

INSPECTION REPORT

CONWAY PRIMARY SCHOOL

London

LEA area: Greenwich

Unique reference number: 132800

Headteacher: Ms H. Flaherty

Reporting inspector: Mrs S. Halley
8203

Dates of inspection: 15 - 18 April 2002

Inspection number: 244676

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 to 11 years
Gender of pupils:	Mixed
School address:	Galloson Road Plumstead London
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Vera Boast
Local Education Authority:	Greenwich
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8203	Shelagh Halley	Registered inspector	Design and technology Information and communication technology	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
9561	Husain Akhtar	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for pupils? How well does the school work in partnership with parents?
23413	Robert Allen	Team inspector	English Religious education	
15447	Christine Glenis	Team inspector	Foundation Stage	How good are the curricular and other opportunities offered to pupils?
8696	Abul Maula	Team inspector	English as an additional language Special educational needs Physical education Science	
8056	Howard Probert	Team inspector	Art and design Geography History Music	
31029	Peter Thrussell	Team inspector	Mathematics	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is housed in a Victorian building on four floors in Galloson Road, Plumstead, in the London Borough of Greenwich. The immediate area has a high level of temporary and housing association accommodation. It is an amalgamation of the former infant and junior schools and accommodation within the building is still being rationalized to cope with the new situation. It is, to all intents and purposes, a new school and this renders the previous separate inspections of both former schools irrelevant. There are 437 pupils on roll, and the nursery offers 50 full time places. Numbers of boys and girls are broadly equal. Almost two-thirds of pupils come from ethnic minority backgrounds where English is an additional language; many of these are children of refugee families and these pupils are often transient, resulting in a significant degree of turbulence among the school population. A small proportion of pupils come from travelling families and these pupils are often also transient. The proportion of children at an early stage of acquiring the English language is very high, and the proportion of those eligible for free school meals is also well above average. There are 121 pupils on the school's register of special educational needs and nine of these have Statements of Special Educational Needs. Both proportions are well above the national average. The school is involved in several local and national initiatives, including 'Excellence in Cities'. It has been a pilot school for the Early Literacy Strategy and for the local authority's project on speech and language therapy. Children enter the Foundation Stage (nursery class) the term after their third birthday, and most move on to the infant classes. They come with a range of abilities which are generally well below average. In its first year, the school has experienced some difficulty with the recruitment and retention of teachers and has seen a succession of agency teachers. This reflects the national picture where there are considerable difficulties in recruitment and retention of teachers in inner city schools.

HOW GOOD THE SCHOOL IS

Although pupils' standards of attainment in the national tests in English, mathematics and science in Year 6 are well below average, they achieve to a satisfactory level from a very low starting point on entry to the school. The quality of teaching and learning is satisfactory overall. The overall leadership and management of the school are satisfactory and appropriate plans are in place to improve provision and achievement, so that the school is well placed to move forward. Taking all these factors into account, the school provides a sound education and gives satisfactory value for money.

What the school does well

- Standards in music are above average in Years 2 and 6.
- Pupils' attitudes to the school and their behaviour are good overall.
- Provision for moral, social and cultural development is good.
- The quality of relationships at all levels is very good.
- The nursery provides a good start for children in schooling.
- The necessary changes following amalgamation have been well managed.

What could be improved

- Standards in the core subjects of English and mathematics are low in Years 2 and 6.
- Curriculum time allocation and provision for some subjects, including information and communication technology and religious education.
- The use of assessment in order to set realistic targets for all pupils.
- The rigour and frequency of formal, recorded lesson observations by the headteacher and curriculum co-ordinators in order to improve further the quality of teaching and learning.
- Attendance.
- Attention to the needs of pupils with special educational needs in teachers' daily planning.
- Provision and support for pupils with English as an additional language to ensure regular support for all.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since this is the first time this amalgamated school has been inspected, it is not appropriate to make comparison with the last inspections of the infant and junior schools.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	N/a	N/a	E	C
Mathematics	N/a	N/a	E	E
Science	N/a	N/a	E	C

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

In the year 2001 National Curriculum tests for pupils in Year 6, standards were well below the national average in English, mathematics and science. This was the first year of the amalgamation but these pupils' attainment on entry to school was also well below the national average, with a high proportion of travelling children and pupils with English as an additional language. The proportion of pupils attaining the higher standards was also well below average. Girls did slightly better in English than boys, while boys did slightly better than girls in mathematics and science. Pupils from ethnic minority backgrounds, particularly Indian and Pakistani, did slightly better than their peers overall, and Pakistani pupils did slightly better in science. However, in comparison with similar schools, standards in English and science were broadly in line with the average and this shows good achievement from pupils' well below average attainment on entry. Mathematics was still well below average. The school met its realistic targets in English, but did not meet them in mathematics. Targets for the current cohort are challenging and based on pupils' prior attainment.

In the Year 2 national tests in 2001, standards were in the lowest five per cent nationally in reading and writing, and well below in mathematics. Teachers' Assessments of standards in science were also in the lowest five per cent nationally in all aspects. Boys performed better than girls, which was against borough trends, and travelling children performed less well than others. Pupils from ethnic minority backgrounds, particularly Indian and Pakistani, did slightly better.

In the work seen, standards in English were below the national average in Years 2 and 6. In science, standards are below average in Year 2, and broadly in line in Year 6. The improvements in standards in English and science represent good achievement from a very low start on entry, and progress is particularly rapid in the later junior years. In mathematics, standards were well below the national average in both Years 2 and 6, but with pupils achieving to a satisfactory level considering their prior levels of attainment. Pupils with special educational needs and those with English as an additional language achieve satisfactorily in accordance with the targets in their Individual Education Plans in literacy and numeracy. They do not, however, achieve as well as they might in other subjects of the curriculum. Pupils identified as gifted and talented, especially in the expressive arts, achieve high standards in art.

Children in the Foundation Stage achieve well, particularly in the nursery class. By the end of the Foundation Stage, most of the current cohort are likely to meet the nationally expected Early Learning Goals in personal and social development, knowledge and understanding of the world and creative development. They are unlikely to meet the goals in communication, language and literacy, mathematical understanding and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils come willingly to school, and tackle their tasks with enthusiasm.

Behaviour, in and out of classrooms	Good overall. Most pupils conduct themselves well in the classrooms, on the playground and around the school. There is a small but significant minority of pupils in a few classes with challenging behaviour, who do not respond well to the school's expectations of appropriate behaviour.
Personal development and relationships	Good overall. Most pupils form constructive relationships with adults and other pupils, and work well together.
Attendance	Attendance is below the national average. There is a significant degree of unauthorized absence of pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 and learning in English is good in both infant and junior classes. It is satisfactory overall in mathematics. There are examples of good and very good teaching in all areas. There was a small proportion of unsatisfactory teaching, mostly in the junior classes. This was because of teachers' weak subject knowledge and a lack of experience. Teachers have adapted the National Literacy and Numeracy Strategies well to the needs of their pupils but these arrangements in this amalgamated school are too recent to have had a major impact on pupils' standards of attainment and achievement. The support given by Learning Mentors is particularly good in helping pupils to achieve as well as they do. Teachers provide good opportunities for pupils to use their literacy skills in all subjects of the curriculum, but opportunities for using numeracy skills are less well embedded in the school. Pupils generally achieve to a satisfactory level from their well below average attainment on entry, particularly in the junior classes, which build well upon previous satisfactory teaching and learning in the infant classes. Pupils with special educational needs and those with English as an additional language make good progress towards the targets in their Individual Education Plans in literacy and numeracy and where good support is available. However, the quality of the support given is variable. The teaching and learning of pupils identified as gifted and talented are good and enable them to make the most of their individual talents. Children in the Foundation Stage are taught well, making particularly good progress in the nursery.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in the Foundation Stage and infant classes. Although all planning in the junior classes meets statutory requirements, in practice provision for information and communication technology and religious education does not. There is good enhancement through links with the local community and other educational projects.
Provision for pupils with special educational needs	Good. Their needs are identified early and they are given good support in literacy and numeracy. The school works well with other agencies to support the learning of these pupils.
Provision for pupils with English as an additional language	Satisfactory. Pupils make good progress when supported, but the specialist support is not available to all pupils on a regular basis.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral, social and cultural development is good. Religious education and acts of collective worship do not yet make their full contribution to spiritual development.
How well the school cares for its pupils	Satisfactory overall. The school acknowledges that its assessment procedures are still developing in order to set appropriate tasks suited to the needs of all pupils.

To judge from the small number of responses to the questionnaire and various interviews with parents during the inspection, the school has a satisfactory partnership with parents. There are some inconsistencies in the time allocated to some curriculum subjects, which inhibits the attainment and achievement of pupils. Although some provision is made for personal and social education, there should be a whole-school written policy and approach to the programme. Learning mentors make a valuable contribution to the pastoral care of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher, ably supported by her deputies and other key staff, has managed the change well and has correctly identified most areas for development.
How well the governors fulfil their responsibilities	Satisfactory. The governors have a good understanding of the strengths and weaknesses of the school, and how to address the latter.
The school's evaluation of its performance	Satisfactory. It is too soon to measure the impact of school procedures on pupils' attainment and achievement.
The strategic use of resources	Satisfactory. Governors make prudent financial decisions for the benefit of pupils.

The school has an adequate number of appropriately qualified and experienced teachers, although recruitment and retention has been a problem and there are still two unfilled vacancies being covered by supply teachers. Accommodation is good with ample space for practical activities, although access to outdoor facilities is unsatisfactory for reception classes. Resources are adequate for teaching most of the subjects of the curriculum but there are still shortages in information and communication technology, which restricts the attainment and achievement of pupils. The senior management team has coped sensitively and sympathetically with the necessary changes which have had to be made since amalgamation. Co-ordinators have been appointed for each subject and their monitoring role is being developed satisfactorily. Governors apply the principles of best value to a satisfactory level but they could make better use of the current financial surplus in providing more resources and support for pupils to achieve better than they do.

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 and are making good progress. • They feel comfortable about approaching the school with problems and questions. • Behaviour in the school is good. • The school works closely with parents and is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • A significant number of parents would like their children to have more homework. • Many parents would like to see a wider range of more interesting activities outside lessons. • Some parents feel they are not well enough informed about their children's progress.

Inspectors agree with parents' favourable views and also that there should be a more consistent approach to homework, particularly in the older junior classes. They disagree about the range of activities outside lessons, judging that this provision, including after school clubs, is good and compares well with other schools of this kind. They also disagree about information for parents about their children's progress, which is satisfactory, although the school should make further efforts to ensure that parents with English as an additional language understand the communications sent from the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of attainment at the end of Year 2 in the 2001 National Curriculum tests were well below the national average in reading, writing and mathematics. In comparison with similar schools, test results were also well below average. The proportion of pupils reaching the higher levels was very low. Teachers' Assessment of pupils' performance in science was well below the average both nationally and in comparison with other schools. Inspection evidence shows there is little significant difference in attainment of girls and boys in the current cohort. This indicates that pupils achieve to a satisfactory level from their very low attainment on entry. Pupils with English as an additional language make satisfactory progress and pupils with special educational needs make good progress towards the targets in their Individual Education Plans in literacy and numeracy.
2. At the end of Year 6, standards reached in the 2001 national tests in English, mathematics and science were well below the national average. In comparison with similar schools, standards in English and science were broadly average, and in mathematics well below average. The proportion of pupils reaching the higher levels was well below the average. There was no significant difference between the attainment of boys and girls. However, analysis of the data shows that pupils who stay with the school from their early years do better than those who join at a later date, and that the majority of pupils achieve well from their very low starting point. Pupils with English as an additional language make satisfactory progress when well supported and pupils with special educational needs make good gains in learning towards the targets in their Individual Education Plans in literacy and numeracy. The school's targets for the majority of pupils were realistic and sufficiently challenging, but unfortunately the school did not meet them in mathematics. The school's current targets are appropriately demanding and based on pupils' prior attainment. Pupils are on course to reach them in English and science, although not in mathematics, and a greater proportion than last year may exceed them.
3. In the work seen during the inspection, standards were below the national average in English by the end of Years 2 and 6. A particular strength is the way in which aspects of literacy, particularly the development of vocabulary, are fostered throughout the school and most subjects of the curriculum. It is also heartening that pupils make better progress in the upper junior classes, building well on their earlier satisfactory achievement. In mathematics, standards were well below the national average at the end of Years 2 and 6, although there were some examples of attainment above the national average. Standards in science were below average in Year 2 and broadly in line with the national average at the end of Year 6. However, relatively higher-attaining pupils, both infant and junior, do not achieve as well as they should because teachers do not provide enough opportunities for them to ask their own questions and devise their own experiments. The majority of pupils achieve satisfactorily in all subjects from their well below average attainment on entry because they are sufficiently challenged and extended.
4. Pupils' good use of the correct mathematical vocabulary, which they hear from teachers, supports their development in literacy. Numeracy skills are also developing across the curriculum, although not so strongly as literacy skills.
5. Standards in information and communication technology are below the national expectations at the end of Year 2 and well below in Year 6. Pupils' knowledge, understanding and skills are not being developed at an appropriate rate. This is because there are too few computers available for pupils to learn and practise upon. The use of information and communication technology skills in all subjects of the curriculum is underdeveloped – for example, pupils were rarely observed to use computers during lessons in the classroom.
6. In religious education, standards are in line with the recommendations of the Greenwich Agreed Syllabus in both the infant and junior classes. However, the subject is not taught regularly and is given insufficient time to allow pupils to deepen and extend their knowledge, understanding and skills. The subject does not make its full contribution to the spiritual and cultural development of pupils.

7. In the non-core subjects, standards are broadly average, except in music where they are above average in Years 2 and 6.
8. The large majority of children in the Foundation Stage are likely to meet the national Early Learning Goals in personal and social development, creative development, and knowledge and understanding of the world. A particularly strong feature of their attainment is their developing familiarity and skills with computers. They are unlikely to meet the goals in communication, language and literacy, in mathematical understanding, and in physical development. Nevertheless, they have achieved well from their well below average attainment on entry.
9. Pupils with special educational needs, including those with Statements of Special Educational Needs make good progress against the targets for literacy, numeracy and personal development in their Individual Education Plans, especially when good support is available. However, almost all support is focused on literacy and numeracy and pupils achieve less than they should in other subjects of the curriculum.
10. Pupils with English as an additional language also make good progress in literacy and numeracy, acquiring the language as quickly as possible to increase their access to the full curriculum, although they do not always receive all the support they need.

Pupils' attitudes, values and personal development

11. Pupils' attitudes are good and significantly help them in making progress. Pupils arrive in good spirits in the morning with even the youngest showing good motivation and independence from parents. Most are calm and well organised on arrival, fully aware of all expectations. A majority of parents feel that their children like coming to school.
12. Most pupils come to school prepared to work and learn, and approach all their tasks with good interest. They work with an air of purpose and become absorbed in their activities, as in a Year 6 English lesson where pupils were working on non-fiction text or in a Year 5 mathematics lesson about addition and subtraction. Another example is their joy of singing, either as a class or in assemblies, listening and learning quickly. There are, however, a small number of pupils whose work habits and behaviour are not good enough and this sometimes leads to disruption in lessons. Pupils participate well in lessons and outside lesson activities, particularly in art and sports. Pupils who have special educational or language needs are keen to learn and respond well to the support that they receive.
13. The youngest pupils organise themselves well. This was evident, for example, at the start of the school day. They have a well-established sense of routine and they take turns and share equipment fairly and achieve good standards in their personal and social development, including behaviour.
14. Most pupils behave well in class and in the play areas. They respond quickly to staff and teachers, and are well mannered to visitors. There is a little boisterousness and pockets of inappropriate behaviour in circulation areas but inspectors saw no incidents of any oppressive behaviour. Lunchtimes are good social occasions. Bullying is not a major issue. Pupils treat school property, including the displays of multicultural nature, with care. There were 21 fixed period exclusions during the last school year; although this number is high for this type of school, the exclusions were for a short time and involved only four pupils. There were no permanent exclusions during the same period. The school uses local authority guidelines on exclusions.
15. The personal development of the pupils is good. Pupils are prepared to take initiative and work independently and are adequately confident in choosing their activities though there are not many opportunities for them to use these qualities. Pupils can choose and share materials and equipment, and settle to group work quickly. This was the case in a Year 2 music lesson where pupils worked productively and co-operatively in learning music skills. Pupils take their responsibilities seriously including taking attendance registers to the office, helping younger pupils and tidying the hall and their classrooms. Pupils who take part in extra-curricular activities organise themselves well.

16. Relationships throughout the school are very good. All groups of pupils mix very well. They work and play together happily. This was evident in many physical education lessons and during breaks where pupils play for pleasure. Pupils, even the younger pupils, listen with interest and respect others' views and feelings. A good example was seen in a Year 2 religious education lesson where pupils were discussing rules in different religions.
17. Pupils' attendance is unsatisfactory, being well below the national average. Whilst illness accounts for most of the authorised absences, a significant number of absences are due to many parents not taking pupils' attendance seriously; for example, they take their children on holidays during term time or do not regularly send their children to school. The social circumstances of some pupils are also a contributory factor. Unauthorised absence is well above the national average, as parents do not provide a reason or an acceptable reason for absence and the school treats these absences as being unauthorised. Most pupils arrive on time in the morning. However, there are some who arrive late but this does not disrupt the good start of the school day.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning is good overall in the Foundation Stage and satisfactory overall in the rest of the school, with several instances of good and very good teaching seen. Teaching was judged unsatisfactory in only three lessons, and poor in one, with the majority being in the junior classes. The examination of pupils' work shows that marking is often minimal, with little evaluative comment or pointers on how pupils might improve their performance. A further feature is the lack of consistency in expectations about the quality of behaviour in some classes, particularly in the lower junior classes. This is largely because of staff discontinuities, which have led to a succession of temporary teachers, a few of whom lack the teaching expertise to reinforce the school's expectations.
19. The teaching of English and literacy is good overall, with teachers taking many opportunities to extend and enrich the spoken and written language of pupils and to encourage a love of books and, in the infant classes, reading. Teaching was rarely less than satisfactory in the junior classes and several good lessons were seen. Teachers regularly share the lesson objectives with the pupils at the beginning of the lesson and refer to them throughout so that at each stage pupils know what they should be learning. There are too few opportunities, however, for pupils to take responsibility for their own learning in research and independent study. Teachers provide many opportunities for pupils to increase and extend their knowledge and use of appropriate vocabulary in all subjects of the curriculum. There were, however, few examples of the use of information and communication technology in lessons or in workbooks.
20. In mathematics, teaching and learning are satisfactory overall, with a few instances of good and very good teaching in both infant and junior classes. Teachers are familiar with the National Numeracy Strategy and make appropriate use of all the elements. The pace of lessons is usually sufficiently brisk to support pupils' development in rapid mental mathematics. Expectations are generally high for pupils of all abilities so that they make satisfactory, and sometimes good, progress. Where teaching is unsatisfactory, this is due to weak subject knowledge and the lack of experience and expertise in managing pupils. Teachers give some opportunities for pupils to use their numeracy skills effectively in design and technology and science. There is, however, scope to extend these opportunities in all subjects of the curriculum. The use of information and communication technology to support mathematics is not widespread.
21. Teaching and learning in science is satisfactory in the infant classes and good in the juniors, with most pupils enjoying the subject and responding to the enthusiasm of their teachers. Teachers make very good use of appropriate resources. Their subject knowledge and expertise are sound and they place appropriate emphasis on practical investigations and experimenting, challenging pupils to think more clearly and thus make real progress in extending their knowledge, understanding and skills. There are, however, not enough opportunities for pupils to ask their own questions or devise their own experiments.
22. The quality of teaching and learning in information and communication technology is unsatisfactory overall, and teachers acknowledge their need to develop their subject knowledge

so that their skills and expectations will be more appropriate for their pupils' needs. At present, teachers do not consistently provide enough opportunities for pupils to use computers to support their work in lessons.

23. Teaching and learning are good in music, and satisfactory in art, design and technology, geography and history in both infant and junior classes. There was insufficient evidence to make a secure judgement on teaching and learning in physical education. Although the quality of teaching and learning in religious education was satisfactory in most of the lessons observed, overall provision is unsatisfactory because of a lack of time and regular teaching.
24. Many teachers are particularly good at managing pupils and establishing orderly classroom procedures so that they create very effective learning environments for their pupils. Teachers also make good cross-curricular links – for example, between science, history and design and technology.
25. Teaching and learning are not always as good as they could be in Years 3 and 4. This is because teachers' management of pupils with challenging behaviour is sometimes insecure and classes become very noisy, causing teachers to slow the pace of the lesson so that pupils do not achieve as well as they could. Further, ongoing assessment is not always used to set tasks which suit pupils' needs. There has been some disruption in learning in the lower juniors because of difficulties in the recruitment and retention of staff and classes in both Years 3 and 4 have seen a succession of supply teachers.
26. A particular feature of the school comes through its involvement in the government initiative 'Excellence in Cities'. Specially appointed learning mentors target particular pupils who are in need of support to improve their achievement and help remove barriers to learning, for instance developing learning and social skills. Their roles are very diverse, ranging from responsibility for attendance, emotional and behavioural difficulties and support for pupils with special educational needs and those with English as an additional language, although always specific to the targeted children. This initiative is still being evaluated within the school and the headteacher is working to rationalize the amount of support given in particular contexts. When the learning support is available, mentors are usually well briefed, give good support, and feed back on the achievement and progress of their targeted pupils. The attention paid to behaviour and attendance has been valuable in reducing the number of exclusions and ensuring a greater equality of access to the full curriculum.
27. The quality of teaching for pupils with special educational needs is good in literacy and numeracy. Teachers and support staff know these pupils well and foster the trust that provides good conditions for learning. They work with the pupils to ensure that they develop basic skills. Where good support is available, they achieve well and make good progress. However, this good support is not always available at other times and in other subjects and pupils do not make the same good progress. Further, pupils' needs as identified in Individual Education Plans are not always adequately reflected in teachers' daily planning, and some support staff are not sufficiently proactive in supporting pupils. Teachers and support assistants work together often with advice from the school's co-ordinator for special educational needs (SENCO) and appropriately match work which addresses pupils' needs. Where necessary, outside support is sought. In many lessons, particularly in the core subjects of English and mathematics, and in some lessons in music, pupils benefit from the good support offered by classroom assistants and learning mentors. The quality of support for pupils with English as an additional language is often good and this helps them to gain access to the curriculum. More help is needed for some pupils at an early stage of acquiring the language. Specialist support for gifted and talented pupils enables them to make accelerated progress in particular subjects such as art and music.
28. The teaching of children in the Foundation Stage is good overall, particularly in the nursery, and prepares them sufficiently for the National Curriculum Programmes of Study. Teachers give equal opportunities by directing their questions so that all children are actively involved in lessons. All adults encourage children to talk, explaining what they are doing, giving opinions or recounting experiences. Teachers of reception children do not plan sufficiently closely with nursery staff so that children in different classes get a similar learning experience.

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

29. The quality and range of learning opportunities are satisfactory in the Foundation Stage and the infant classes, but unsatisfactory in the junior classes. The quality and range of learning opportunities in the nursery are good and staff plan well for all areas of learning, although the reception curriculum does not fully implement national guidance for the daily outdoor play aspects of physical development. The curriculum in both infant and junior classes does not meet legal requirements for information and communication technology (ICT), particularly control technology in the junior classes. The religious education (RE) curriculum does not meet statutory requirements; there is no pattern or structure to the provision and time allocation is too low. The school is awaiting guidance before fully implementing this subject. The provision for personal, social and health education (PSHE) is unsatisfactory, particularly in the junior classes, where there is no scheme of work and the time allocated to the subject is frequently shared with other curriculum areas such as RE or story and varies from 15 minutes to one hour time slots. The scheme of work for PSHE in the infant classes is in place. This is a good document indicating thorough coverage of all relevant issues. However, Year 1 sessions take place first thing in the morning for 15 minutes; this is greatly reduced by registration time and preparation for assembly and the time left for PSHE is unsatisfactory.
30. The school has correctly placed an emphasis on the core subjects of English and mathematics. The National Literacy Strategy is implemented satisfactorily, incorporating all the elements. The implementation of the National Numeracy Strategy is satisfactory and the scheme of work covers all the elements well. However, neither strategy is yet sufficiently adapted to the needs of pupils in this school. Coverage in science is appropriately balanced.
31. Policies in subjects other than English and mathematics are being developed after amalgamation. Schemes of work based on national guidance are in place but have not yet been adapted to the school's needs. Some parts of the music provision are good; for example, the school's involvement in the local education authority's initiative of 'The People Symphony', which involves schools and communities from all the London Boroughs. There is no unified scheme of work for design and technology, Foundation Stage, geography, history and religious education. The school is developing evaluation procedures to monitor curriculum coverage and implementation but there is inconsistent practice in this aspect.
32. Literacy and numeracy skills are reinforced well in other subjects but staff could do more to develop the use of numeracy skills further, particularly in data handling in subjects such as science and geography.
33. The developing provision for PSHE will include sex education, drugs education and citizenship and the current scheme of work for the infant classes indicates this clearly. However, there is currently no policy which meets the statutory requirements for sex education. The school provides appropriate sex education for Year 6 through visits from the school nurse.
34. Time allocated to subjects is low for most subjects apart from English and mathematics. It is too low in RE and ICT, which limits attainment and progress in these subjects, particularly in the junior classes. Time allocations are further reduced by the way the timetable is constructed: for example, sessions where registrations and assembly encroach on teaching time.
35. The school's provision for pupils with special educational needs and those who have Statements of Special Educational Needs is good. The co-ordinator for special needs (SENCO) has a good working relationship with staff, which facilitates the prompt identification of pupils with learning difficulties or behaviour problems. This leads to the pupils receiving the full curriculum.
36. The provision for extra-curricular activities is good, although mostly related to sport and music where extra tuition in several instruments is available to a limited number of junior pupils. There are satisfactory links with the local community through the 'Children's University' and 'People Symphony'. There are satisfactory links with the local secondary school. The school accommodates a good number of student teachers and learning assistant and work experience students from local further and higher education institutions. This is a strength of the school.

37. There is satisfactory provision for spiritual development overall with some good provision in subjects such as English, DT and mathematics; for example, Year 2 pupils showed astonishment at unfamiliar fruit such as rhubarb in a food technology lesson and Year 3 were fascinated by the sound of the word 'triangulation'. There is evidence of good use of poetry in Year 4 and opportunities for self-expression in music throughout the school. The quality of assemblies and acts of collective worship is inconsistent. Examples of good quality assemblies were: a presentation by Sikh pupils and staff about the festival of 'Vaisakhi', which was interesting and well presented and raised awareness of the Sikh religion; in another assembly the headteacher outlined the historical changes of the last century when reflecting on the recent death of the Queen Mother. Not all assemblies offer a moment of reflection or time for prayer. Staff do not make full use of religious education and acts of collective worship to develop pupils' spiritual awareness.
38. Provision for moral development is good. Staff provide good role models and reinforce pupils' growing awareness of right and wrong through the successful implementation of the school's behaviour policy. Class and school rules are displayed clearly in most areas of the school. Pupils' achievements are celebrated positively in lessons and the weekly 'Celebration' assemblies. Staff provide an appropriate number of opportunities for pupils to discuss moral issues in lessons, although some teachers allow pupils too little initiative, tending to dominate discussions. Staff place good emphasis on environmental issues in subjects such as geography; for example, when discussing the advantages or disadvantages of a local bypass. The school's provision should be even stronger when the RE and PSHE curricula are fully in place.
39. Provision for pupils' social development is good. Staff plan opportunities for pupils to take on some school responsibilities when acting as monitors. Care is taken that all pupils, including those with special educational needs and those for whom English is an additional language, are fully integrated into the life of the school. Relationships between staff and pupils and between pupils are good. Assemblies provide opportunities for older pupils to make presentations to the younger ones, which they enjoy and carry out responsibly. Most pupils co-operate well with peers and staff. Pupils show generosity and consideration for others through donations to charities. They take part in sports competitions with some success. Pupils benefit greatly from the residential visits to Wrotham and Swanage.
40. The school's provision for cultural development is good. There is significant provision in music through opportunities to explore a wide range of musical instruments such as African and Indian drums. There is a good range of musical activities; pupils attend concerts and workshops and specialist teachers enrich the curriculum in school. There are extension activities in art, dance, drama and sculpture through the Children's University and provision for gifted and talented pupils in art enables them to make good progress. A broad range of displays introduces or reinforces pupils' knowledge of different artists such as Degas; some are very impressive. English resources include dual-language texts in relevant community languages and a range of multicultural literature. Staff do not yet fully exploit the diverse and vibrant local community or local centres for major religions, almost all of which are represented in the area.
41. All pupils, whatever their background, have appropriate access to the curriculum including activities organized outside the school day. Boys and girls participate on an equal footing in most of the extra-curricular activities on offer. Pupils with English as an additional language are fully integrated and provided with support with priority being placed upon pupils in the early stages of acquiring English. In a number of lessons – for example, in music – opportunities are provided to develop pupils' cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides a secure and enjoyable learning environment for its pupils. As a result, pupils establish happy and constructive relationships with adults and with one another, which has a positive effect on their learning. Parents' responses to the questionnaire show that they agree that their children like to come to school. Teachers ensure children settle well into school, beginning with effective pre-school meetings between teachers and parents. Pupils' personal records are well maintained, and rewards and concerns are monitored.

43. The arrangements for child protection are satisfactory. The headteacher, the designated officer, is knowledgeable in child protection procedures and keeps the staff informed of the issues. However, the child protection arrangements do not formally include procedures for 'pupils in public care' and 'child restraint', and the staff are not trained in these aspects. The school is vigilant about health and safety matters. Risks are assessed; there are regular fire drills and checks on fire and electrical equipment. There are several trained first-aiders and clear accident procedures.
44. Procedures for monitoring and promoting discipline and good behaviour are satisfactory. The behaviour policy clearly outlines rewards and sanctions but parents and pupils, although in no doubt about the expectations of good performance, were not formally involved in developing the policy. There has been no recent whole-school training on managing pupils' behaviour in lessons. There are rewards, including public acknowledgement of good performance at the 'social' assemblies, but there are fewer opportunities to discuss concerns, like bullying, since the programme for personal and social education is underdeveloped and there is no pupils' collective forum like a school council. At play and during lunch breaks, pupils are supervised well. The school is successful in creating an environment where all groups of pupils work and play well together. There is no evidence of any form of oppressive behaviour in the school and relationships are very good.
45. Registration requirements are met and absences are appropriately identified. The school has increased its focus on improving pupils' attendance but the procedures for attendance are not effective in obtaining satisfactory levels of attendance and therefore are unsatisfactory. For example, there is no formal multi-agency approach, involving parents and authorities, to address attendance concerns. Not all absences are followed up by contacting parents on the first day of absence; instead a standard letter after a specified period of absence is sent home. There is little involvement of the education welfare service. Parents who take family holidays during term time are not adequately discouraged. Monitoring of punctuality is satisfactory.
46. External agencies, including the school nurse and the educational psychologist, give good support to the school. Pupils are adequately guided on matters relating to their welfare and development through the curriculum, although the programme for personal, health and social education is not yet well developed. Procedures for supporting and monitoring personal development are satisfactory. Some aspects of the curriculum like extra-curricular activities and provision like the learning mentors help to develop pupils' self-esteem and confidence. However, there are limited opportunities for pupils to become involved in the work of the school. In lessons, there are not many planned opportunities for pupils to show initiative and take responsibility. In classes, pupils work well together and are prompt to follow instructions. Procedures for dealing with bad behaviour provide a successful deterrent. Teachers' records identify 'concerns' but there are no formal procedures to monitor pupils' behaviour and personal development. There are no formal individual targets to improve pupils' personal development.
47. The school seeks to ensure that all pupils have equal opportunities. There are systems in place to support the academic and personal development needs of pupils with special educational needs and those who speak English as a second language and these pupils make satisfactory progress. The school acknowledges that these systems need to be further developed following the amalgamation of the two schools in 2001. One aspect to be developed for all pupils is the monitoring of progress and the use of assessment to inform future planning. The informal procedures for monitoring and promoting discipline and good behaviour and eliminating any oppressive behaviour are effective, as reflected in the good behaviour and orderly atmosphere in the daily life of the school.
48. All pupils mix well across ethnic and gender lines at work and play and harmonious relationships and behaviour are evident throughout the school. Pupils with English as an additional language participate fully in activities and school events, particularly in music and art. They are motivated and enjoy the attention given to them when they work on a one-to-one basis with assistants. The positive ethos of inclusiveness in the school helps them to gain confidence and integrate very quickly.
49. Pupils with special educational needs make satisfactory progress in lessons and small withdrawal groups. They have full access to lessons and, as a result of the support they receive, achieve well in relation to their starting points. The school's systems to identify,

assess, support and review pupils' special educational needs are good. Learning mentors are responsible for supporting targeted pupils with emotional and behavioural difficulties to ensure their social and educational inclusion. The SENCO works hard to organize and manage the systems and is effective in involving parents, teachers and outside agencies. All pupils with English as an additional language make satisfactory progress. Teachers are aware of the needs of pupils who speak English as an additional language and make efforts to remove the barriers to learning to ensure they are fully included in lessons, although the school acknowledges that additional support is required for some pupils. The school's specialist support assistants work closely with pupils who are in the earlier stages of English acquisition, particularly in their role as learning mentors to help settle pupils new to the school. This is a valuable aid to the smooth running of the school, freeing teachers to teach rather than give specialist pastoral support. Pupils from ethnic minority groups in the school make satisfactory progress in relation to prior achievement. There is some variation in the achievement of the different minority groups. Able and talented pupils are identified for work, particularly in art. As a result they make good progress and some achieve well above average standards in art.

50. The procedures for assessing pupils' attainment and progress are overall satisfactory. They are good in literacy and numeracy where national testing, optional testing and Teacher Assessments provide information on pupils' levels of attainment. In science pupils are assessed against key learning objectives, but similar procedures have yet to be established in other subject areas. Although planning, using the National Literacy and Numeracy Strategies, is now being adapted to the particular needs of the school and pupils, the lack of sufficient assessment information on skills' development and knowledge and understanding in other subjects makes the overall use of assessment to guide curricular planning unsatisfactory. The procedures for monitoring and supporting pupils' academic progress are also unsatisfactory. The school plans to record levels of attainment in literacy and numeracy regularly and systematically, with a view to tracking pupils' progress more carefully and setting realistic yearly targets in these subjects. This should enable the range of adult support, and learning initiatives such as Early and Additional Literacy Support, to be assigned and used more effectively than at present in raising standards.
51. The school acknowledges that there is a lack of assessment procedures for use in most foundation subjects. Teachers are therefore deprived of valuable assistance in planning activities which are best suited to pupils' needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The newly amalgamated school tries to work in partnership with parents and provides information for them to ensure they know what the school offers in terms of opportunities for their children. Parents are also welcomed at the school if they have any concerns about their children. This includes issues about access and equal opportunities. More effort is necessary to ensure that parents with limited understanding of English access the support provided by the school.
53. The partnership with parents is satisfactory overall. Parents are generally supportive of the school's work but their involvement in the life of the school is only satisfactory. They feel comfortable about approaching the school with problems and questions. They are satisfied with the teaching, the school's expectations of pupils' work and the progress that their children make. They are also satisfied with the support for their children's personal development, which is good in many respects. They are happy with the ways in which the school works with them. A significant number of parents, however, are not satisfied with the amount and consistency of homework. Inspectors found that pupils usually take work home and the amount is appropriate. Many parents would like to see a wider range of more interesting activities outside lessons. Inspectors found that the extra-curricular activities are good. The school could helpfully explain to parents what constitutes the homework or the extra-curricular activities offered.
54. The quality of information provided for parents is satisfactory. The prospectus and governors' reports are informative. There are frequent consultation and curriculum information meetings for parents but these are not well attended. Some parents felt that they are not well informed about how their children are getting on. Inspectors found that pupils' annual written-reports are satisfactory. Whilst the reports inform what pupils can do, they do not give information about

what pupils should be doing, particularly in terms of National Curriculum levels, or what exactly their parents can do to improve academic standards. Despite the fact that the school has many parents who do not speak and read in English, very little translated information goes home. There is a parents' room but no parents' association. Some parents assist in the school. Parents of pupils with special educational needs are appropriately involved in the IEP process, and are kept informed of the progress their children make. Language classes for parents, which the school organizes and which are well attended, are a very useful initiative in helping parents use the school as a community resource. Whilst parents are supportive of the school, many parents do not fully co-operate with the school in keeping pupils' absences to a minimum.

55. Partnership with Foundation Stage parents is satisfactory. Parents and carers contribute to the home-school reading scheme but they are not expected to contribute to the reading records, particularly in reception classes. Staff give insufficient information to parents and carers about how children are progressing or what they can do to help. A more welcoming approach when parents bring their children to, and collect them from, the nursery class, would improve the partnership to good. Staff make home visits when children first attend the nursery class, where possible, but these are not always recorded sufficiently well to give staff information about children's interests and capabilities to provide a solid basis on which to build.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The overall leadership and management of the school are satisfactory. The headteacher has managed the change from two separate schools into a coherent whole well. She provides clear leadership and is committed to raising standards and also the profile of the school in the neighbourhood. She is well supported in this approach by the able deputy headteachers, the co-ordinator for special needs, and the subject co-ordinators, who all have a good understanding of their roles. There is a coherent structure to the governing body, who work constructively in their positive commitment and systematic approach to raising standards. The aims of the school are well reflected in their work.
57. The amalgamation of two schools presents many difficulties, not all of which can be overcome in a short space of time. Much has been done to draw the staff in both infant and junior classes together into a coherent team. At the time of the amalgamation, there were three deputy headteachers, now there are two and the school plans to restructure the whole of the senior management team.
58. The monitoring of the curriculum is understood and welcomed by all staff. Subject coordinators monitor planning throughout the school and sample pupils' work with a view to checking for gaps in coverage and evaluating progress. This system is monitored by the headteacher and has direct links into subject and school improvement plans. There is, however, still scope for improvement since the majority of the monitoring of teaching has been undertaken by the local authority and the school has yet to develop a structured timetable for lesson observation by the headteacher and senior staff, including co-ordinators.
59. All staff, including support staff, work well together as a team for the benefit of all pupils. All share a commitment to raising standards and they have a good understanding of areas for development in their subjects, producing their own action plans. The way in which the co-ordinators show an enthusiasm for new initiatives and work together as a team contributes positively to cohesion and educational inclusion in the school.
60. There is a new Foundation Stage Co-ordinator. She and other staff are aware that they need to improve the overall curriculum for the whole Foundation Stage to ensure children's progress. Currently, there is no monitoring of the curriculum or teaching and areas for development have not yet been addressed. Nursery staffing is in flux due to staff absence and turnover but new staff have fitted in very well and the nursery co-ordinator at the time of the inspection was carrying out that role well. The nursery is very well resourced for all areas of learning. Reception classes are appropriately resourced, apart from the accommodation and resources for outdoor play, which are unsatisfactory.

61. The provision for pupils with special educational needs is well managed. The fact that the co-ordinator has previously managed the provision in both schools prior to amalgamation is a strength in terms of continuity and progression. The caring ethos is shared by all those working with SEN pupils. This is underpinned by carefully developed processes for the identification of special needs and for the development of individual work programmes to meet need. The co-ordinator ensures that teachers and classroom assistants are kept up to date on developments in SEN, either through attending relevant courses or through sharing information with them in staff meetings. She has regular meetings with assistants in which progress of individuals is reviewed and targets revised when the need arises. Learning resources for SEN are sufficient to support the necessary work. The school's policy and practice are consistent with the Code of Practice. The school is currently in transition and the new Code of Practice is expected to be up and running next September. The SENCO has regular contact with external agencies such as the educational psychologist or social services.
62. The governing body fulfils its responsibilities to a satisfactory level. Governors are supportive and have a clear understanding of their roles. Governors and staff work well together and this is a strong feature of the school. The governors are well informed about strengths and weaknesses of the school because of their frequent meetings and the reports from the headteacher. However, the school improvement plan is unwieldy and unmanageable. This is understandable, since there is so much to be done and the governing body is appropriately anxious that they cover every aspect of provision. It should be revised to prioritise areas for development in the long and the short term. It should also incorporate the success criteria envisaged by subject co-ordinators in their mini-action plans and a schedule for regular review needs to be built in. Work is in hand to secure a coherent whole-school approach to planning the curriculum and, apart from religious education and information and communication technology, all statutory requirements are met.
63. All governors and staff have a clear understanding of the school's policy for equal opportunities and consistently put it into practice. The school's ethos is very positive in relation to the multi-cultural nature of its population and this is well reflected in the harmony in the school across lines of gender, race and disability. The school's ethos ensures that all pupils are valued and supported according to their needs. The deployment of the Ethnic Minorities Achievement Grant (EMAG) is appropriately targeted to provide for specialist assistants who are appropriately deployed and contribute to the opportunities for pupils with English as an additional language to gain support and access to the curriculum.
64. School developments are carefully costed. All grants are used fully for their designated purposes, although systems for evaluating their use are yet to be fully implemented. Following the amalgamation of the infant and junior schools there was an excessive carry forward, originating mostly from the previous junior school. Much of this has been used to fund teacher cover, to enable co-ordinators to develop their role within the new school, and to build up resources, particularly at Key Stage 2. It is too early to evaluate the effectiveness of this spending, but there is no doubt that more spending is required to improve resources, particularly for information and communication technology. The school applies the principles of best value satisfactorily. The school improvement plan shows that a review is being carried out to determine how these principles are being applied to all aspects of school life. Office procedures are efficient. An audit has been requested, but in the interim the school has evaluated its own financial procedures and not found any major concerns. Accounting is carried out carefully, with regular checks being made with the headteacher and governors. Following amalgamation, the school recognises that it cannot sustain current staffing costs and is looking at ways of rationalising staffing levels to reduce these costs. The school provides satisfactory value for money.
65. There are sufficient teachers and other staff to cover the subjects of the curriculum and the age and ability range of the pupils. However, there are some concerns about the vulnerability of staffing in years 3 & 4 and the difficulties of recruiting and retaining permanent staff for these classes. The staffing structure is also in an emergent state as a result of staff changes together with the new challenges posed by the recently amalgamated schools. The roles of subject co-ordinators are at an early state of development. The role of the learning mentor is being evaluated and job descriptions are being revised to reflect the valuable support they are giving. Now that the audit of resources is complete and new policies are being developed it is important to put in place secure planning and assessment procedures together with

arrangements for the monitoring of achievement, progress and teaching. There are procedures for the induction of new staff and the school acknowledges the need to develop the expertise of existing staff via training. The co-ordination of ICT is an issue. Performance management procedures are currently being developed and based upon objectives set for the school as a whole and personal objectives for individual staff.

66. The accommodation is in sound condition and the amalgamation of the library and music room works well. A teachers' resources room for teachers with good storage has been established and a science and technology resources room for the use of staff, which is not accessible for pupils. The revised administrative arrangements work well pending the development of a reception and administrative area on the ground floor. At the moment the library is not extensively used for reference. The school benefits from a highly committed premises manager, who has improved the general maintenance of the building and ensures that it is kept in good order by the conscientious cleaning staff. There is good use of display throughout the school to inform and celebrate learning. The accommodation is good but it contains a large number of staircases, which makes access for pupils with physical disability difficult. Reception classes have access to halls for physical education lessons and a visit to the nursery outdoor area is planned once a week but the facilities for developing skills such as running or climbing are unsatisfactory. There is no immediate access to a grassed area for outdoor field games and athletics.
67. The resources available to support the curriculum are generally good. The school has carried out an audit of subject resources and taken action to improve the provision. In particular the resources for English, music, mathematics, science and physical education, are good. The provision in ICT is poor and the school has no immediate plans to enhance resources in this subject. The school is also aware of the need to increase the number of fiction and non-fiction books in the school library and to increase resources in subjects in the junior classes to match new subject planning - for example, in art, history and geography.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve the quality of education offered, the headteacher, senior staff and governors should:
- (1) Raise standards in English and mathematics in both key stages by:
 - improving the use of assessment in order to set realistic targets for all pupils**;
 - raising the quality of the teaching of reading and writing;
 - improving library provision so that pupils may extend and improve their research skills and experience a wider range of reading texts**;
 - adapting further the National Literacy and Numeracy Strategies to suit pupils' individual needs. (*Paras. 1-3,30, 50-51, 66-7, 95, 99, 101, 104, 107, 112*)
 - (2) Raise standards in science in Year 2 by:
 - increasing the time allocation to allow topics to be studied more regularly and in more depth;
 - providing further opportunities for pupils to ask their own questions and devise their own experiments. (*Paras. 3, 21, 116*)
 - (3) Raise standards in information and communication technology by:
 - ensuring that the good quality planning is implemented consistently throughout the school;
 - providing further resources so that computers can be used at all times;
 - increasing planned opportunities for the use of ICT in all subjects of the curriculum. (*Paras. 5, 19-20, 22, 29, 62, 65, 67, 101, 111, 116, 123, 126, 137,140, 142*)
 - (4) Review and revise curriculum timings to ensure better use of the time available, thereby:
 - ensuring that all subjects of the National Curriculum, especially information and communication technology and religious education, meet statutory requirements by being taught in sufficient depth;

- developing a consistent whole-school and structured programme for personal, social and health education**. (*Paras. 56, 23, 29, 33-4,44, 157, 160*)
- (5) Improve the quality of teaching to the same satisfactory standards in all classes by:
- increasing the rigour and frequency of formal, recorded lesson observations**;
 - developing further the role of curriculum coordinators, especially in the management function of monitoring and evaluating classroom practice in their own subjects;
 - seeking further ways of improving recruitment and retention of high quality teachers. (*Paris. 25, 58, 60, 65, 100, 116, 127, 143, 156*)
- (6) Revise the school improvement plan to make it more manageable by:
- agreeing major and minor priorities over the given time-scale;
 - adding success criteria from the subject action plans;
 - ensuring appropriate and regular review and evaluation. (*Para. 62*)
- (7) Develop further procedures for the monitoring and improvement of attendance. (*Para. 17, 45*)

***These issues have already been identified by the school and are prioritized in the current improvement plan.*

In addition, the headteacher and governing body should consider the following minor issues:

- restructure provision and support for pupils with English as an additional language to ensure that all pupils who need support receive it on a regular basis; (*Paras. 27, 72*)
- ensure that teachers reflect in their daily planning targets in Individual Education Plans for those pupils with special educational needs; (*Para. 27, 107*)
- increase planned opportunities and resources for outdoor activities in the Foundation Stage. (*Paras. 66, 74, 91, 92*)

PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

69. The progress made by most target pupils is satisfactory overall, and sometimes good. Pupils learning English as an additional language respond well to specialist support. This reflects their positive attitudes to learning and enables them to integrate well in the school. They relate to each other and their teachers with care and courtesy, and this contributes well to their progress.
70. The teachers funded under the Ethnic Minority Achievement Grant are resourceful. They are aware of the need to provide these pupils with full access to the curriculum and to achievement by improving their competence in the use of English. They have established good 'partnership teaching' with the teachers whose pupils they currently support. This reflects their close involvement in planning, preparation and classroom organization. Their activities are appropriately planned and relate to what happens in the classroom. The support they provide in a one-to-one or small group situation was relatively more effective as this addressed specific language needs. Pupils observed on such occasions gained a great deal in appropriate use of vocabulary in the context of developing their reading and writing skills. These pupils also benefit from day-to-day classroom strategies such as questioning employed by their teachers. Most teachers explain teaching and learning points in a way that encourages all pupils to participate in activities.
71. Specialist support is curriculum-related and mainly in-class. The opportunity for pupils to hear a bilingual member of staff explaining unfamiliar vocabulary or a difficult concept in their home language(s) enhances their participation and understanding of the activity. Pupils from minority ethnic backgrounds have access to all other activities as was observed in some out-of-school sessions.
72. The level of support is not sufficient in terms of the nature and extent of needs. The available teacher support is concentrated in the infant classes and there is only bilingual assistant support available in the junior classes. It is perhaps significant that there is no mention of provision for these pupils in the school's draft policy for teaching and learning. A senior member

of staff who oversees the provision is aware of the need to develop a team approach throughout the school. She knows that opportunities for the professional development of mainstream teachers to meet the language needs of bilingual pupils are limited. There is also the acknowledgement that the use of 'transitional bilingualism' will facilitate pupils' acquisition of English.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	39	28	3	1	0
Percentage	1	10	49	35	4	1	0

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

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)	42	445
Number of full-time pupils known to be eligible for free school meals	0	191

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	10	111

English as an additional language	No of pupils
Number of pupils with English as an additional language	215

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	9.1
National comparative data	5.6

Unauthorised absence

	%
School data	4.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	21	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	17
	Girls	8	10	13
	Total	22	23	30
Percentage of pupils at NC level 2 or above	School	51 (N/A)	53 (N/A)	70 (N/A)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	18	12
	Girls	10	14	10
	Total	24	32	22
Percentage of pupils at NC level 2 or above	School	56 (N/A)	74 (N/A)	51 (N/A)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	32	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	22
	Girls	20	11	22
	Total	31	20	44
Percentage of pupils at NC level 4 or above	School	53 (N/A)	34 (N/A)	75 (N/A)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	15
	Girls	12	10	13
	Total	20	20	28
Percentage of pupils at NC level 4 or above	School	34 (N/A)	34 (N/A)	47 (N/A)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	13
Black – African heritage	41
Black – other	3
Indian	67
Pakistani	39
Bangladeshi	8
Chinese	0
White	158
Any other minority ethnic group	45

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19.8
Number of pupils per qualified teacher	19
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	23
Total aggregate hours worked per week	577

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21
Total number of education support staff	3
Total aggregate hours worked per week	65
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1.98
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	12	0
Other minority ethnic groups	9	0

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

Financial information

Financial year	2001-02
	£
Total income	1,232,406
Total expenditure	1,242,873
Expenditure per pupil	3,052
Balance brought forward from previous year	203,201
Balance carried forward to next year	192,734

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	387
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	4	0	0
My child is making good progress in school.	31	54	8	6	0
Behaviour in the school is good.	33	48	17	0	2
My child gets the right amount of work to do at home.	21	27	17	31	4
The teaching is good.	31	54	8	4	2
I am kept well informed about how my child is getting on.	27	52	15	4	2
I would feel comfortable about approaching the school with questions or a problem.	40	50	2	0	8
The school expects my child to work hard and achieve his or her best.	48	33	10	0	8
The school works closely with parents.	23	50	8	4	15
The school is well led and managed.	27	42	17	0	15
The school is helping my child become mature and responsible.	29	50	8	6	6
The school provides an interesting range of activities outside lessons.	25	42	10	15	8

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

73. There are 51 children in two reception classes. There are 23 full-time and 18 part-time children in the nursery attending for a maximum of three terms, although many children do not attend for the maximum time. Reception classes are housed in two classrooms which are quite cramped with little space for structured and independent play. One classroom houses a new multi-sensory 'tent' with lights, sounds and different materials to promote children's personal and social development but this is difficult to access comfortably. The nursery is housed in an attractive, spacious, purpose-built room, with a large, secure outdoor area on two levels. New children enter nursery and reception classes each term. This is well planned to ensure the children settle in quickly and happily; however, some children have only one term in reception before moving on to Class 1.
74. Although the attainment of children entering reception classes is generally well below the borough average, the January 2002 intake arrived with a range of abilities which were broadly in line with the average. Children's progress, including the progress of those with special educational needs and English as an additional language, is satisfactory in most areas of learning but unsatisfactory in physical development, mainly because there are too few opportunities for children to develop such skills. Inspection evidence indicates that reception children are not likely to meet the national Early Learning Goals in communication, language and literacy or mathematical and physical development. They are likely to meet them in knowledge and understanding of the world, creative development and personal and social development.
75. The quality of teaching in the nursery is good with some very good teaching in a significant minority of lessons where all staff (teachers, nursery nurses and learning assistants) use questioning very well to encourage children's learning. They contribute very significantly to most activities; for example, while acting in role with children to promote language development and to help them understand what the roles involve. Staff provide a wide range of valuable activities indoors and outdoors.
76. The quality of teaching in reception classes is satisfactory overall with good teaching in a significant number of lessons. There is very good teaching in a minority of lessons where the teacher provides very good guidance, based on good subject knowledge, to aid children's understanding and improvement. Learning support assistants work harmoniously with teachers and children. Bilingual staff move fluently between their languages to interpret for children when appropriate. In a significant minority of lessons, although planning and subject knowledge are satisfactory, staff do not have adequate discipline strategies to counteract the misbehaviour of a minority of children and this hinders learning for all children. There are limited opportunities for pupils to choose activities or to make real choices within lessons. Where children remain in reception for only one term, the nursery work does not fully prepare them for such a short stay in reception before entry to Year 1.
77. In reception and nursery classes, daily planning for children with English as an additional language is not always well focused on their learning needs. This is also the case with planning for those with special educational needs. Some targets on Individual Education Plans are too broad to enable staff to plan appropriate activities. Daily assessment systems are at an early stage and do not yet inform future planning sufficiently. Most staff make helpful notes about the context for the work when making assessments or marking.
78. Medium-term planning is good in the nursery covering all areas of learning. Reception medium-term planning is well focused on learning outcomes but does not cover all areas of learning, notably physical development. Children have two PE lessons a week but this is insufficient to enable children to progress satisfactorily. The nursery teacher and Foundation Stage co-ordinator meet regularly to discuss planning issues but there is no overview of children's curriculum.
79. Assessment systems are being developed but are not yet implemented well enough to monitor children's progress adequately. Recent formats introduced in the nursery give more and better

information about learning in all curriculum areas and are a good basis on which to build. Initial assessments about the children's settling-in period are limited and do not provide a good foundation for planning.

80. Assessment systems for communication, language and literacy in reception classes follow a consistent format and are potentially helpful. However, some are not up to date so do not provide sufficient information about children's strengths or weaknesses. Assessments for mathematical development are new and need further establishment. Records for the other areas of learning are unsatisfactory.

Personal, social and emotional development

81. Most children have good attitudes to their learning and are well behaved. Nursery children showed very good attitudes and behaviour in half of the sessions observed. They work and play together harmoniously, take good care of resources indoors and outdoors and are learning to share resources. During lunchtimes they wash their hands, set out cutlery and settle to eat very sensibly. Children clearly enjoy most activities.
82. Reception children had good attitudes and behaved well in half of the lessons observed. In one lesson they were very good; they took great care, tried very hard to follow instructions when drawing and painting from observation and were very enthusiastic. The teacher encouraged independence by ensuring children took responsibility for changing water when it was too dirty, which they did well with only a little prompting. Children change for physical education lessons quite independently and do not need too much help. They do this fairly quickly although, in one class, after a slow start. A minority of children in one class did not behave well in some lessons: they were disobedient and noisy and activities were curtailed. Staff do not always handle misbehaviour satisfactorily; they are unwilling to take action, which leads to increasing problems. Most children learn to distinguish right from wrong, to have respect for each other and to form constructive relationships with peers and adults.

Communication, language and literacy

83. Children are given frequent opportunities to listen and extend their vocabulary; for example, during story telling, shared writing and answering questions. Staff encourage good listening skills. Almost all nursery children listen well, follow instructions and learn to answer questions in all areas of learning; for example, when exploring light and dark using torches. They chat freely with peers and known adults and a number have enough confidence to initiate discussions with an inspector. They are not always articulate but are frequently fluent when describing incidents in their lives or in stories.
84. Children pay careful attention to stories, learning to follow storylines and to suggest what might happen next in new stories. They remember stories such as 'Goldilocks'. Four-year-olds can name the title and characters, talk about the order of events and how the characters feel and join in repeated parts and some can make their voices match those of the characters. Individual children can find favourite parts or illustrations. Staff promote children's understanding of writing by scribing for them accurately so that they learn to 'read' their own writing. Children produce drawings to represent features of the stories and retell the story orally in preparation for writing. Staff provide frequent opportunities for children to develop pencil control or make marks using different media such as chalk, pen, paint. They learn to recognise their names and form letters in their names using wool or other means.
85. Most reception children listen satisfactorily and, in group work, their listening skills are good; for example when learning to write numerals in English and Punjabi or following instructions for using the computer. Most can express their wants and needs. Children usually speak confidently in small groups but not in whole-class sessions; staff do not always encourage them to project their voices or speak clearly. There are some opportunities for children to initiate speaking in role and imaginative play but these are limited. They can choose books independently and know what terms like 'title' mean. Those who read to an inspector read mainly from memory; they were not using sounds (phonemes) confidently. Most can write their names but their letters are not always well formed. A few, mostly higher attaining children, write freely, but this is not a major part of the work in books, which focuses on handwriting skills and forming letters. Most children are not yet able to spell familiar words accurately or make

reasonable attempts at unknown words. Some staff monitor spelling attempts thoroughly as children move from unconventional to conventional spelling patterns, enabling children to make that transition effectively. There are few opportunities for children to write independently in role or imaginative play.

86. Both nursery and reception children choose books themselves to take home but the home-school scheme is not consistently well organised or actively used to promote reading at home. Early bookmaking activities are a strength of the literacy curriculum.

Mathematical development

87. Nursery children have learnt about shapes; they made simple patterns using squares and circles or made faces using shapes as the features and placing them in the right positions. They experiment with different measuring equipment when playing with sand or water. They learn to recognise numbers to 10 and one three-year-old knew number names to 13 and could sequence them accurately to four. Staff reinforce number language and knowledge on frequent occasions. Reception children have used computer shape programs to make pictures of vehicles. They can count aloud as a class to 10, a few to 15. Some are learning to form numerals in English and Punjabi, but many children do not yet form numerals satisfactorily. They are able to draw the correct number of spots to five on 'speckled frogs' with adult help. Work in books shows children have learnt about 'big/little' and the value of coins to five pence and used two-dimensional shapes in drawings. One higher-attaining child is beginning to subtract and add to 20.

Knowledge and understanding of the world

88. Provision for this area of learning is good throughout the Foundation Stage. Staff plan a wide range of learning opportunities. Nursery children experiment with the properties of water and sand and are exploring the effect of light and dark using torches. There is a new garden area where children were feeling the texture of compost and learning to dig, using garden forks. Staff encourage them to use the appropriate language. They learn about pattern in the local environment by observing objects such as radiators or tyres and learn to name and explore different textures: shiny, bumpy, rough. They learn about different people and places in and beyond their environment through the use of stories and role-play. There is a good range of large and small construction equipment; one boy built 'London Bridge' showing awareness of structure as well as being able to name and sing about the bridge very confidently.
89. Children in reception and nursery are in line to meet the Early Learning Goals in information and communication technology. Nursery children are learning mouse skills to draw shapes and two boys were able to click and drag parts of an elephant to complete an outline of an elephant. Reception children understand and demonstrate how to instruct a programmable toy, using numbers to ten and arrow keys for simple commands – 'forward' and 'back'.
90. Reception children observe and record in different ways the growth cycle of tadpoles, though some did not remember how they had looked earlier; however, the teacher used books, computer programs and models to remind them. One class made and used playdough. They draw body parts and have learnt some information about ears and hearing. They have learnt about different 'people who help us' and about old cars and looked back to 'when I was in the nursery'. In one class they are doing work on travel and different vehicles.

Physical development

91. Children make satisfactory progress in the Foundation Stage in manipulative skills using equipment such as pencils, crayons, scissors, paint, brushes and glue. Nursery children have frequent valuable learning opportunities outdoors to use equipment such as 'spacehoppers', climbing frames and wheeled vehicles. They are developing physical skills appropriately or better, though few focused activities are planned for this area of learning.
92. Reception children have two indoor lessons using simple games or gymnastic equipment but this is insufficient at this age. In one lesson children's behaviour was unsatisfactory in the hall and this impeded their learning and attainment. They showed little control, fidgeted when they should have been still and were slow to respond to instructions such as 'stop'. Some ignored

instructions. Individual children can produce good quality movements. Staff attempt to use playtimes to provide opportunities to practise skills such as running, jumping or playing with small apparatus. The nursery handbook indicates that reception children have access to the nursery outdoor area once per week but only one class had timetabled this during the week of the inspection; this was a missed valuable opportunity.

Creative development

93. Children make satisfactory progress and are likely to attain the relevant Early Learning Goals. Nursery staff provide many opportunities for children to draw, colour, paint, cut and glue. Children have had experience of marble painting, butterfly paintings, using powder paints and exploring texture. They respond well to quite challenging activities such as mixing colours and painting patterns in the style of Kandinsky. They have used computer art programs to draw and change colours. They sing frequently with adults and these skills are developing well. One group, comprised mostly of three-year olds, showed good skills - playing percussion instruments loudly and softly and learning to beat the pulse of songs such as 'Baa baa black sheep' and the rhythm of 'Wind the Bobbin'; this was very impressive as it was their first lesson using instruments.
94. Good standards were observed in art in one reception class. The group of children made recognisable drawings of frogs from observation and applied watercolours carefully within the drawn shape. Some drawings were small so this was difficult but all made good attempts. Individuals produced very good, detailed pictures. Displays show a reasonable range of activities supporting learning in several subjects; for example, repeating patterns on 'peacock plates' in mathematics, paintings of Elmer the elephant in knowledge and understanding of the world and large scale collage work of 'Mr Gumpy's Outing' or 'Owl Babies' to support literacy. Work in books show some children have used programs such as 'Click-Art' to generate pictures. They are learning to sing tunefully and staff provide frequent opportunities to sing throughout the day. There were few opportunities for role-play to develop and stimulate children's imaginations and creative language. Staff teach pupils how to use materials and tools in a safe way and most children respond to this guidance well. Creative activities link well with literacy and this is a strength of the curriculum.

ENGLISH

95. Although standards in English are still below the national average in both Years 2 and 6, this represents at least satisfactory achievement from their very low starting point. The attainment of pupils is improving. Pupils are making satisfactory progress, and improvements are due to good teaching and the positive attitudes which pupils bring to their work in the three elements of English: speaking and listening, reading and writing.
96. In speaking and listening, pupils are encouraged to develop their skills from Year 1, through teachers' careful questioning and expectations. There is much in the school environment and in teachers' good relationships with pupils which supplies and supports the confidence needed, especially for those with special educational needs and those for whom English is an additional language. However, while pupils are well motivated and listen carefully, responses in Year 1 and 2 are often hesitant, and in Years 3-6, while confidence increases, there is still a lack of recognition of the range of requirements which each different speaking situation demands. While pupils speak spontaneously, the words tend to spill out without much structure or consideration. Nevertheless, pupils are, with very few exceptions, to be congratulated upon the respectful way in which they listen to each other and to their teachers.
97. In reading, while the school is attempting to raise standards by teaching phonetic approaches, pupils tend not to use these strategies to help them decode unfamiliar words. Higher-attaining pupils read accurately by the end of Year 2, and by the end of Year 6 can tackle some quite difficult texts. Among middle and below average attainers in both infants and juniors, some are still defeated by quite common words in texts. Although a small number of pupils read entertainingly and with expression, the majority do little more than render print audible. Research skills are limited, and many pupils are not accustomed, even in Years 5 and 6, to resort automatically to dictionaries or thesauruses. The fact that in both parts of the school standards are below average should not, however, detract from the fact that, particularly in

Year 6 and also throughout the junior years, a small number of pupils read aloud with accuracy and obvious enthusiasm, which makes them a pleasure to listen to.

98. Pupils are encouraged to write a lot, which means that their progress in this element of English is often quite good, especially in Years 1 and 2. From a very low level of attainment, with pupils' often being unable to form letters or words intelligibly, by the end of Year 2, improvements in letter formation, in spelling, in word grouping and sequencing, in punctuation and in word choice mean that pupils, although still significantly below national averages, can communicate meaning in writing effectively. Above average attainers can put short groups of words together (sometimes marked as sentences) into a short narrative. The reserve of remembered words and spellings remain a problem (e.g. "bought" is spelt as "balt"; and "Christmas tree" as "chemetre"). At least satisfactory progress is maintained through the juniors, as pupils produce longer pieces of writing and extend their vocabularies. By the end of Year 6, narratives are well structured. Among higher attainers, there is some limited variety of sentence formation, often correctly punctuated. The content is lively and interesting. These pupils attain levels comparable with the national average. Inaccuracy in spelling and punctuation, and limited words choice bring down the levels of attainment of average and below average attainers. There is little conscious control of expression, which is very much as pupils speak. Handwriting is usually joined up by this stage, though it is not noticeably well formed, and attainment in this respect calls into question the effectiveness of the separate handwriting sessions which have been provided.
99. The quality of teaching and learning is generally good. Pupils are well behaved and enjoy English; they collaborate with their peers well and co-operate with their teachers, with whom relationships are good. Teachers' marking is thorough and pupils try hard to respond to their teachers' expectations. A system of target setting for individual pupils has been introduced and, though the targets need to be refined and made more understandable and specific, pupils are responding and attainment is beginning to be raised. The practice of drafting and redrafting before the final "publication" of written work is having a similarly beneficial effect. One unsatisfactory and one weak lesson were seen during the inspection. All of the rest were satisfactory, and well over half were good or better. One very good and one outstanding lesson were seen. The unsatisfactory and weak lessons were characterised by poor subject knowledge and inadequate planning, structure and pace. The best teaching applied the National Literacy Strategy effectively and provided pace and a developmental structure which drove pupils' progress towards well-defined objectives. In the very good and outstanding lessons it was a joy to observe the high quality of the relationships between pupils and teachers, and how teachers' own contagious enthusiasm was a major influence upon the success of pupils' learning. Assessment procedures are good, and progress is well tracked in all three elements of English, although this development regarding speaking and listening is very recent. Pupils for whom English is an additional language and those with special educational needs make progress in parallel with their peers, and they receive generally good additional input from support teachers and assistants. The liaison between them and class teachers, however, is at present sometimes too informal: systematic and clear briefing and sharing of individual and group objectives are not yet in place, although they are planned. As a result, support teachers and assistants are not always usefully employed while the teacher is occupying the attention of the whole class.
100. The management of English is good. For the first year of the amalgamation the infant and junior English coordinators worked together to establish continuity throughout the school. They were effective in the introduction of the National Literacy Strategy, which has enhanced the good range of learning opportunities. The current coordinator provides leadership of high quality both by precept and example. She has clear priorities for the subject in the context of the needs of the school. Although the monitoring of teaching in literacy has been good, there have been insufficient opportunities for the formal monitoring of the teaching by the school, since most of this has been done by the local education authority. The need for the production of a full scheme of work, adapted to the needs of the school, is recognised, and a good start has been made in the reading policy document. Procedures for the assessment of pupils' progress and achievement are good and these data are well used in helping teachers plan future lessons.
101. Resources are good and are well stored and accessible. Teachers make good use of their large classrooms. There is a more than ample supply of graded readers and other books for

loan from classroom libraries and the main library - although this is a resource which is underused and should be reconsidered in terms of effectiveness. No examples of the use of information and communication technology were seen during the inspection; although computers were switched on in classrooms, pupils were not using them.

102. Literacy is promoted well throughout the school. The range of available reading is good and easily accessible. The National Literacy Strategy is firmly embedded. Whatever the subject, there is a strong emphasis upon key words: for example, words about invasions in history, about physical features in geography, and about processes in science. There are good opportunities for class, group and paired discussion, though formal presentations by individuals were not seen. Marking is inconsistent in several classes across the school and, though an "editing policy" has been produced, it is not implemented across the school.
103. English makes a good contribution to pupils' moral and social development, particularly when the collaboration necessary for the Literacy Hour is thoroughly exploited. Its contribution to their cultural and spiritual development is also good, through pupils' contacts with great literature (including bilingual texts), and through the pleasure which they draw from their own and their classmates' writing and speaking.

MATHEMATICS

104. The standards attained by pupils in Year 2 are well below those expected for their age. The standards attained by pupils in Year 6 are similarly well below those expected. Pupils enter the school with well below average levels of ability in numeracy and this, with other factors mentioned elsewhere in this report, impacts on the progress made, which is satisfactory, and the overall standards achieved. During the inspection, teaching in mathematics overall was satisfactory, with some strengths, but also aspects that could be improved.
105. In Year 2, pupils understand the operations of addition and subtraction and recall addition and subtraction facts to ten. Some pupils have a sound understanding of place value to 100 and are confident in their use of a hundred square but many are not yet confident in sequencing numbers to 100. Pupils recognise two-dimensional shapes and their basic properties and can name some three-dimensional shapes. They know the vocabulary of comparison in measurement, for example longer, 'shorter', 'lighter' and 'heavier than', and start to use standard measures. They display information using bar charts and start to interpret the results. Mathematical vocabulary is introduced in lessons, but there are not sufficient opportunities for pupils to use this in the discussion of their work in order to develop greater confidence in their understanding and using of mathematics.
106. Pupils in Year 6 use their understanding of place value to multiply and divide whole numbers by 10 and 100. More able pupils apply this to decimals, working confidently to three places of decimals. Below average pupils are not sufficiently confident in their use and ordering of numbers up to 100. Most understand fractions of shape and numbers, with more able pupils reducing fractions to their lowest terms by identifying common factors. Most can find the area and perimeter of simple shape; more able pupils measure and draw angles accurately and know the angle sum of a triangle. They draw block and line graphs to display and compare information. Although they use mathematics in problem solving, the problems set generally follow a common pattern and do not sufficiently challenge pupils to develop and use their own strategies.
107. Teaching and learning in mathematics are overall satisfactory. Examples of good teaching were seen at both key stages. One lesson was judged to be unsatisfactory and another very good. Teachers plan well together in year groups, generally adapting the National Numeracy Strategy to the particular needs of the pupils and helping to ensure continuity and progression in learning. However, an analysis of past work shows that some activities for lower ability pupils are not sufficiently appropriate, resulting in less recorded work and some negative comments in marking, for example 'It's difficult to see what you are doing here'. Although the provision for pupils with special educational needs and English as an additional language is satisfactory within lessons, planning does not show specifically how their particular needs are being met.

108. During the whole-class parts of lessons, where teaching is good or better, questions are targeted at all levels of ability, so fully involving all pupils and keeping their concentration. This was shown in a Year 2 lesson where pupils were ordering whole numbers and questioning challenged all abilities. In their replies pupils are expected to explain their reasoning, so developing their further understanding and providing assessment opportunities for teachers. This was evident in a Year 6 lesson where pupils were expected to explain how they reduced fractions to their lowest terms. It is during these whole-class parts of lessons that classroom assistants are not always sufficiently involved.
109. Teachers generally take care to explain activities carefully, giving instructions to different groups and at times providing written details. However, introductions could be more effective and adult support better used, particularly for those of lower ability and with English as an additional language. If pupils had more opportunities to discuss their work and to model answers both to the class and to groups, developing vocabulary and understanding further before attempting activities individually, better progress would be made. In better lessons a good pace is set. They move forward well, maintaining the interest and concentration of all pupils in their learning. In other lessons pace is not so well maintained, with overlong introductions and insufficient time for group activities and the summing up of learning by pupils. Teachers do not always offer sufficient challenge by indicating what they expect pupils to complete in the lesson. The marking of pupils' work is variable. Where it is good it refers to learning objectives, informs pupils of how well they have done and what they need to do to improve. It also shows that teachers have carefully assessed progress and can plan the next step in learning.
110. Pupils generally show good attitudes to the subject and behave well in lessons. Good relationships between staff and pupils contribute to the effective management of classes and the building up of pupils' confidence and self-esteem. They work well together in pairs, for example when practising times tables, and often support each other in their learning, as a matter of course, when working in groups. Regular homework is set, and the school expects this to be completed in the time given.
111. There are some opportunities for pupils to use numeracy skills in other subjects, for example, measurement in design and technology and the recording and presentation of results in science. There is no evidence of information and communication technology being used for recording data and generating charts and graphs. National Numeracy Strategy software has been loaded onto computers and is just starting to be used; for example in Year 5 pupils used a program to enhance their learning on the use of calculators.
112. With the recent amalgamation of the infant and junior schools it has been necessary to review the provision for mathematics throughout the new school. A new co-ordinator was appointed at the start of the current school year and given some non-contact time to carry out her role. She is very enthusiastic and in a short span of time has shown the potential for effective leadership and management of the subject. She has worked with consultants to monitor planning and to observe teaching throughout the school, with a view to improving the quality of teaching and raising standards. Written feedback has been given to teachers that acts as a focus for staff training and for future observations. Assessment procedures are good. National test results have been analysed for strengths and weaknesses and are beginning to inform future planning for the subject. The full use of the results of national and other testing, along with Teacher Assessments, to track individual progress, set targets and to more clearly identify where additional support is needed, is not yet fully operational. Resources for the subject have been audited, updated and increased, particularly in the junior classes, and now provide well for the subject and the support of pupils in their learning. With these developments in co-ordination, improved resources and recording and assessment procedures, the school is showing its commitment to raising standards.

SCIENCE

113. Standards of attainment in science are broadly in line with the national average in Year 6 but below average in Year 2. Nevertheless, this represents satisfactory achievement in the infant classes and good achievement in the junior classes. Many pupils in current Year 2 demonstrate a developing awareness of the importance of a balanced diet. A significant minority are,

however, unsure of the purpose of different types of food and have difficulty in recording examples of foods containing vitamins and minerals. In their work on investigating force, higher-attaining pupils in Year 6, a minority in the class, know that objects weigh more in air than in water. Pupils of average ability know that the weight of force is measured in newtons. Less able pupils throughout the school carry out experiments, though not unaided. A significant minority of pupils do not have recording skills, though they show, at least in discussion, a developing concept of force.

114. The quality of teaching observed was satisfactory in the infant classes and good in the junior classes. Most teachers have secure, and sometimes good, subject knowledge, and this enables them to use questioning effectively to promote pupils' learning. This was evident in the majority of lessons observed. In good teaching, explanation of subject-related vocabulary ensures pupils' understanding while encouraging them to explain their activities. Teachers, generally, place an emphasis on investigative learning and use a range of appropriate resources that hold pupils' interest. Some have high expectations that pupils should work hard and behave well in lessons. Homework reinforces pupils' knowledge and understanding of issues relating to science such as the use of a forcemeter in Year 6. However, insufficient emphasis is often placed on planning work to meet the needs of different ability levels including higher attainers. This results in the pace of the lesson slowing down. Most teachers manage their pupils well.
115. Teaching impacts on the quality of learning. The majority of pupils respond to investigative work with enthusiasm, and practical activities are especially beneficial to pupils with special educational needs and those learning English as an additional language. High motivation on the part of many older pupils enables them to develop their scientific knowledge and understanding. A group of Year 2 pupils were observed consolidating their learning about force in writing a guided report in a literacy lesson. Pupils in a Year 3 class were observed making good gains in learning about plant growth. Some Year 5 pupils also achieved well when finding out about vitamins associated with fish. Contrary to the findings of 2001 national tests, there is no significant gender or ethnic difference in pupils' learning in science. Most pupils are co-operative and well behaved. They relate well to each other and their teachers.
116. The adoption of national guidance has enabled the school to offer a broad and balanced science curriculum, but the time allocation for the subject in Year 6 is relatively low. Planning includes some investigative activities, though there is room for further improvement in this respect. Provision for pupils with special educational needs is particularly good, since they have fewer difficulties with the practical work involved and this increases their access to the full curriculum. There is some evidence of cross-curricular links with literacy, numeracy, and design and technology. Science is adequately resourced, but the monitoring of teaching and learning remains to be addressed. The co-ordinator is new to the post. Opportunities are also somewhat limited for the use of computers in science lessons. The school has rightly identified the subject as a current priority.

ART AND DESIGN

117. Overall, standards achieved by pupils in Year 2 and Year 6 are in line with national standards and pupils make satisfactory progress throughout the school. However, there is a small group of pupils in Years 5 and 6 (including some with special educational needs) who have been identified as gifted and talented and these pupils have produced some work of a very high standard.
118. By the end of Year 2 pupils have experienced working with a range of materials including paint and crayons and exploring textures - rough, smooth, bumpy and spiky. They use powder paints to mix colours for their paintings before painting portraits. They also make observation drawings of plants and seeds and construct some simple paper sculptures. Artwork is frequently linked with topic work in science and other subjects. For example, in one lesson observed during the inspection pupils in Year 1 were studying how plants grow. Part of the lesson was devoted to the close observation of real plants. Pupils were drawing the roots, stems and leaves of the plants. Pupils made progress with their drawing skills, but the teaching would have been improved if the pupils had been given more guidance and help with their skills. In another lesson in Year 2 pupils were exploring and recognising the difference

between 2D and 3D objects. The lesson started with the observation and discussion of examples on sculpture and an examination of Giacometti's painting of 'A Man Pointing'. Pupils were learning to observe closely and their answers revealed how their speaking and listening skills were developing. The lesson continued with one group of pupils using wire to construct wire figures which were stapled to wood blocks in preparation for the next lesson when they were to cover their figures with mod-roc bandage. Pupils demonstrated good skills in the bending and twisting of the wire to form their figures and they worked enthusiastically to complete their work. The quality of the teacher's presentation and organisation of materials and exhibits had a good impact on the learning.

119. By the time pupils reach Year 6 they extend their experience and knowledge of materials and develop their drawing skills and understanding of patterns. They use their art skills to illustrate the Easter Story and they construct clay mosaics rolling out clay and cutting out small squares and triangles to make patterns and mosaics. Another class, based on their observations, paint silhouettes of the Plumstead horizons and enhance their paintings with marbling the skies. In Year 5/6 they study the work of artists and replicate the style of William Morris's work on natural forms. They study Piet Mondrian's style of making pictures with rectangles. They make their own pictures using rectangles separated by black vertical and horizontal lines using a computer program. The work observed reveals that pupils make satisfactory progress with their sense of colour, tone, pattern and line. They also develop their idea of shape and form.
120. Only one lesson was observed in Years 3 to 6. During this lesson in Year 3, pupils were considering how to improve the school environment and visiting the parts of the building which have been markedly improved by the work of the talented and gifted pupils in Year 5 and 6. They observed these large figure drawings and paintings completed by individual pupils - for example paintings of the 'Sun Goddess' and 'Dances in the Dark' based upon the work of Degas. Subsequently, the pupils went into the playground with their sketchbooks to develop their own ideas of shape. The pupils did make progress with their ideas but the lesson was ambitious and not all the pupils were able to grasp the ideas behind the lesson. The overall quality of teaching and learning throughout the school is satisfactory.
121. The work of the gifted and talented group of pupils is one of the strengths of the school. These pupils had gained much from their visits to the local dance school and the National Gallery and their work provides very good models for the rest of the pupils to aspire towards.
122. The work of co-ordinating the subject is at an early stage of development. The co-ordinator has a satisfactory understanding of the role but this is underdeveloped in terms of monitoring and evaluating classroom practice. There is no completed overall policy document which provides detailed information about planning over the school year. The assessment of progress and achievement is at an early stage and there is no monitoring of work and assessment against curriculum 2000 levels in Art and Design. Some classes use sketchbooks but they are not used consistently as a tool for developing and practising techniques across the school.
123. The quality of displays and the wide range of pupils' art around the school indicate the importance the school places upon the subject. The resources for art and design are good. Some use is made of computers in some classes but overall this aspect of the work is underdeveloped.

DESIGN AND TECHNOLOGY

124. Inspection evidence is drawn from lesson observations, a scrutiny of pupils' work, displays and discussions with staff and pupils.
125. In Years 2 and 6, pupils' attainment is broadly average. Year 2 pupils understand that there is a variety of fruits, each with a distinctive taste which contributes to the flavour of fruit salad. They know what is involved in the design process and understand the need for listing materials to be used, along with tools which need to be appropriate for the task. No pupils with English as an additional language were hampered by a lack of understanding, but were only too pleased to use their new vocabulary of the names of fruit and adjectives to describe them. In one Year 2 class, approximately half the pupils accurately completed the worksheet matching pictures of fruit to their names, but the language skills of all pupils were not equal to the task of describing

them. Work on display shows that Year 1 pupils have made model boats from wood, using pencils, rulers, junior hacksaws and hammers, and joining the elements with masking tape. Most disassembly, design and evaluation are done through discussion at this stage and there was no written work to scrutinize.

126. Year 3 pupils had a good recall of their previous work in science on structures. The majority finished the lesson with a clear understanding of the need for a wide base to make a structure stable and that photographs need to be anchored in their frames. Some relatively higher attainers understood that objects need to be drawn from more than one angle. They looked closely at the examples given and described what they saw in some detail. In discussion, they also revealed a clear understanding that stability might also depend on the materials used. Year 5 pupils understand that manufacturers deliberately use attractive packaging in the interests of marketing and that advertising is a form of persuasive writing. About half of them had knowledge and understanding of food allergies like nuts and eggs. The scrutiny of pupils' completed work shows that Year 3 pupils have investigated and tasted types of bread prior to designing their own sandwiches in a good curricular link with a science topic on healthy food. Year 4 have investigated chairs and made some labelled drawings with a few measurements. There was no evidence that the designs were evaluated or modelled before construction, although the finished products were evaluated in detail in a class book. Year 4 pupils also experimented with stitches and modelled in paper before making their purses. They made a limited study of a winding mechanism, correctly labelled, but without measurements. Year 5 designed Tudor jewellery, based on portraits but these drawings were not labelled and there was no evidence of modelling or evaluating before and after construction. In Year 6, pupils were challenged to build a very tall stable structure with a variety of materials during a technology workshop. There was no evidence of the use of control technology or of computers.
127. Pupils enjoy their design and technology lessons. The quality of teaching and learning is satisfactory overall, but staff discontinuities in Year 4 have led to some gaps in coverage. Infant teachers give timed targets to sustain pupils' concentration and effort. Lesson objectives are shared with pupils, checking and extending vocabulary for all pupils but without a special emphasis for pupils with English as an additional language. Nevertheless, these pupils make the same satisfactory progress as their peers, finding the vocabulary a minor barrier when working on an interesting task to which they can bring their own everyday experience. Some teachers produce detailed lesson plans, building well on previous knowledge and experience. Their effective questioning is usually directed at pupils of differing abilities to encourage full participation in the lesson. In some classes, although most pupils listen quite well, several insist on interrupting and calling out so that the teacher has to stop the lesson, slowing the pace and adding to the restlessness and disruption. Teachers give appropriate guidance on health and safety. Some teachers set appropriate research questions for homework. Learning mentors and classroom support assistants usually give good support, but occasionally they are given no written guidance and intervene too hastily, giving pupils the answers instead of helping them to work them out for themselves. In a good lesson in Year 3, the generally good relationship between teacher and pupils gave pupils the confidence that they could succeed in their tasks. However, the session was very noisy and the teacher's expectations of pupils' behaviour had a negative impact on the learning environment. Some pupils with special educational needs have great difficulty in concentrating and do as little work as possible, despite the teachers' best efforts, and in Year 3, three boys with the most challenging behaviour were withdrawn from the classroom by a learning mentor, who supported them on the class task outside the room. Teachers generally set tasks which are appropriately challenging for the relatively higher attainers yet are not beyond lower attainers or those with special educational needs when they have good support. Appropriate extension tasks are set in some classes for quick finishers and one Year 5 teacher gave particularly sensitive reminders that some biscuits were not suitable for vegetarians because they contained gelatine and animal rennet.
128. The school is still working to combine the separate schemes of work, taking account of the amalgamation and Curriculum 2000. Both are comprehensive and detailed, giving good guidance to teachers, based on national guidelines. There are no formal procedures for assessing pupils' attainment and progress and this is a hindrance to teachers trying to plan the next steps in learning. The co-ordinator has a satisfactory knowledge and understanding of the role, but this is very much underdeveloped in terms of lesson observation. The co-ordinator does, however, monitor teachers' planning and sample pupils' work in order to gain a clear

picture of what is happening in the subject throughout the school. This aspect of subject management is prioritized in the current school improvement plan for next term.

HISTORY & GEOGRAPHY (HUMANITIES)

129. Standards of attainment and progress in both geography and history are in line with national expectations in Years 2 and 6, with pupils achieving to a satisfactory level. During the inspection two lessons in geography were observed in Year 1 and no history lessons in Years 1 and 2. In Years 3 – 6 no geography lessons were observed and two lessons in history. Accordingly, judgements are made upon the scrutiny of work, planning documents and discussions with pupils in Years 2 and 6.
130. By the end of Year 2 pupils have made studies of The Great Fire of London and how it originated. They watch a video and write stories about the effects upon the people at the time. They make studies of famous people like Grace Darling, Mary Seacole and Louis Braille. Pupils have a positive attitude to these lessons and there are good opportunities to develop their speaking, listening and writing skills. In geography, they complete studies about the weather and learn symbols for rainy, frosty and cloudy. They make visits to Broadstairs and compare life at the seaside with life in Plumstead. For example, they carry out a shop survey. They also make studies of their locality looking at the different characteristics of their homes. In the lessons observed, pupils were learning to describe the characteristics of the houses and to compare them with houses in other climates. The teaching was well planned and good use was made of big books and discussion to ensure that all pupils including those with English as an additional language and special educational needs fully understood the ideas and made good progress.
131. Interviews with pupils in Year 6 confirmed that they have learned about the Romans and Egyptians in Year 4, and have made studies of the Tudors in Year 5. This included the understanding of a time line during the Tudor period.
132. In Year 6 pupils were learning about World War II and evacuees. In writing, they constructed a suitcase of what they would need to take with them if they were leaving home. They wrote letters describing how the families would feel at the time and made considered and moving 'speech and thinking bubbles' about their ideas and feelings, showing their sympathy with those concerned. A study of Victorian pastimes resulted in pupils successfully making their own books, using their own research. The scrutiny of their work and discussions with pupils confirmed their enthusiasm for the subject and the wide range of information gained and progress achieved.
133. The overall quality of teaching and learning in the humanities lessons seen is satisfactory. It is clear from the evidence that teachers plan their lessons well in history and there are good opportunities to develop research skills, making notes and preparing to make class presentations, which ensure the pupils have a positive attitude to the subject and make good progress. In one lesson observed during the inspection pupils in Year 5 were studying the key features of Tudor homes. They were looking at pictures of Tudor houses and using books to research the doorways, wall patterning and chimneys before feeding back their ideas and making drawings of one particular feature of the houses. They were developing their vocabulary and talked confidently about 'structures' and 'features' of the houses they had studied. The lesson was given a novel twist when the teacher and a visitor, dressed in Tudor clothing and posing as Master Thomas Puckle, an architect of the time, discussed plans for a new Tudor mansion and involved the pupils by asking for their ideas. The pupils were highly stimulated by this activity and learned much from the lesson.
134. In geography by Year 6, pupils have gained knowledge of mapwork in the locality, made visits to Wrotham and compared traffic surveys between Wrotham and Greenwich. They have completed studies and research about major rivers of the world like the Amazon, Nile and Ganges. They have learned to write notes about their findings. Studies and research are also made of flood and earthquakes, thus adding to what pupils know and understand about geographical differences. They have learned the value of using newspapers, books and interviews when preparing their presentations to the class. All these activities contributed to the development of pupils' understanding of place and environmental change.

135. The school covers satisfactorily the planning requirements of the National Curriculum in history and geography. The co-ordinator has provided informal support for planning but there is no overall policy in place across the school for history and geography. Accordingly, there is no formal assessment of progress and achievement in place for individuals and groups of children. At this stage the school has not yet established planning and assessment of work against Curriculum 2000 levels. There is some use of ICT: for example, using the Nettleworth Primary School Website in Year 5 to find out more about Sir Francis Drake. However, this is an aspect with limited use. Similarly there is limited evidence of ICT being used to promote research skills in history and geography. The time devoted to these subjects is inconsistent across the school and the co-ordinator has not been able to monitor the quality of teaching and learning in the classroom because of a lack of release time.
136. The resources for history and geography are good for the existing subject needs but, as a new policy is developed, additional resources are likely to be required to support the new work.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. The school acknowledges that information and communication technology (ICT) has not yet been a high priority since the amalgamation. Consequently, standards in this subject are below the national average in Year 2 and well below in Year 6. This has much to do with discontinuities in staffing, which have led to a lack of expertise and confidence in teaching the subject among teachers. In addition, there are not enough computers in the school and, although each classroom has two computers, which are often switched on, very few instances of the use of ICT were observed during lessons. The school has no programmable toys of its own and had to borrow from another school during the inspection.
138. Only one lesson was seen. Further evidence is drawn from a scrutiny of teachers' planning, work displayed around the school and discussions with staff and pupils.
139. In the Foundation Stage, pupils understand how to give instructions to a programmable toy so that it follows them. Unfortunately, one of the borrowed toys did not work so children were diverted to using a mathematics program on the computers, using the mouse competently to point and click and change fonts. A few relatively higher attainers understood and used the shift key to correct to upper case for proper nouns. In the parallel reception class, children of all abilities understood and demonstrated how to program the toy giving simple commands like 'forward' and 'backwards'. A few estimated the distance which would be covered in paces very well, although most were a little hazy. They all understood that the memory of the toy must be cleared so they could give fresh instructions. Work on display reveals that Year 1 pupils successfully use a colour magic program to make repeating patterns for reinforcing learning in mathematics. They also use a brush tool to create joined up lines.
140. In Year 4, pupils had little knowledge, understanding and skills in ICT so they were working at a very low level, editing on-screen, using the mouse to move the cursor around. Most drag, drop, and click on icons quite confidently but they were very slow in finding the keys they wanted because they lacked familiarity with the keyboard. Display in junior classrooms shows that pupils have some knowledge of word processing, changing type fonts to make their presentation of their adaptations of Shakespeare sonnets more attractive. Year 5 pupils have successfully used computers to make pictures in the style of Piet Mondrian.
141. In the lesson seen, teaching and learning were satisfactory. The teacher made good use of an overhead projector linked to the computer to demonstrate how to use the delete keys when editing on-screen. Pupils were a little noisy but settled quickly to work, discussing the task animatedly and helping each other to correct spellings in a good link to drafting and re-drafting in literacy.
142. Planning is good and based on national and local recommendations, so that there is detailed guidance for teachers. However, this planning is not implemented and there are no formal assessment procedures. In some classes, there is no record kept of who uses the computer and for how long. Pupils do, however, have the opportunity to use computers and digital cameras as a 'Golden Time' activity and pupils have supervised access to computers at lunchtime. The co-ordinator is currently on maternity leave and the subject is being managed

by a colleague in the meantime. She has a satisfactory knowledge and understanding of the role, but this is very much underdeveloped in terms of monitoring and evaluating the quality of classroom teaching.

MUSIC

143. Standards in music are above those expected at the end of Years 2 & 6 and pupils of all abilities achieve well. The school provides its pupils with a good learning experience and pupils make good progress throughout the school. The music specialist works very effectively with junior pupils, ensuring that overall standards remain above average. Music is an important part of school life. In addition to music lessons and singing in assemblies, the school participates in the local Blackheath Halls concerts and provides a range of extra curriculum activities which involve large numbers of pupils. For example, there are groups who work with an African drumming tutor; another group play Indian instruments. The school has a choir for pupils up to Year 2 and another choir for pupils in Years 3 to 6. There is an after-school recorder ensemble and music club, which involves significant numbers of pupils.
144. During the inspection one lesson was observed in Year 1. The pupils were learning to explore, create, select and organise sounds in music. The session started with the whole class keeping a steady pulse singing and clapping the 'Silly Song'. In another song they were singing and clapping and performing with an awareness of others in the story of 'Our Houses'. Pupils were making progress with creating and developing their musical ideas with the ability to repeat short melodic and rhythmic patterns. A feature of the lesson was the involvement of pupils, including those with special educational needs and those with English as an additional language, in conducting. The teacher demonstrated good technical skills with the guitar and rhythmic clapping and this had a significant impact upon the quality of learning so that the pupils were eager to participate and worked well throughout the lesson.
145. Four lessons were observed in Years 3 to 6 and they were all led by the music specialist and supported by the class teachers. In a lesson with Year 3, pupils were exploring how sounds can be organised and represented to create different moods and effects. Their work was based upon the mood of 'Angry Arthur' by Hiawyn Ovam. Every pupil, including those with special educational needs and those with English as an additional language, had the opportunity to play an instrument to portray a mood of anger and calm. The pupils listened intently and were able to represent the contrasting moods effectively. In a lesson with Year 6, pupils were learning to sing the song 'Stars hide your fires' with some understanding of the context and linking it to their studies of 'Macbeth' in literature. By the end of the lesson they were able to sing through the song as a whole, focus upon the mood, phrases, octave leaps and the changing dynamics. They listened to what the song communicates and the feelings expressed as well as understanding the morality of the song.
146. Overall, the quality of the teaching and learning is good. Singing is well taught throughout the school. Learning objectives are shared with the pupils and effective explanations and demonstrations enable the pupils to grasp the key elements. The main emphasis of the work is on singing, playing and performing skills with some opportunities for creating and developing musical ideas. Features of all the lessons observed were the clarity of lesson objectives and the careful preparation of instruments prior to the start of the lessons.
147. The subject co-ordinator and the specialist teacher work well together at the planning stage. However, the school has not yet established the monitoring of individual and group progress and achievement against Curriculum 2000 levels.
148. The resources for music are good and include a range of treble, tenor and descant recorders. There is also a wide range of percussion instruments like metalophones, glockenspiels, xylophones and a range of small percussion instruments. In addition there is a wide range of drums.
149. Music contributes significantly to the cultural understanding and development of the pupils as well as providing numerous opportunities for their enjoyment. The relocation of the music room is a success and good use is made of the two areas and the library space on the top floor with the advantage of not disturbing other classes during practice sessions.

PHYSICAL EDUCATION

150. Although several lessons were observed, there was insufficient evidence to make a secure judgement on the standards of attainment, achievement and the quality of teaching and learning. Other evidence drawn upon is a number of discussions with staff and pupils, and a scrutiny of teachers' planning.
151. The majority of infant pupils display appropriate control and co-ordination of their hands and feet in moving to music or throwing and catching bean bags. A minority of higher attainers have relatively better control of their body, but younger pupils have little awareness of space. Junior pupils demonstrate sound indoor games skills relating to short tennis. They bounce the ball on racket and floor, though with varying degrees of confidence, but their skills of bouncing the ball on alternate sides of the racket are not yet sufficiently developed. Pupils are yet to develop their skills in sequencing movements and improving their performance through evaluation.
152. Pupils' swimming skills are fairly well developed. Overall, sixty nine per cent of current Year 6 pupils have completed the requirements.
153. The teaching observed was of good quality, particularly in the junior classes. Careful planning and effective demonstration reflect good subject knowledge on the part of most teachers whilst ensuring appropriate match of activities to pupils' interest and ability. Teachers manage resources and pupils well. However, pupils are not sufficiently encouraged to learn from each other through evaluation. The quality of teaching impacts on learning. Most pupils in both key stages are well motivated and show high levels of concentration. They show well-developed co-operative and collaborative skills. Many work enthusiastically in learning to develop individual skills or group strategies relating to a country dance or games. They use equipment with care.
154. Pupils are enthusiastic about physical activities and games. Their good behaviour enhances the quality of their learning, and this enables them to make good progress both in lessons and over time. There is no significant gender difference in pupils' learning. Pupils with special educational needs and those learning English as an additional language make good progress in developing skills relating to physical education.
155. The documentation reflects the broad physical education curriculum being offered, including good provision for pupils with special educational needs, though the focus during the week of inspection was on movement and games. The subject has cross-curricular links with science and numeracy. It is well resourced and managed, though changing facilities are inadequate. There is little evidence of pupils' skills being assessed or recorded systematically and as yet there has been no formal monitoring or evaluation of the quality of teaching and learning. Some pupils benefit from the local sports gala, the residential week and the football coaching they receive from Charlton Athletic Football Club. The school's current priorities include an extension of extra-curricular activities.

RELIGIOUS EDUCATION

156. The picture of religious education presented by the school is inconsistent, largely as a result of a lack of central oversight of what is actually being taught, when and for how long. In some classes, it was clear that pupils were receiving a share of religious education which was in line with national averages, and in others they were receiving much less than that. In the sample scrutinized, no written work was presented from some classes and, although it is accepted that much teaching may take place without pupils recording their work, some might be expected after two terms from older pupils.
157. Nevertheless, from the written work and lessons seen, attainment is judged as in line with what might be expected of pupils of similar ages at the ends of the infant and junior phases. In Year 2, pupils study the main Christian festivals and the principal features of the Sikh faith. Some sensitive work was seen on Christmas and Easter, with more detailed accounts of the events leading up to the Crucifixion. Pupils' understanding overall is good with some independent and well-worded insights: 'Palm Sunday was special, because people picked palms to show their respect.' In Year 3, pupils' work showed subject knowledge in line with age-related expectations, although understanding was less easy to assess since much of the work seen

was copied. In Year 4, in good lessons in each class, pupils showed good knowledge of their own religions and of some others, and a good understanding of what we may learn from religion. This was particularly shown in studies of religious stories and holy places, and what made them special. By Year 6, pupils show a keen awareness of the importance of festivals as part of religious life. In learning about what happens during a particular festival and in discussing it they show ready respect and understanding. There was no evidence of the use of information and communication technology.

158. The quality of teaching and learning is satisfactory throughout the school. Pupils achieve at a satisfactory level up to age seven and as they get older their achievement rate improves and is good by Year 6. This is because of their increasing maturity and confidence and their growing awareness of the richness and variety of the religious community in which they live, inside and outside school. It is also because of generally good teaching. Pupils for whom English is an additional language and those with special educational needs, learn at the same rate as their peers. They are often well supported in class. Teachers have sound subject knowledge. Their relationships with their pupils are good and they manage them well. There is a commendable openness and mutual respect over often sensitive aspects of religion and this effectively supports the learning process, as does pupils' good behaviour and interest in the subject. Teaching was good in all the lessons seen, apart from one, which was unsatisfactory because the teacher was content with recounting a story from the Old Testament without any attention to its religious nature.
159. The time allocated to religious education is variable throughout the school. In the overview presented for the inspection, it apparently receives less than half the time allocated to other subjects such as history or geography, and while the amount of time may in fact vary from class to class, this is not a satisfactory situation. There is a need for a new scheme of work, developed to suit the needs of the school, and while the programme currently used by some teachers is based upon the Locally Agreed Syllabus, this itself is under review, and little account is yet taken of national guidance.
160. The subject co-ordinator has had this responsibility for two terms only and has yet to get to grips with some aspects of the post. This she freely acknowledges and is aware of the urgent need to produce a scheme of work and to monitor the focus, content and time allocation of teaching. While teachers assess pupils' progress informally, there are no arrangements for formal assessment by agreed standards. Resources are good, and a number of well chosen religious items featured in good displays around the school. Good use is made of local resources, such as faith centres in the neighbourhood, and of parents and friends, who are willing to come into school to talk about aspects of their own faiths.