132. By the age of seven pupils can make observations to describe the human and physical features of a place. They compare, in increasing detail, the features of different houses. They carry out surveys to find out what people do in their spare time and compile this data in a tally chart. They compare the local area with features to be found in a seaside town. In Year 3, pupils begin to explore the jobs that people do in the local area. They begin to collect information about those jobs. In Year 4, they find out about life in a village in southern India; through photographs and written accounts they make comparisons between features of that village and their local area. In Year 5 pupils conduct traffic surveys and then put their results into chart and graph form. They use these to begin to offer solutions towards solving problems relating to traffic. In Year 6 pupils understand the water cycle and know about the stages that a river passes through. They relate this knowledge to the study of the Indus valley in northern India. However, pupils' knowledge of how people impact on their environment is limited, as are opportunities to develop their investigative skills.
133. Teaching is satisfactory overall. Occasionally it is good and very good. Where teaching is good pupils are challenged to reflect upon their answers to improve upon them. Group and paired work is used to develop pupils' confidence so that they can report to small and then larger groups. Lessons are well planned and activities are clearly explained to the pupils so that they know what is expected of them. A calm, positive and supportive atmosphere is created in classrooms so that pupils gain confidence in their learning. Whilst individual lessons are well planned there is insufficient consistent development of skills across Years 3-6. This means that pupils do not easily build upon things they have learnt before.
134. The subject is managed satisfactorily. The co-ordinator has only recently been in post and has yet had little time to implement changes. The planning and guidance given to teachers are not sufficiently focused on raising standards of attainment, nor are the development of ICT and numeracy skills sufficiently planned for. Assessment is not used to inform pupils and to help them raise the standards of their work.

HISTORY

135. Standards attained by pupils by the age of eleven are below those expected of pupils of a similar age. However, by the age of seven pupils attain standards that are comparable to pupils of that age. Although standards have fallen since the last inspection among pupils by the age of eleven they have improved by the age of seven. Improvement of the younger pupils and in some lessons of the older pupils are due to confident teaching.
136. By the age of seven pupils, develop their knowledge of The Great Fire of London. They understand the sequence in which events took place. They know that knowledge of those events is drawn from eyewitness accounts such as the Diary of Samuel Pepys as well as other, more recent, books. This work is successful because teachers have a good grasp of subject knowledge. They enable the pupils to develop their language skills through discussion of events and sources. Pupils are challenged appropriately to their learning abilities. In Year 3 they know about Henry VIII and begin to understand why he had six wives. In Year 4 pupils begin to understand the impact of the Viking raids on Britain and the consequences of those raids for the monasteries. They also begin to study reasons for migration of people from the Caribbean to England. This is continued in Year 6 when pupils look specifically at immigration into and emigration out of Britain in the 1950s and 1960s. In Year 5 pupils' use secondary source material to find out about the gods in Ancient Greece and make presentations of their finding to the class. By the age of eleven pupils know about the Olympic Games in ancient Greece and understand the reasons for holding such games. Pupils' sense of time is developed well in the younger years but less well in Years 3-6. Also in those years, pupils, overall factual knowledge is limited and identification of evidence is not developed sufficiently. Pupils are beginning to produce structured written work using different sources.
137. Teaching is good overall. On occasions, it is very good. This very good teaching is characterised by teachers having positive and constructive relationships with their pupils. This gives the pupils confidence to extend their historical vocabulary and to develop their ideas about the past. Teachers expect pupils to achieve well, and this is reflected in the high standards of behaviour maintained by pupils; teachers also challenge pupils to extend their speaking or develop their ideas. In Year 2, more able pupils are expected to write eyewitness accounts, modelled on the diary of Samuel Pepys. In Year 6 pupils are expected to recognise the different kinds of architecture used in the building of Greek temples. They are confident in their learning because of the firm, positive manner of the teachers, who give clear explanations as to what pupils are expected to learn. Whilst teachers demand, and get, high standards of behaviour from the pupils, standards of work are not sufficiently high for all pupils especially in Year 6. This is because teachers' planning is not related to the standards of work expected from pupils. Also, lack of formal assessment does not enable pupils to see how they can improve their work. Whilst individual lessons are good in Years 7-9 the overall coherence of a topic is not always evident.
138. The leadership of the subject is satisfactory. The co-ordinator has had the role for only a short time and has yet to influence the standards. The co-ordinator has a clear idea about the leadership of the subject. As yet, the overall planning does not sufficiently support teachers in raising expectations that leads to an improvement in standards. There is insufficient guidance to teachers on the levels of work to be expected from the middle and higher attaining pupils. Assessment of pupils' work is not used sufficiently to raise the standards of pupils' attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. Standards in information and communication technology (ICT) at the age of seven are below national expectations, and at age eleven, standards are well below national expectations. Too few opportunities were provided until the school was networked in February, and this deficiency resulted in a lack of development in basic information technology skills. The majority of older pupils are consequently underachieving in all aspects of the curriculum related to using computers and electronic music-making equipment. They are reaching acceptable standards when using calculators to store, retrieve and modify information.
140. Provision is now improved and all pupils are taught this subject. In the majority of lessons seen during the inspection pupils are making satisfactory progress. Because there is only one computer in each classroom pupils have little opportunity to practice in the lessons. Teachers provide little additional time for pupils to practise and develop the skills they are taught in these lessons, and therefore the overall rate of progress remains unsatisfactory.
141. Attainment in ICT remains at the unsatisfactory levels found at the time of the last inspection. However, there has been substantial investment and improvement since the previous inspection and the infrastructure for developing pupils' abilities is now more secure. The old computers have been recently replaced. Every classroom still only has one computer at present, but the school plans to establish a new computer suite in September. Machines are all networked and have access to the Internet. When installing the network, the school was aware of the safety implications, and has taken appropriate care. All classes are now timetabled to receive specific instruction in ICT skills. There is a planned programme covering all aspects of the curriculum taking older pupils up to the standards expected in Year 4. This has not yet been fully implemented as pupils are still working at levels lower than expected but basic skills are being systematically mastered through careful planning. The school now has appropriate resources to support the ICT curriculum and sufficient equipment to support learning in other subjects through the use of ICT.
142. Pupils' achievement at the end of Key Stage 1 is below national expectations. Many pupils enter the key stage with good computer skills but have insufficient planned opportunities to practise and develop their skills and therefore they do not make satisfactory progress. Little evidence of work undertaken before the inspection was seen. During the inspection, pupils aged seven were loading information as they participated in creating a class pictogram and chart, recording with their teacher's help their ideas, such as their favourite party foods. Pupils recognise that information presented in this manner is easier to access than using the written word, and they can satisfactorily identify and discuss the information from their pictogram. Higher-attainers can identify the icons on the keyboard for saving and deleting their work. Pupils are starting to have experience of dragging pictures across the screen using a desk-top publishing program and to create pictures to express their ideas. They have some experience of using a key-board and of word processing.

143. Pupils' achievement at the end of Key Stage 2 is well below national expectations. By the age of eleven pupils are acquiring the basic skills of finding information and of sending and receiving messages using e-mail. They are just starting this work and the majority of pupils do not appreciate the difference between an e-mail address and a conventional address. Their key-board skills are limited and they do not recognise basic icons such as the cut and paste icons when word processing their message nor are they completely familiar with using the shift key. Basic skills are being developed throughout the key stage. In Year 5 pupils have experience of developing their ideas electronically, particularly in pictorial form and have also used word processing skills, such as saving, reviewing and modifying their work. In Years 3 and 4 pupils are introduced to the process of accessing information from CDs and make comparisons between using this and a conventional encyclopaedia.
144. Pupils enjoy using the computer working hard to achieve their tasks, often despite some technical difficulties. They work well with each other, in pairs and in larger groups and respect each other's views, such as when deciding what information to search for. Many pupils are aware that they are not particularly well skilled and do not feel confident in their abilities to use a key-board and to send information using e-mail. There are a small minority of pupils in Year 6 who are confident and attaining well. These pupils are familiar with accessing information via the internet, from using their home computer. These pupils can evaluate the merits of various search engines and independently select the most appropriate. They know the importance of framing questions when searching for information and discuss this with colleagues.
145. Teaching in ICT lessons is satisfactory overall because of the class teachers' classroom management and general teaching skills. Teachers generally work with a group, demonstrating and modelling a specific skill. Planning for demonstration lessons is generally secure and teachers generally provide suitable pencil and paper opportunities for pupils who are not working on the computer, such as making comparisons between using a book encyclopaedia and electronically stored information. Teachers ensure that all pupils are involved and have equal access to the computer and the ICT curriculum. Teachers' ability to teach the very specific skills related to ICT are varied and sometimes insecure, so that at times basics such as not leaving a space in an e-mail address are not taught; this leads to unsatisfactory teaching and learning. Teachers do not provide sufficient additional time for pupils to practise the skills they have been taught; this slows the pace of learning.
146. Planning for using ICT to support learning is good in subjects such as science, religious education and history, where pupils are retrieving information to learn about famous personalities, such as scientists from non-European backgrounds. The planned use of ICT to support learning in literacy and numeracy is not yet sufficiently developed. Teachers' ability to plan for and incorporate the use of ICT to support learning in science, design technology and mathematics, using the computer as tool for controlling equipment and for investigating patterns and relationships is unsatisfactory.
147. The new co-ordinator is experienced and manages the subject with enthusiasm and has a secure understanding of the management role. Teachers have received some training from the co-ordinator, and a full training programme is planned for the start of the next academic year. This should enable teachers to be more proficient and secure in their own knowledge, and therefore more able to implement fully the planned curriculum. There is no assessment or recording of pupils' progress and the school recognises that this needs to be developed. The teaching and planning are

monitored, but the amount of productive time pupils are having in direct contact with a computer needs careful analysis and to be significantly increased. A computer suite is planned for September and sixteen multi-media computers have already been purchased with an interactive white board for demonstration purposes. Standards should then rise appropriately.

MUSIC

148. By the end of Key Stage 2 attainment in music is above national expectations. Pupils develop good skills, knowledge and understanding in the subject. They are able to compose and perform their own music and play a variety of tuned and untuned instruments. Older pupils were seen singing tunefully in rounds and composing their own musical accompaniment using percussion instruments. Skills in singing are particularly well developed in both key stages through a good range of singing activities, including in assemblies and giving performances to parents and visitors. In Key Stage 1 pupils learn to sing songs from a variety of different cultures and in a variety of styles. This is further developed in Key Stage 2. The use of the computer to help pupils explore music and to compose their own work needs to be developed.
149. The school employs a specialist music teacher to teach pupils to play brass instruments. She also runs a brass band which achieves standards well above what would be expected in a primary school. Members of the band play well and take external examinations. Pupils' achievement is very good as a result of the positive attitudes of the teacher and pupils and the good teaching which takes place during rehearsal and group teaching sessions.
150. Too few lessons were seen during the inspection to give an overall comment on the quality of teaching. However, in those lessons that were observed the quality of teaching ranged from satisfactory to excellent and was good overall. The subject is well led by an enthusiastic co-ordinator who has begun to observe other teachers teaching the subject in order to help them maintain standards throughout the school. The school has a satisfactory range of resources in order to teach music.
151. Pupils' achievement in music is good as a result of their enthusiasm in singing and the quality of their performances. This represents good improvement since the last Inspection.

PHYSICAL EDUCATION

152. Standards in physical education at the end of Key Stage 1 are in line with what is expected for this age group nationally. At the end of Key Stage 2 are in line with expectations in most aspects of the subject, but below, overall, due mainly to no swimming provision. There has been a slight improvement since the previous inspection. During the inspection the focus was mainly on ball skills, athletics, gymnastics and dance.
153. In Key Stage 1 pupils are imaginative in their movements as they travel around the hall, changing shape, speed and direction. They show sound control in their take-off and landing, often linking their movements effectively into a short routine. More talented pupils add poise and tension as extra dimensions. They are also improving their catching and passing skills by remembering the importance of hand-eye co-ordination. During dance, pupils in Year 2 execute a variety of routines alternating

between different speeds, rhythms and levels. Overall these pupils achieve well as a result of sustained interest and in most cases good coaching techniques.

154. In Key Stage 2 pupils demonstrate sound techniques whilst running, jumping and throwing. They are beginning to compare and improve their own and others' performances. In a Year 5 class for instance, pupils advised their peers about the importance of knee lift, posture and cadence while sprinting, and the benefit of block as opposed to elongated starts. Pupils are becoming more aware of pace and accuracy as they develop passing, batting and tackling skills. All pupils know the importance of warm-up and cool-down exercises in relation to heart-beat and breathing.
155. Pupils are keen to succeed as most teachers challenge them to produce their best performances. Such an example was observed in a Year 5 class where baton changing techniques improved as a result of best practice demonstrations. Pupils enjoy physical activities and adopt a positive and enthusiastic approach. The majority works energetically. By Year 6 both boys and girls know the basic rules of football and rounders. With the exception of a couple of classes pupils listen attentively to instructions and co-operate well in group activities as was noted during an adapted games session in a Year 1 lesson. They respect and value the efforts of others by applauding results in relay runs. Behaviour is invariably good.
156. Overall the quality of teaching is sound, ranging from satisfactory to very good, with 58 per cent of lessons good or better. In Key Stage 1 teaching was never less than good, while in Key Stage 2 three out of the five lessons observed were good. The majority of teachers have a good knowledge of their subject. Their expectations are realistic and lessons proceed at a brisk pace. The planned work indicates clear progression and lesson objectives are mostly well matched to meet individual needs. A prime example was demonstrated in a Year 6 class displaying mood and feelings through musical interpretation during a dance lesson. Health and safety features are observed. Pupils are praised and given feedback which moves learning on, as witnessed in a Year 2 lesson composing and performing dance routines.
157. The recently appointed co-ordinator is an enthusiastic advocate of the subject which she manages well. She is supported by a team of teachers and some outside specialists who devote time to promoting a range of activities such as dance, football and Taekwondo after school. Resources are satisfactory and used well, although the confined outdoor accommodation restricts football and athletics to adapted games and training schedules. The school is aware that this is unsatisfactory and an action plan has been drawn up to reintroduce swimming in Year 4 from September 2001. No records of pupils' swimming achievements were available, which was a similar situation at the time of the previous inspection. To enhance further professional development, the whole staff has taken part recently in the 'Top Sport' and 'Top Play' training programme.

RELIGIOUS EDUCATION

158. At Key Stage 1 pupils' standards in both attainment targets are in line with the locally agreed syllabus. At Key Stage 2 although standards are in line with the locally Agreed Syllabus for learning about religions the pupils have had too few opportunities to compare similarities and differences and evaluate their own learning from religion to reach recorded standards expected in Attainment Target 2. The school has already begun to address this difference in attainment between the two attainment targets.

Class discussions at the end of the Key Stage 2 show that overall attainment is in line with the Agreed Syllabus. Pupils with special educational needs are well supported by differentiated questioning. Able pupils do not reach their full potential in religious education. Attainment in religious education is satisfactory overall. Pupils are encouraged to celebrate the diversity of religious beliefs within the school. Standards have remained the same as those reported at the last inspection but there have been improvements in the resources and attitudes and behaviour in most classes.

159. In Key Stage 1 children have considered festivals across the 6 main religions, and have looked in depth at Diwali, Christmas and Easter and their significance. They consider the importance of special books and many are familiar with the Bible, Qu'ran and Torah. Most children understand the significance of these books in giving people guidance and can create their own examples of written guidance. In Key Stage 2 children have also considered sacred texts and worship across religions. In one Year 3 class the children are making detailed comparisons between Islam and Christianity, sharing their knowledge and experience and learning from each other's religions. Progress is not evident between different year groups, for example the work in recorded work in Year 5 considering worship is at a similar level to one of the Year 3 classes. Attainment varies between classes in the same year group. At the end of the Key Stage 2 many pupils have an understanding of the main religions and some are able to discuss similarities and differences. They are able to discuss the moral importance of stories from religious texts such as parables. Progress is less evident in recorded work.
160. The quality of teaching is satisfactory overall; however, there are examples of unsatisfactory teaching as well as good and very good teaching. In the most effective lessons, teachers, confidence with subject knowledge enables them to ask questions which challenge and develop the children's thinking. In a Year 6 class children were asked about the moral aspects of a story, in Year 3 they are encouraged to discuss their views of Jesus' death and in Year 1 are asked to compare the Ten Commandments with the school's Golden Rules. This challenging questioning is effective in raising pupil attainment. In less effective lessons, questions focus on facts rather than interpretation and understanding. In good lessons the pupil's own knowledge is used to develop each other's understanding, for example a child in Year 6 is encouraged to correct the pronunciation of a town from a Hindu story. A wide range of resources is also used to support learning; software explaining the ka'ba and the importance of hajj to Muslims was available in one Year 3 class; good use has been made of videos and artefacts in some classes. In less successful lessons resources were more limited.
161. In most classes pupils' attitudes to work and behaviour are satisfactory or good. Where there is insufficient challenge or pace in lessons the pupils' concentration deteriorates, and there is some disruptive behaviour.
162. Although an appropriate curriculum is in place the time allocated for religious education is inadequate to fully deliver all aspects in many classes. The Agreed Syllabus recommendations for time allocation are not being followed. In some classes religious education receives only half an hour a week, or an hour every fortnight. This is unsatisfactory.

163. Pupils, recorded work is kept in religious education folders and is marked by teachers. The curriculum team has looked at work samples but there is no tracking to ensure progress and no agreed assessment for evaluating attainment. The co-ordinator has supported staff with planning and has linked resources to the scheme of work; this has enhanced the quality of teaching in most classes. Time has not been given to monitor the quality of teaching in lessons; this has meant that weak teaching has not been given adequate support.
164. The school ethos in celebrating cultural and religious backgrounds supports the development of religious education. Assemblies and attractive displays encourage reflection and support the curriculum well.

ENGLISH AS AN ADDITIONAL LANGUAGE

165. In recent years, around three-quarters of children in the school have been of ethnic minority backgrounds. However, there has been a significant change in the proportion in the school for whom English is an additional language. Borough figures show this rising from 8 per cent in 1997/8 to 33 per cent in 1999/2000. Figures from the school, show an even greater rise in the current year to 59 per cent, with about a fifth of pupils at an early stage of learning English (stages 1 or 2), and another fifth at stage 3. At the time of the last language survey, Yoruba was the most common home language spoken by 90 pupils, but 77 spoke other African languages, 33 Asian languages and 41 other European languages. Since the survey, numbers have increased. Included in these figures, currently, are 18 asylum seekers and 61 children of refugee status. Provision in the school has not kept pace with this change. There is currently only 0.5 of a teacher, the Ethnic Minority Achievement Grant (EMAG) co-ordinator, which is to be increased to full-time next year. There is also 0.7 of a support assistant, augmented by half an additional assistant in the Autumn term, whose brief is wider and includes some support to those from ethnic minorities for whom English is their first language. With this small provision of additional support, the school has sensibly looked to integrate provision alongside other initiatives such as Accelerated Literacy support, in order that children in all years are receiving some additional support to their class teacher. Thus, this year, the co-ordinator has concentrated on Year 6 pupils and the assistant on Year 5. This has been reviewed and it is intended to target younger pupils next year. There is considerable variation in the number of children at an early stage of learning English. Currently, it is high in Years 1 and 2 with 28 and 21 respectively, but low in Years 4 and 6 with 5 in each. There are few at early stages in the nursery. The headteacher has recognised the importance of addressing provision for these pupils on a whole school basis and has it as a priority in next year's development plan. All staff have already had one training session aimed at improving their support to English language learners in their teaching.
166. Pupils with English as an additional language are achieving varying standards. The co-ordinator has produced good analyses of results by ethnic groups at the end of each key stage, which in general show African and African-Caribbean pupils achieving better than those from white UK heritage backgrounds. These results are misleading. They do not distinguish between those at different stages of learning English, nor take account of the differing lengths of time both in the school and in the country. It is clear from lesson observations, that when given appropriate support, many pupils with limited English are making good progress and achieving high standards, but overall, because provision is unsatisfactory, progress is more limited than it should be. The majority of pupils for whom English is an additional language are keen and enthusiastic learners. They are often highly motivated and demonstrate

that they are able to make rapid progress but their progress is too often frustrated by limited support and inappropriate activities. For a few, previous traumatic experiences in their home countries, separation from their parents and other social issues influences progress.

167. Currently, almost all support is provided currently on an in-class basis. Whilst it is crucial that children are integrated fully into their classes and learn English alongside their peers, current practice is an inefficient use of a very limited specialist resource. It is sensible to use the EMTAG support assistant in a year group without other assistants. All assistants, whatever method they are funded, should be trained in supporting EAL pupils. Some good practice was observed during the inspection, both working with groups and in supporting individuals, but practice was varied. Some assistants do not use time effectively to develop pupils' language skills, with the tasks set sometimes being mindless routine activities. In English one group, having watched planning for letter writing as a whole class, was taken through the planning again as a group, thus having to listen for far too long before they got on and tried the activity, although in this case the assistant's development of pupils' language was good. Some sound teaching of EAL pupils was observed in Year 6 from the specialist teacher, but its success was limited by being in class. The group was ably supported by the teacher during the whole class introductory activity and in the introduction for the main class activity. They were then taken to a corner of the room for individual and group reading. Being in class at this stage lead to problems of concentration and made it impossible to effectively hold a discussion with the group and to hear during the group reading. The group then went back to hear the plenary on the task they hadn't done and clearly felt left out. The reading session could have been much more successful as a withdrawal group, but when doing so they should be withdrawn at a time which doesn't effect their other learning. In the case observed, they were withdrawn from one part of a topic, which they would continue the next day with the class, thus being further disadvantaged in their learning. When withdrawing a group, either in class or externally, they should be either continuing the same work as others or be taken from a discrete activity, not one being continued the next day. The limited specialist teacher support available should be used across the school to support students with language needs, both on an in-class and withdrawal basis dependent on the year group, the language stages and the nature of the activities. Greatest emphasis should be placed on supporting those at early stages of learning English, on a targeted basis across all year groups. Where appropriate, groups formed across year groups can be taught together for a specific activity. Current practice, confined to one year group on an in-class basis is unacceptable as is an efficient use of a scarce skilled resource. As planned, further training for all staff to support EAL pupils is necessary. Some excellent targeted questioning was observed in a range of classes, with teachers ensuring that those with limited English fully understand. However, in some other lessons there was no such questioning. Some children read quite well but without understanding and others adopted strategies which gave the impression that they were busy but without actually achieving.
168. Management of the provision for EAL pupils is improving. Good statistical evidence is being kept. The co-ordinator supports class teachers, where appropriate, in assessing language stages. She has provided good training for language assistants, but needs to provide this training to all support assistants. The school is improving its resources to reflect the multi-ethnic nature of the school. This has included the provision of some dual language texts. Whilst this is sensible for some ethnic groups, parents in others point out quite correctly that they do not read in their home language and are keen that the emphasis is on learning to speak, read and write in English, while speaking their first language at home.