

INSPECTION REPORT

EGLINTON PRIMARY SCHOOL

Greenwich, London

LEA area: Greenwich

Unique reference number: 132827

Headteacher: Mrs Julia Bellamy

Reporting inspector: Dennis Maxwell
8798

Dates of inspection: 13 - 16 January 2003

Inspection number: 249014

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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: Paget Rise
Greenwich

Postcode: SE18 3PY

Telephone number: 0208 854 6917

Fax number: 0208 855 1999

Appropriate authority: The governing body

Name of Chair of Governors: Rev Harry Owen

Date of previous inspection: N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8798	Dennis Maxwell	Registered inspector	Physical education Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9465	Elizabeth Cooke	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23647	Geoff Cooper	Team inspector	Special educational needs English Information and communication technology	
15447	Christine Glenis	Team inspector	Foundation stage History	How good are the curricular and other opportunities offered to pupils?
8139	Barbara Johnstone	Team inspector	Educational inclusion Art Music Religious education	
8696	Abul Maula	Team inspector	English as an additional language Design and technology Geography Mathematics	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eglinton Primary is a new community school for pupils aged 3 to 11 years, formed in September 2001 from the amalgamation of the infant and junior schools. It is situated in an established area of Greenwich. Housing consists of mainly social and some private housing. There are 412 pupils on roll, including the Nursery children, and the school is much bigger than the average size nationally. Around thirty per cent of pupils come from ethnic minority heritages, and the proportion of pupils whose mother tongue is not English is very high relative to national figures. The percentage of pupils entitled to free school meals, at 59 per cent, is well above the national average. The percentage of pupils identified as having special educational needs, at 25 per cent, is above the national average and five pupils have a Statement of Special Educational Needs. Pupils' attainment on entry to the school in Reception class is usually well below average. There are plans to remodel the three school buildings and provide an excellent working environment. The staff are coming through some very difficult times with a determination to make improvements for the children's education. In common with other schools in the area, Eglinton has experienced significant difficulty in recruitment. The school is benefiting as part of an Education Action Zone.

HOW GOOD THE SCHOOL IS

This is a school that is making solid improvements through the headteacher's drive and vision, and it is in an exciting position to move forward. The school provides a satisfactory quality of education, overall. It is a fully inclusive school with a caring atmosphere, which reflects the commitment to pupils' welfare. Standards, overall, are well below average by Year 6. Pupils make satisfactory progress in Years 1-2. The impact of recent decisions is beginning to overcome previous weaknesses and pupils' progress in Year 6 is good. Teaching throughout the school is satisfactory. Good behaviour management is having a significant effect on the pupils' behaviour so that they are more receptive to worthwhile learning. Many pupils are still very dependent on adult support. The school encourages the children's personal development and they support local charities. The headteacher provides very good leadership and management. She has acted decisively, with the deputy headteacher and governing body, to plan and make the necessary improvements to enable pupils to learn and to raise standards. The school has a high level of spending per pupil during this period of change but provides satisfactory value for money.

What the school does well

- Relationships throughout the school are good. Most pupils are considerate with their friends.
- Pupils have good attitudes to school and mostly take a good interest in the tasks.
- Provision for pupils' personal development and their social and health education is good. The school makes good provision for multicultural understanding.
- Teachers have good procedures to promote good behaviour. They manage the pupils well.
- The headteacher provides very good leadership. She is setting clear expectations for behaviour and learning. The senior staff and governing body are effective in making school improvements.

What could be improved

- Standards are too low, particularly in English, mathematics and science.
- Assessment information on children's progress is not used sufficiently to prepare further tasks; lesson planning is not clear enough about how and what all groups of pupils are to learn in all subjects.
- The level of attendance is below average. Several pupils are not punctual in arriving at school, which affects their learning at the start of the school day. There is a high level of unauthorised absence.
- The arrangements by subject leaders and senior staff to check that all children have a good range of worthwhile experiences are not yet sufficiently developed.

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 a new school following the recent amalgamation of the infant and junior schools, there has not been a previous inspection from which to comment on progress.

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
	2000	2001	2002	2002
English	N/A	E*	E*	E
mathematics	N/A	E*	E	D
science	N/A	E*	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Present standards are well below average in English and mathematics by Year 6 and below average in science. A significant proportion of lower-attaining pupils have very inaccurate spelling and a limited vocabulary of words they can use. The impact of these difficulties is cumulative, since for some pupils there is a widening gap between what is expected for their age and what they are able to achieve, affecting standards in several subjects. Overall, pupils now achieve satisfactorily, although there is evidence of previous underachievement. Pupils' skills of literacy are well below the expectation. In the work seen during the inspection pupils have particular difficulties in writing. Boys do not do as well as girls in English. Pupils' mental calculation strategies are satisfactory overall throughout the school, although their skills in recording and explaining mathematical steps are underdeveloped. The overall low performance, particularly in the junior years, is partly explained by recent absences and changes in teaching staff, the pupils' well below average attainment on entry, and the large number of pupils joining the school during the year who on average have lower attainment than those leaving. Other factors are the very high proportions of pupils whose mother tongue is not believed to be English, who are eligible for free school meals, or who have learning difficulties.

The table above shows that standards achieved in the national tests of 2002 for English and science were very low, E* indicating performance in the lowest five per cent nationally. Standards in mathematics were well below average. In comparison with similar schools, standards were marginally better, being well below average in English and science and below average in mathematics. There was a good improvement in standards from Year 5 to Year 6 last year and standards in the national tests improved from 2001 to 2002. This improvement looks set to continue. By Year 6, standards in the work seen during the inspection in art and design, geography, music, physical education and religious education meet expectations. At Year 2 standards in most subjects other than English, mathematics and science meet expectations. However, standards in information and communication technology (ICT) are below what is expected by both Years 2 and 6. There is less evidence of recorded work in history and geography than usual. The school did not meet its targets for English and mathematics in 2002. The school has set suitably challenging targets for pupils in the current Year 6, consistent with the results of internal testing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
--------	---------

Attitudes to the school	Pupils have good attitudes and parents confirm that their children enjoy school. Most pupils take a good interest in the activities, which helps their learning.
Behaviour, in and out of classrooms	Behaviour is satisfactory. Evidence shows good recent improvement as the staff establish consistent expectations. A few pupils have challenging behaviour, which is handled firmly and fairly. Classroom assistants provide good support.
Personal development and relationships	Relationships are good amongst the pupils and between staff and pupils. Pupils' personal development is satisfactory, overall. While most pupils are engrossed in their work, a few have not learnt to concentrate for long or work independently. Several do not take initiative or personal responsibility, and are over-reliant on adult support. The school is taking active steps to promote racial harmony.
Attendance	Unsatisfactory. The attendance rate was below average during the 2001/2 school year, with a high level of unauthorised absence. Several pupils are not punctual in arriving at school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 is satisfactory overall throughout the school and the teachers demonstrate a determination to improve. One third of teaching in the lessons seen was good, notably in mathematics, science and religious education. The overall quality of teaching in English and mathematics is satisfactory. The approach to teaching pupils literacy skills and mental calculation is satisfactory overall, with a few examples of lively, well-presented activities. Tasks are carefully chosen and usually provide worthwhile learning by the pupils, for example from practical investigation in science. There are few opportunities for pupils to use the school library, and independent learning is not often encouraged. Teachers usually manage pupils well to focus their attention on the tasks, and often intervene positively to give praise or to ask questions that help pupils think. Teachers' knowledge and understanding of the subject content are satisfactory, but they lack confidence with ICT. In general, the planning for different groups of pupils at various stages of learning in a class is not sufficiently matched to their learning needs, nor do teachers amend the planning so that all pupils can learn equally well after making assessments of their progress.

There are a few good examples where literacy and numeracy skills are used in other subjects, such as in making a block graph of favourite foods in Year 2, but this is an area for further development. The skills of ICT are not well established or used in other subjects. The recent emphasis on writing skills is beginning to show in the quality of pupils' learning. Overall, the school meets pupils' learning needs satisfactorily, although at times pupils are not challenged. Pupils with learning difficulties are given thoughtful support to enable them to learn. Daily assessment is good, since teachers are observant of the pupils and know them well, but assessment practice and marking of pupils' work is inconsistent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of learning opportunities is satisfactory overall. Teachers work hard to provide worthwhile and interesting tasks that are relevant to the children's lives; in the early years the activities are not planned sufficiently with all areas of learning fully in mind. The school has prepared a clear outline of the work to be covered from Year 1 to Year 6, although missing elements within some subjects, particularly geography, history and ICT, mean that the curriculum overall does not meet statutory requirements.
Provision for pupils with special educational needs	Satisfactory. Teachers and support assistants have a sensitive understanding of pupils' needs and their thoughtful support promotes the children's learning. The co-ordinator ensures that procedures for support are fully in place, although targets in pupils' education plans are not clear enough.
Provision for pupils with English as an additional language	The quality of support is good during the planned times, but it is not sufficiently frequent to meet the learning needs of those pupils who are at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Most pupils work and play happily with their friends and are sensitive to the feelings of others. Moral development is good. Pupils are beginning to be responsible, but less so for their own learning during lessons. Pupils' cultural development, especially multicultural, is promoted through visits and visitors.
How well the school cares for its pupils	The staff provide good care for pupils. Assessment information is not used sufficiently to plan lessons matched to pupils' learning needs.
How well the school works in partnership with parents	Satisfactory. The school is working hard to form constructive relationships with parents, although few are much involved in the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The decisions taken by the headteacher and senior staff to improve behaviour and to raise standards are beginning to have a positive impact on pupils' learning and achievement. The headteacher's very good vision and understanding of needs have led to greatly improved morale and motivation. She has correctly identified priorities for improvement.
How well the governors fulfil their responsibilities	The governing body gives good direction for long-term school development. Governors have suitable arrangements to visit and discuss the work of the school. They have a satisfactory understanding of areas for improvement.
The school's evaluation of its performance	Good. The headteacher has very good insights through evaluation of strengths and weaknesses, including an analysis of problems with standards. This has formed a good basis for decision making. Monitoring procedures by subject leaders are not yet sufficiently

	effective.
--	------------

The strategic use of resources	Satisfactory. Most teaching focuses well on developing pupils' skills and raising standards. The emphasis on providing a secure and purposeful learning environment is effective in raising achievement. The governors evaluate the effectiveness of their decisions with appropriate attention to obtaining best value, with standards and children's needs in mind. The school has agreed a deficit budget with the local authority during the period of amalgamation and has a comprehensive plan to clear the deficit in one year.
--------------------------------	--

Overall, the match of staffing to the needs of the school and the present quality of the accommodation are unsatisfactory. Learning resources are insufficient for some subjects, in the Foundation Stage and the library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • The good teaching, and good relationships. • The school expects the children to work hard. • They think the school is led and managed well. 	<ul style="list-style-type: none"> • Information about their child's progress. • The arrangements for homework. • How the school works with parents. • The range of activities outside lessons.

The inspection team agrees with parents' positive comments. While the school has been going through a period of change, with several changes in teaching staff, some routines have slipped. The new headteacher is putting arrangements in place to improve how things are done, including regular homework and making sure all staff are suitably trained for their work. Communication from the school to parents and extra-curricular activities are judged by the team both to be satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards by Year 6 in the work seen during the inspection are well below average, overall. In English and mathematics, standards are well below average by Year 6 and in science standards are below average. However, the emerging trend in results for the national tests in Year 6 indicates improvement above the national trend. Higher expectations, a clearer understanding of what should be learnt and effective teaching in Year 6 are beginning to have a positive impact. Standards by Year 2 in the work seen overall are below average since standards are below average in English, mathematics and science.
2. Children's attainment on entry to Reception classes over a period of time has been well below expectation in communication, language and literacy (CLL) and in mathematical development (MD) as judged by assessments completed during their first half-term in the class. Inspection evidence indicates that children in the current Reception classes are below expectation in both CLL and MD but broadly in line with expectations in personal, social and emotional development (PSED). A minority of children are well below expectation in all areas of learning. Children's progress, including those with special educational needs and those with English as an additional language, is satisfactory. They are likely to meet the Early Learning Goals in PSED but not in CLL, MD and creative development (CD) by the end of the Reception year. There was little evidence of work in knowledge and understanding of the world, apart from the use of computer skills by individual children, and progress in this area of learning is unsatisfactory. Children's progress in co-ordination skills such as running and climbing is unsatisfactory. Children in the Nursery make adequate progress in personal, social, early reading, writing, numeracy and physical skills but the curriculum is insufficiently broad for children to make satisfactory progress in other areas of learning.
3. Pupils make satisfactory progress to Year 2 but in Years 3-6 pupils have underachieved. There is substantial evidence of the lack of development in basic skills by many pupils. This is largely explained by the effects of previously uneven teaching, particularly in English and in the junior years, caused by staff absence and changes of teacher as well as poor behaviour - all of which led to underachievement. The school has had difficulties in recruitment and there has been low staff morale. These background factors have led to breaks in pupils' learning and a lack of consistency in the teaching of skills. As a consequence, many pupils have not gained independent learning skills and pupils throughout the school are over-dependent on support. There is also evidence that those pupils joining the school in Years 3 - 6 have on average lower attainment than the pupils leaving. The underachievement has now been corrected, as shown by evidence of pupils' progress from Year 1 to Year 2 and from Year 5 to Year 6, which was good in both English and mathematics, albeit from a position of low attainment. Evidence from internal monitoring shows that pupils are now making at least the expected progress, although significant areas of weakness in English and mathematics remain. The school's work in literacy and numeracy, including additional lessons, is beginning to have a positive effect on learning and standards.
4. Standards in the 2002 national tests for Year 2 were well below average in reading, writing and mathematics. In comparison with schools in similar contexts, standards were below average. Standards in science, using the Teachers' Assessments, were very low.
5. Standards in the 2002 national tests for Year 6 were very low in English and science and well below average in mathematics. In comparison with schools in similar contexts, standards were well below average in English and science and below average in mathematics. The percentage of pupils achieving the higher Level 5 was well below average in each subject, while more pupils were at the lower Level 3. The analysis of national tests has correctly identified weaknesses that the school is now working to rectify, including strengthening the teaching in Year 6 and provision

- of in-service training, for example in English. The school set challenging targets in English and mathematics for Year 6 in 2002 but did not meet them.
6. By the end of Year 2, standards in art and design, design and technology, history, music and physical education match the national expectation. By the end of Year 6, standards in art and design, geography, music and physical education match the national expectation. Standards in religious education meet the expectation in relation to the locally agreed syllabus by both Years 2 and 6. Standards in ICT throughout the school are lower than expected through weaknesses in planning, provision of resources and teaching. There was insufficient evidence to form a judgement for geography at Year 2, or for design and technology and history at Year 6. Links between subjects provide a few opportunities for pupils to apply their skills, but this is still developing in literacy, numeracy and ICT skills.
 7. The small number of pupils at an early stage of English acquisition, targeted for support, make satisfactory progress in acquiring basic communication skills. They respond well to additional support when it is available, but the times allocated are not sufficient for their learning needs. Overall progress made by pupils learning English as an additional language is satisfactory when they receive specialist support on an individual basis or in a small group situation. However, progress slows for some pupils in spite of class teachers trying to be supportive, and some pupils are held back a little owing to their lack of confidence in the use of written English, though they appear to be coping orally with the everyday classroom situation. Some pupils learning English as an additional language are, of course, high attainers while others do not achieve their full potential even after receiving additional support.
 8. Pupils with learning difficulties make progress that is satisfactory given their prior attainment, although attainment remains well below the standard expected for their ages. In some cases it is very low. Inevitably progress is in very small steps. Progress is better where pupils get the small group support of additional adults in the class.
 9. There is no significant difference in attainment or progress between pupils from minority ethnic backgrounds, including travellers, refugees and asylum seekers. There is no difference in achievement between white European, Black or Black British-African, Asian pupils or pupils from other ethnic groups. Achievement for all these pupils is mostly satisfactory, depending on their differing levels of ability. The school recognises that higher-attaining pupils should do well. However, the provision for these pupils in lessons is occasionally variable. There is a significant difference in the attainment of boys and girls in English, particularly in speaking and listening. Girls respond more readily than boys in lessons. The difference is very noticeable in the national test results for English.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are good overall. The majority of pupils are interested in the lessons, keen to learn and do as their teachers ask. Behaviour is satisfactory across the school, both in and out of lessons, and has improved significantly recently. Relationships throughout the school are good. Pupils' personal development is satisfactory in many respects but pupils find difficulty in working sensibly without direct supervision, so opportunities offered to develop independence are limited. Attendance is unsatisfactory with high levels of unauthorised absence and too many pupils arriving late each day.
11. Lessons begin promptly and most pupils settle down to learn quickly. Pupils are generally enthusiastic and try to work hard. For example, in a Year 2 design and technology lesson pupils responded to their teacher enthusiastically and were well motivated by the clear teaching of sewing techniques and sharing of learning objectives. Pupils' learning is often slowed by their inability to concentrate for long periods and to work independently. In a Year 4 literacy lesson pupils were slow to settle to a written task showing "much lack of organisation and application". Earlier in the same lesson pupils were restless. This was largely due to the rather slow pace and to teaching that was not sufficiently challenging. Boys and girls know and understand the school rules and routines. They are keen to participate in class and to share their learning with visitors.

12. Pupils' behaviour in lessons and around the school is satisfactory. Staff and parents report significant improvements throughout the school recently. Pupils usually move around the school sensibly and noise levels are reasonable. In the playground pupils are boisterous but no unkind or bullying behaviour was observed during the inspection week - which was checked carefully since some parents expressed concern. A key feature of play is the ready and natural integration of pupils from all backgrounds and age groups. This was seen in a spontaneous game of football before school when around 20 boys from all ages and groups played fairly together.
13. Behaviour in class is less good when pupils are not directly supervised and when they have to manage independently. This restricts the opportunities given to pupils to do research for learning and to take responsibility. However, when opportunities are offered pupils are quick to take them. An example of this is the Buddy system where many older pupils have applied to be trained in peer support. Pupils are usually kind and respectful to each other. An example of this was seen in a Year 3 lesson where, towards the end of the lesson, a boy with behavioural problems was coaxed back into his chair by his friend. Behaviour management is consistently positive and patient; teachers are well supported in this by all classroom and midday assistants.
14. There were 17 fixed-term exclusions in 2001/2, involving 13 pupils, and seven so far in 2002/3. These numbers are higher than expected nationally but the intention is to make clear expectations about acceptable behaviour. Exclusions are properly documented and are given appropriately. No group of pupils is particularly featured in exclusions and the school makes great efforts to give support to excluded children and their families.
15. Relationships are good between all groups of pupils and adults in the school. Most pupils are keen to respond to teachers' instructions and adults are quick to offer praise and reassurance. The school has a well understood system of rewards and sanctions, and parents are confident that children are taught right from wrong. The school is a friendly, lively place. Pupils respect each other and their environment; they understand and value cultures other than their own. An example of this was seen in a Year 4 religious education lesson where pupils listened attentively to a Sikh visitor who talked about her faith. They asked her thoughtful questions and listened well to her responses. The good relationships promote learning because pupils enjoy school and try hard for their teachers.
16. Attendance is unsatisfactory. Too many children arrive late and unauthorised absences are higher than expected. Unauthorised absences are usually due to extended holidays and to parents failing to bring children to school without good reason. This is unsatisfactory since it interrupts pupils' education and learning is slowed. Attendance is monitored weekly by the school's attached Education Social Worker, who reports good co-operation from the school in working towards improving attendance rates. Registers are usually taken on time but across the school there are errors in the recording of pupils arriving late. In addition, not all teachers in Years 3-6 collect pupils promptly from the playground each morning. These failings do not promote good attitudes to punctuality.
17. Pupils with learning difficulties do not let their difficulties stand in the way of full participation in all the activities the school provides, including the tasks they do in class. Most of these pupils have positive attitudes towards the work they have to do. They remain responsive to their teachers and usually make positive relationships with classmates. They have an understanding of the targets they need to meet and try to live up to expectations, both in their schoolwork and in their behaviour. Only occasionally, where learning difficulties become frustrating or there are problems with understanding, do some become restive and disenchanted with what they have to do. Some pupils with learning difficulties find it difficult to join in the opportunities presented for speaking and listening.
18. Pupils from ethnic minority groups and from other social groups have positive attitudes to learning. They are well integrated in classes. The majority want to do well. Boys and girls of all backgrounds mix well together, relate well and show respect for each other.

19. Most of the pupils with English as an additional language respond well to specialist support, reflecting their positive attitudes to learning. This, combined with the care that the school takes of them, enables many to integrate well into the life of the school, relating to each other and their teachers with care and courtesy. These pupils are generally well behaved. Some of these pupils contribute to the low attendance rate because their families take them for extended holidays.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is satisfactory, overall. In one third of the lessons the quality of teaching observed was good, noted particularly in Years 2 and 6. The quality of teaching shows a growing strength across the school. In general, the teaching has a positive impact on pupils' learning so that they gain new skills, such as confidence with number calculation. The teaching in a very small number of lessons was unsatisfactory. The focus on the professional development of staff and a consistent approach to lesson planning was rightly seen as a priority by the headteacher in order to improve teaching and learning, and hence raise standards, and this has been effective. A programme of support that includes regular monitoring and lesson observations to identify areas for development is effective in bringing greater consistency. There are, however, some aspects of teaching, such as planning for all ability groups of pupils and amending planning so that all pupils learn equally well, that are not implemented consistently. Occasionally, teachers do not sufficiently match the tasks set to the differing needs of individual pupils. They do not ensure sufficiently that all learning is appropriate and challenging for each pupil. All teachers, learning support assistants and other adults in the school value the work and efforts of pupils, whatever their need.
21. In the Nursery and Reception classes, the quality of teaching is satisfactory. Most staff assist children well when working with groups or individuals. Staff have good relationships with children. Planning does not include specific learning objectives for particular children, even those with special educational needs or with English as an additional language. Learning support assistants and the nursery nurse work harmoniously with teachers. However, they are not expected to join in planning and this reduces the effectiveness of their support for learning. Nursery staff encourage children to be independent, for example when putting on or removing coats. Support assistants in Reception classes have begun observation notebooks, which are intended to be helpful in assessing children's learning. The support for pupils with learning difficulties is adequate. Support for children with English as an additional language is satisfactory when they are working with the teacher funded by EMAG (Ethnic Minority Achievement Grant) but activities generally lack focus. Planning allows for the differing ages and needs of children in the two Reception classes appropriately but does not make clear how all areas of learning are to be included. There were some unsatisfactory aspects to the teaching in a minority of sessions where activities were not prepared well or the behaviour management was ineffective.
22. Throughout the rest of the school the quality of teaching in most subjects is satisfactory and in religious education it is good. In English, for example, teachers plan appropriately, although there is not always a high challenge for pupils who find some aspects of work relatively easy. Most teachers have a good grasp of the requirements for teaching basic skills. A few lessons are brisk and they all have a sense of purpose, drawing on the literacy strategy to plan. In mathematics, most teachers demonstrate secure subject knowledge, with appropriate questioning and demonstration. The lesson planning does not always ensure a good match of activities to the pupils' attainments. The overall teaching of mathematics throughout school ensures satisfactory, and occasionally good, learning in problem solving activities involving different methods. In science, teachers plan their lessons carefully and prepare suitable resources. Pupils in Year 6 lessons, for example, were keen to contribute ideas and answers when investigating how to separate sand and gravel from water. As a result, the learning in these lessons was good. There is a strong tendency, however, for teachers to over-direct the pupils during practical work. Also, insufficient use is made of assessment in planning, and to identify needs, particularly of higher-attaining pupils. In ICT, while the teaching is satisfactory, resource limitations mean that some learning is unsatisfactory. Also, teachers do not have confidence at present to teach some areas of the curriculum. When able to get time practising skills on the computer pupils concentrate well and co-operate well with each other.

23. In general, the teachers' good relationships with the pupils and thoughtfully presented introductions usually gain pupils' interest well. Teachers use effective strategies, such as helping pupils to recall previous work or explanation of new words, encouraging pupils' learning. The school identified the need to focus on improving behaviour in order for pupils to be ready to learn, and teachers' management of pupils is good. They set clear expectations for behaviour so that the quality of pupils' learning is improved. In several lessons, teachers' strategies include active participation by pupils or having pupils work collaboratively. These strategies encourage pupils to take an active part in lessons and strengthen their learning of new skills. For example, in a science lesson, pupils tasted several foods then built up their own graphs to show the results. However, in all subjects there are few opportunities for pupils to develop enquiry skills through posing and following up their own questions. Most lessons end with worthwhile class discussions to confirm and reinforce pupils' learning. Few direct links are identified with literacy or numeracy within planning for other subjects.
24. In most lessons, pupils listen well to teachers or friends, are usually keen to answer in class, but may not have the language to explain their ideas fully. In a few lessons, the teachers' expectations are not made clear, particularly for the higher-attaining pupils, and as a result tasks are tackled superficially. Teachers demonstrate good knowledge and understanding of the subject matter during most lessons, although this is an area for continuing development. Teachers usually explain the ideas clearly and often use good questioning skills to establish pupils' knowledge, but there is too great a focus on factual, correct answers at times rather than discussion around the ideas. In most lessons, the learning intentions are clear and teachers plan the activities and teaching towards these. The shared planning across each year group is usually helpful in pooling ideas and experience. Lesson planning is satisfactory but does not make sufficiently clear how work is to be adapted for differing groups of pupils, nor does it ensure that there is a suitable level of challenge. The good practice of sharing the learning intentions with the pupils is common.
25. In most lessons teachers have suitable resources prepared which are matched to pupils' needs. Learning support assistants are usually deployed well, often making quiet observations to pupils who need individual attention. They are effective in helping pupils, including those with learning difficulties, to engage in the tasks.
26. Teachers have a good understanding of the special needs that pupils with learning difficulties bring to lessons. They are determined to maintain good relationships so that pupils benefit from a positive experience in lessons. This helps the pupils to maintain motivation and concentration. Teachers prepare Individual Learning Plans for all pupils identified as having learning difficulties. While targets on these plans are relevant to pupils' needs, they are insufficiently refined and are not sufficiently detailed and in small enough steps for pupils to achieve them within a set time-scale. As a result, targets are frequently missed and plans annotated as 'not achieved'.
27. Teachers mark pupils' work regularly for the most part and it is up to date. They sometimes give encouraging praise and comments, but the practice of making clear how pupils may improve is only shown consistently by a few teachers. At times, unqualified praise is given for mediocre work and marking does not give sufficient indication of the standard expected. Teachers provide a selection of homework for pupils, such as reading, spellings or arithmetic. Homework provision, however, is inconsistent and was a cause of concern for parents.
28. Teaching and non-teaching staff funded under the Ethnic Minority Achievement Grant are fully aware of the need to provide these pupils with full access to curriculum and achievement by teaching them English. Their support relates to classroom activities, though 'partnership teaching' with class teachers is at an early stage of development and teachers' planning does not take these pupils' needs into account consistently. These pupils benefit from classroom strategies such as questioning employed by many of their teachers who explain teaching points in a way that encourages all pupils to participate in activities. Some pupils would benefit from planned opportunities for use of their home language(s) to facilitate their acquisition of English.

29. Specialist staff contribute to the life of the school with particular reference to assemblies and special occasions such as the Chinese New Year.

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

30. The quality and range of learning opportunities is satisfactory in Years 1 and 2. It is unsatisfactory in Years 3 to 6 mainly because elements of several subjects are not fully implemented, for example in geography, history and ICT. Aspects of planning are also unsatisfactory, since planning for progression across year groups has not been worked out. In history, for example, the work in Year 4 history books is almost the same as that in Year 3 books. Occasionally, teachers' daily planning does not cater sufficiently for the differing needs of individual pupils within a class. The unsatisfactory library provision reduces opportunities for pupils to acquire appropriate library, reference and research skills. The intended coverage of ICT and design and technology is appropriate but was not fully in place at the time of the inspection. There are too few opportunities for pupils to use ICT in all subjects. The curriculum is in place for geography but does not yet secure continuous progress.
31. Currently, the curriculum does not meet statutory requirements in Years 3 to 6. The new curriculum map being developed by the deputy headteacher outlines what needs to be covered in each subject throughout the school. The review process is intended to address the weaknesses and ensure that the curriculum is broad, balanced and relevant to all pupils. Currently, subject co-ordinators are not sufficiently involved to ensure there are no gaps in the intended provision. The deputy headteacher has analysed the teaching time devoted to each subject, which ensures that all subjects have an appropriate time to cover the Programmes of Study.
32. The curriculum in the Nursery and Reception classes is unsatisfactory. However, during the inspection there was a new supply teacher in the Nursery classes and two overseas teachers who arrived in the country only a few days before the term began. This was a difficult situation for them all and judgements are considered in this context. Staff have yet to implement the new scheme of work for the Nursery and Reception classes together and there are gaps in the provision of knowledge and understanding of the world, aspects of physical development and music. The outdoor provision is very limited and only a few children are able to take part in these activities. Planning does not include identified learning objectives for pupils with learning difficulties and those with English as an additional language.
33. The school has correctly placed an emphasis on the core subjects of English and mathematics. The National Literacy and Numeracy Strategies are implemented satisfactorily, although the turnover of staff means that there has to be repeated training. Literacy skills are appropriately reinforced in other subjects. There is some withdrawal of groups of pupils from subjects such as science and history for additional literacy. This reduces their access to the full curriculum, with the difficulty of picking up on the tasks when they return, but overall the additional literacy programme is managed appropriately and staff are aware of the problems. There was less evidence of the use of numeracy in other subjects apart from science, where pupils used tables and graphs, for example.
34. The provision for Personal, Social and Health Education (PSHE) is good. This includes drugs education and sex education and addresses issues of citizenship relevant to primary pupils. Every class has time allocated to PSHE. In the two lessons observed, teaching and learning were good. In one lesson in Year 6 about the development of independence and trust through a discussion of 'something you are allowed to do that you could not do before', pupils responded well. They were involved and anxious to make a contribution to the discussion about a topic that was relevant to their lives.

35. All subject policies and schemes of work have been reviewed and updated appropriately. As the curriculum is still being developed there has been very little monitoring of the coverage in different subjects and gaps in provision and pupils' work have not yet been identified by the school.
36. The provision for extra-curricular activities is satisfactory. Clubs include drama, canoeing and football with support from Charlton Athletic Football Club. There is a satisfactory range of visits and visitors to support the curriculum. Pupils in Year 6 make a residential visit to Wrotham; younger junior pupils visit Queen's House when learning about the Tudor era. Visiting musicians and theatre groups enhance the curriculum. Members of local religious communities contribute very effectively to the curriculum; for example, a Sikh member of staff spoke to pupils about aspects of Sikhism and a local vicar leads the Easter Assembly.
37. There are satisfactory links with the local community. Park Rangers have visited the school to talk about conservation. Pupils were invited to celebrate Black History Week. Pupils collect money for charities such as the local hospice. There are satisfactory links with partner institutions such as the Pupil Referral Unit and pupils attend swimming lessons at the local secondary school. The school is developing good relationships with other providers of Early Years support; for example, a local nursery and members of Surestart projects. Staff from the local authority and Education Action Zone have contributed significantly to recent developments in the school through visits, advice and support. There are effective links with the Neighbourhood Pathfinder Project and Welcare, which is a church based organisation. After-school Play Clubs are organised by an outside agency for pupils in the area. They are mainly attended by pupils from the school.
38. The overall provision for pupils' spiritual, moral, social and cultural development is good. Some school policies contain details relating to this provision, but there is no separate policy. The school is developing procedures for monitoring the overall provision.
39. The provision for pupils' spiritual development is satisfactory. School assemblies are carefully planned and enable pupils to gain an understanding of the world around them. In an assembly, older pupils listened to the Christian Bible story of the Good Samaritan. Opportunity was provided for pupils to share their ideas about the meaning of the story. Pupils understood that even if others are different from themselves, there is still a need to care for each other. Opportunities are provided in some curriculum subjects for pupils to develop further their spiritual awareness. For example, in an English lesson, Year 6 pupils read a text and talked about the way the characters felt and the emotions that they experienced. In a music lesson, Year 5 pupils used their imaginations to compose an atmospheric piece to illustrate the sky at night. In an assembly, Year 2 pupils talked about the way the snow had made their fingers tingle. In science, Year 1 pupils showed amazement when a globe suddenly lit up and glowed green.
40. The provision for pupils' moral development is good. Pupils are taught right from wrong. The school's behaviour policy does much to promote good behaviour around the school. Pupils understand the school rules and make suggestions about their own class rules. Assemblies, religious education lessons and personal, social and health education lessons provide further opportunities for pupils' moral development. A group of Year 5 and 6 pupils acted out a story about a bank robbery, as part of an assembly. They thought about the consequences of the robbery and the effect it had on other people's lives.
41. The provision for pupils' social development is satisfactory. Opportunities are provided in lessons for pupils to work together and to exchange ideas. A system is being put in place this term for some Year 6 pupils to be peer buddies. They will receive training and take part in playground duties. There is also to be a School Council. The provision for pupils to take responsibility is satisfactory. Pupils in Years 5 and 6 occasionally visit younger pupils to share books and work with them. All pupils take turns at doing classroom jobs. Extra-curricular provision enables pupils of different age groups to work together. There is a residential visit for older pupils to Wrotham.

42. The provision for cultural development is good. Pupils visit museums and art galleries. Year 4 pupils went to the Queen's Gallery, Royal Naval College, in connection with their work on the Tudors. Pupils have also visited the National Portrait Gallery and the Transport Museum. There has been a range of drama performances. The Bigfoot Theatre Company arrange after-school workshops. Pantomimes have been provided by the Greenwich Theatre Company. The Rostov Balalaika, a group of Russian musicians and dancers, have performed at the school. A street artist worked with a group of pupils to create a banner, which is displayed in the junior hall. There is very good provision for pupils' multicultural development. Religious education lessons ensure that pupils learn about some of the different world faiths. Assemblies include celebrations of Divali and the Chinese New Year. Black History Month is promoted within the school. Pupils took part in a concert at Woolwich Town Hall as part of these celebrations. Racial harmony is fostered very well. Much is done to celebrate the richness and cultural diversity of the school's population. Displays in classrooms and corridors promote further pupils' multicultural awareness.
43. The presence of pupils from diverse cultural backgrounds makes a good contribution to pupils' spiritual, moral, social and cultural development. Staff representing non-European cultures provide further opportunities for pupils to develop this aspect of their education.
44. Overall, there is suitable provision for pupils with learning difficulties. Teachers are careful to ensure that they are involved in all the life of the school. Their contribution to lessons and to the life of the school is welcomed and valued. As a result, pupils do not feel that their difficulties are a stigma and they gain as much in self-esteem as other pupils. Those pupils with a Statement of Special Educational Needs get the provision identified in their statement of need. Human and material resources are well targeted on their needs. Other pupils with learning difficulties benefit from their Individual Learning Plans, although these are not yet sufficiently well refined. They also gain from the presence of additional adults in the classroom who are frequently targeted on them and on their needs. Although it is clear that both pupils and parents are involved in the discussion of learning difficulties – and there is space for parents and pupils to sign individual plans for learning – this is not consistently done throughout the school.
45. The school is in the process of identifying and listing pupils that are gifted and talented. There is no special provision for them at present. All pupils are valued and fully included in all aspects of school life.
46. Specialist support for pupils with English as an additional language is provided through the curriculum. The school aims to provide pupils from ethnic minority backgrounds access to other activities including those of out-of-school clubs. The level of support currently available for the pupils to learn English is not, however, sufficient in terms of the nature and extent of pupils' needs. For example, specialist support is not available for some pupils on a regular basis, and some pupils learning English as an additional language are also on the special needs register. The school curriculum is enhanced by the celebration of cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school takes good care of its pupils' welfare. There is a comprehensive range of policies in place to ensure that care is well provided. The policies have been reviewed in the last year. The governors have looked very closely at the needs of the pupils attending the school and have introduced a good range of support services. These include mentoring, behaviour support through the local Pupil Referral Unit, support for black boys at risk, access to educational psychologists, the school nursing service and the usual SEN and EAL services. These, together with the Behaviour Improvement Plan to be implemented shortly, are provided in co-operation with the Education Action Zone and the local Surestart scheme. The governors and headteacher have worked hard to access funds and ensure the successful introduction of these measures.
48. The school welcomes pupils of all cultures, beliefs and abilities. The school community contains many pupils from minority ethnic groups, including travellers, refugees and asylum seekers. The school celebrates this diversity and aims to promote high standards of achievement for all pupils.

49. The school provides a safe and happy learning environment for all its pupils. The school behaviour and anti-bullying policies are applied well. As a result, pupils feel safe and secure. Different groups of pupils are supported well within the school. Individual pupils are referred to outside agencies for guidance and support, according to their needs. The school tracks the progress of differing groups of pupils. However, it does not always make sufficient use of the information to guide the provision for these pupils.
50. The governors ensure that health and safety procedures are followed correctly and undertake an annual health and safety audit with the support of local education authority advisers. The refurbishment of the school commencing shortly is intended to overcome numerous shortcomings in the buildings. The headteacher is making careful plans to manage safety and security while the building work takes place.
51. Pupils' personal development is well supported and the procedures in place ensure that individuals' needs are identified and met. The school has effective systems for sharing information about pupils, overseen by the special needs co-ordinator. Child Protection procedures are satisfactory because all staff understand them and they are consistently applied. There has been no whole-school training in child protection in recent years, though the policy has been reviewed in the last year and shared with staff.
52. The school is careful to match its care provision to the needs of pupils with learning difficulties. A great deal is done to show care and support for these pupils.
53. The school has satisfactory procedures to identify those pupils who need particular support in their learning, using a formal school pro-forma or a reading test. Standard national test results are analysed carefully to track the progress of pupils. The school has as a priority the refinement of procedures so that specific learning difficulties can be more accurately identified.
54. The procedures for behaviour management and to monitor and eliminate oppressive behaviour are good and are consistently and positively implemented. Procedures for promoting good attendance are less successful because practice does not follow the policy and there are weaknesses in the current practice.
55. Assessment procedures are satisfactory, though mainly in English, mathematics and science. Current practice includes the use of statutory and optional tests with a view to collecting and analysing data on pupils' attainment and progress. There is some evidence of pupil tracking, which provides a good basis for improvement in this respect. The school has started analysing test results to identify under-performing groups in relation to ethnicity and gender. There is, however, little evidence of any systematic assessment in the other subjects. Current practice in making use of assessment information in subsequent planning is unsatisfactory. There is evidence of some use of assessment in terms of pupils' target setting, but this has not been monitored. Aspects of the Nursery records are good in covering all areas of learning, but there are gaps in the information. Helpful notes are attached to most work in the records. Staff, including those who work with children with English as an additional language, tick statements to show children have achieved particular targets. Records in the Reception class have not been kept up to date. The new Reception teacher had no records from which to plan appropriately.
56. Teachers and support staff are committed to the well-being of pupils with English as an additional language. This enables them to integrate into the school community. Many staff have not, however, received specialist training to be able to meet the needs of these pupils. Specialist staff are involved in the assessment of these pupils, albeit mainly on an informal basis. However, they have recently started implementing the QCA document 'A Language in Common' in assessing and determining pupils' levels of proficiency in English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Parents' views of the school, at their meeting and in the responses to the questionnaire, were generally positive. However, as only five parents attended the meeting and less than ten per cent of the questionnaires issued were returned, these views cannot be representative of the whole parental body. Parents who expressed a view say that the school is a caring, well-managed place where children make satisfactory progress and learn right from wrong. They say that behaviour is better recently and that their children enjoy school. Parents also say that they are concerned that the school could work more closely with carers and give more information, that the amount of homework set is unsatisfactory and that there are insufficient extra-curricular activities. The inspection team agrees with parents' positive views generally and judges that homework is set inconsistently. Parents' views on communication with parents and extra-curricular activities are not affirmed as the team judges both to be satisfactory overall.
58. The school has satisfactory links with parents and is striving to bring more carers into school and to encourage participation in school life. The governors' commitment to involving families and the community in school life is demonstrated by the new developments and renewal of the school, including the Surestart scheme and Early Years unit. Parents have been consulted about the home/school agreement and the recently introduced school uniform; around one third of children now wear this. The school organises information meetings for new parents each year and shares curriculum information at information evenings. Parents are invited into school to share class assemblies, attend the school fair and a book fair - these events are generally well attended. There is no Parent/Teacher Association at present, though there are plans to relaunch the Friends of the School in the current School Improvement Plan.
59. Annual reports to parents on children's progress are satisfactory. They include information on work covered and what children know and can do and note Literacy and Numeracy targets for children in the main school. The reports comply with legal requirements. The school provides satisfactory information to carers. Day-to-day contact with parents is restricted as no teachers are in the playground at the start of each day.
60. Most parents have little involvement in the life of the school and do not support children's learning at home effectively. This is demonstrated by the poor response to the inspection consultation process and the very few parents in and around the school during inspection week. There is a whole-school home/school reading scheme which is intended to involve parents in their child's learning. However, school uniform is not supported by the majority, too many children arrive late and the headteacher is not always confident that carers will co-operate when problems arise. This is unsatisfactory, as a lack of support from home is often detrimental to pupils' progress.
61. Partnership with parents and carers for children in the Nursery and Reception classes is satisfactory. Reception children take books home and the staff say that parents or carers ask for them.
62. Parents' signatures are missing from a few Individual Education Plans for children with learning difficulties. The school does all it can to involve parents in the review of their child's needs. However, much of this has to be informal as parents are frequently ill at ease in meetings and reluctant to attend case conferences.
63. The school is introducing a programme of support for pupils who enter school half-way through a term or a year. This will involve meetings with parents and pupils. Translators are provided, when required, and information is available from the school in the parent's own language. Home visits are arranged for Nursery children before they begin school. The teacher appointed to assist pupils with English as an additional language provides support for Nursery children in the mornings. Evidence suggests that the school does not currently enjoy strong links with parents whatever their background. However, individual work with pupils requires specialist staff to liaise with and reassure their parents about their progress, particularly in the Nursery.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership and management by the headteacher and senior staff are good. The headteacher provides very good leadership. She has established a clear direction for the school through her vision to provide pupils with a good foundation for learning. She has a perceptive understanding of how to motivate and support staff during the time of change. With the governing body and local authority, she has gained approval for a major building programme, with full refurbishment of the Victorian building, which is currently in a poor condition. There is a growing sense of shared effort and teamwork towards a common cause amongst the staff, which derives from the headteacher's self-evaluation and understanding. The aims and values of the school are becoming expressed well through the personal care for the pupils and the improving climate for learning.
65. The deputy headteacher is making a major contribution to school development. Together, the senior staff are beginning to understand and take on aspects of whole-school management. For example, they undertake regular lesson observations, and oversee the routines to monitor teachers' lesson planning. This is helping the process of self-evaluation through identifying the strengths and weaknesses of the school. They are bringing their observations together to good effect as they consider forward planning. These measures are beginning to have a positive impact on standards through the raised expectations placed on teachers. For example, the role of the subject leaders has been strengthened by ensuring that they monitor lesson planning, although arrangements for them to observe lessons are not yet in place. There is an improved understanding of the need for professional development, which will include attention to the skills of lesson observation and support. This, together with regular monitoring of teaching by all subject leaders, is planned to improve consistency of practice and standards.
66. The co-ordination of the Foundation Stage is unsatisfactory. Due to staff turnover the role has been undertaken by the headteacher, who, although knowledgeable and experienced in the age range, has many other roles and has not had time to carry out the role effectively. During the inspection there was a new supply teacher in the Nursery classes and two overseas teachers in the Reception classes who arrived in the country only a few days before the term began. While judgements are considered in this context, the Nursery and Reception classes are not yet working as a unit and aspects of planning have not been addressed. The Nursery classes are not stimulating and do not enhance learning. Children have easy access to an outdoor area but this is barren and unattractive. Resources need developing, particularly books and outdoor play resources in Reception classes.
67. The governing body understands its responsibilities well and is active in fulfilling them. Members of the governing body attend appropriate courses and bring their increased understanding to bear on decisions. They have suitable arrangements to visit the school, which enables them to form an objective view of the school's needs, and hence a satisfactory understanding of its strengths and weaknesses. Their good level of commitment to the school is having a direct impact on shaping improvements and the direction of the school, for example, in the redesign of the amalgamated school with the community Early Years Centre. The governors have a good understanding of the priorities they are planning for, and, for example, meet subject co-ordinators to discuss developments. The governors have agreed a policy for performance management, which is helping to focus on areas for teachers' professional development.
68. The headteacher has identified the main priorities very clearly, such as improving behaviour, raising standards and establishing an attractive learning environment, and these are expressed in a high quality school improvement plan. It provides an effective management tool to give a clear agenda for improvements focused on raising standards and a clear basis for action. The targets are costed appropriately and linked to decisions that relate to pupils' learning.
69. The management of special educational needs and its provision is satisfactory. The school ensures that the Code of Practice is observed and provision meets statutory requirements. Good financial procedures ensure that delegated funds for the support of pupils with special education needs are carefully targeted.
70. The governing body's finance committee has a good overview of the school's budgeting process. The school is currently running a deficit budget with agreement by the local authority during this

period of amalgamation, since protected staffing costs in particular are high. The school has prepared a comprehensive deficit budget plan that is expected to clear the deficit within one year. The school's administrative routines are very good, and the school office functions smoothly. Administrative and secretarial staff provide a very efficient service for the school and a friendly welcome to parents and visitors. The finance secretary ensures that financial information is available regularly for the governors and headteacher. The school is using new technology increasingly in its daily administration as well as for forward planning and monitoring.

71. The school makes satisfactory use of its resources, including specific grants and other funding, which are applied to their intended purposes. Financial planning is good in relation to matching spending to identified priorities, but is satisfactory overall since the school has a deficit budget. The headteacher and governors ensure that they obtain best value when negotiating the purchase of goods and services.
72. The management of the available support for pupils who speak English as an additional language is good. It is overseen by the deputy headteacher. There is a good policy for inclusion, which has been approved by governors. The school is appointing a manager at senior level to have an overview of the provision for the different groups of pupils within the school. The role is intended also to include liaison with outside agencies. At present there is no consistent way of monitoring the provision for different groups of pupils and this is expected to be part of the manager's role.
73. The match of staffing to the needs of the school is unsatisfactory overall. While there are teachers for each class, the school has experienced considerable difficulties in recruiting teachers, causing problems over induction so that they are prepared appropriately to meet the needs for pupils' learning. The teachers are deployed to ensure that their experience is used in the best way, for example, by placing teachers with good experience in Years 2 and 6. There is also a legacy of over-staffing during the period of amalgamation. The support staff make a good contribution to the work of the school. Their work, as part of the team, contributes well to pupils' learning. The quality of the accommodation is unsatisfactory overall, since the Victorian building does not provide an appropriate learning environment - several classrooms are small, and damp is evident in several rooms. It is due to be completely re-designed and refurbished during the summer, placing further demands on the headteacher and staff. The quality of learning resources is satisfactory for several subjects, but is unsatisfactory overall since, for example, those for history, ICT, the Foundation Stage and the Library are not sufficient. Resources are mostly managed well and are accessible. There are several attractive displays around the school, which show that teachers value children's work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to raise standards and improve the quality of learning, the governors, headteacher and staff should give attention to the following:
 - (1) Raise standards, particularly in English, mathematics and science, by (*Paragraphs 1, 2, 3, 4, 5, 7, 11, 13, 16, 20, 21, 22, 30, 91, 104, 108*):
 - Establishing a clear understanding of effective learning;
 - Giving due attention to the level descriptors of the National Curriculum;
 - Linking a programme of professional development with subject knowledge;
 - Improving the curriculum and resourcing for children in the Nursery and Reception classes;
 - Noting provision for pupils with EAL and ensuring all pupils receive support on a regular basis according to their differing needs;
 - Tackling the need to give regular homework to consolidate learning;
 - Organising shared lesson planning, especially with subject leaders;
 - Nurturing the role of subject leaders for support, monitoring and evaluation.
 - (2) Establish supportive procedures for assessment in all subjects, having in mind the use to which the information is to be put, by (*Paragraphs 22, 55, 102, 107, 113, 119, 124, 128, 136, 147, 151*):

- Linking the intended learning for differing groups of pupils to clear targets so that teaching and learning are closely focused on pupils' needs;
- Raising expectations of what pupils can achieve;
- Using assessment information constructively in planning and further teaching to optimise learning;
- Ensuring that appropriate records that track pupils' progress are kept for all subjects;
- Setting targets in pupils' education plans for those with learning difficulties that are expressed in small steps and that are achievable and measurable.

(3) Raise the level of attendance; and encourage parents to form good, working partnerships with the school. (Paragraphs 10, 16, 53)

Minor Issues

- Make productive and imaginative links between subjects, for example English with history.
- Extend the application of literacy, numeracy and ICT skills across subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	23	47	2	0	0
Percentage	0	3	31	64	3	0	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)	25	362
Number of full-time pupils known to be eligible for free school meals	N/A	213

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	5	92

English as an additional language	No of pupils
Number of pupils with English as an additional language	131

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	66

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	2.3
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
	2002	28	28	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	20
	Girls	20	23	22
	Total	36	38	42
Percentage of pupils at NC level 2 or above	School	64 (78)	68 (74)	75 (80)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	21	18
	Girls	23	23	18
	Total	41	44	36
Percentage of pupils at NC level 2 or above	School	73 (70)	79 (76)	64 (63)
	National	85 (85)	89 (89)	89 (89)

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
	2002	34	27	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	17
	Girls	13	14	16
	Total	23	28	33
Percentage of pupils at NC level 4 or above	School	38 (33)	46 (38)	54 (44)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	18	17
	Girls	15	16	17
	Total	26	34	34
Percentage of pupils at NC level 4 or above	School	43 (12)	56 (19)	56 (27)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	193	9	0
White – Irish	2	1	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	8	1	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	9	2	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	78	2	0
Black or Black British – any other Black background	11	2	0
Chinese	9	0	0
Any other ethnic group	31	0	0
No ethnic group recorded	2	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.8
Number of pupils per qualified teacher	22.9
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	360

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	47

Financial information

Financial year	2001-02
----------------	---------

	£
Total income	1,382,670
Total expenditure	1,383,297
Expenditure per pupil	3,574
Balance brought forward from previous year	154,200
Balance carried forward to next year	153,573

Number of pupils per FTE adult	10
--------------------------------	----

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	387
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	52	31	3	0	14
Behaviour in the school is good.	52	34	3	7	3
My child gets the right amount of work to do at home.	24	31	14	10	21
The teaching is good.	48	34	3	0	14
I am kept well informed about how my child is getting on.	34	38	17	7	3
I would feel comfortable about approaching the school with questions or a problem.	72	10	10	0	7
The school expects my child to work hard and achieve his or her best.	34	41	0	3	21
The school works closely with parents.	28	38	21	10	3
The school is well led and managed.	31	38	7	7	17
The school is helping my child become mature and responsible.	41	48	3	3	3
The school provides an interesting range of activities outside lessons.	14	28	7	21	31

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. At the time of the inspection the school was facing major disruption to the teaching staff due to illness and staff turnover. During the inspection there was a new supply teacher in the Nursery classes and two overseas teachers who arrived in the country only a few days before the term began. This was a difficult situation for them all. Judgements are considered in this context. There are 50 children attending the Nursery classes on a part-time basis, although during the inspection several were absent. There are 42 children in two Reception classes attending full-time.
76. The curriculum is unsatisfactory. Staff have yet to implement the new scheme of work for the whole Foundation Stage and there are gaps in the provision of knowledge and understanding of the world, aspects of physical development and music. The Reception class timetable indicates that there is only one hall time per week for children to develop physical and co-ordination skills. The outdoor provision is very limited and only a few children are able to take part in these activities. Staff in the two Reception classes work from different medium-term plans and coverage of the curriculum is inconsistent. Short-term planning in the Nursery and Reception classes does not match their medium-term plans. This hinders children's progress. Planning does not include identified learning objectives for pupils with special educational needs and those with English as an additional language. One pupil with learning difficulties spends time in the Reception class in the morning and returns to the Nursery in the afternoon without any special provision being made, which is inappropriate.
77. The quality of teaching is satisfactory overall. There were some unsatisfactory aspects to the teaching in a minority of sessions where activities were not prepared well or the behaviour management was ineffective. There is a full-time nursery nurse and a supply teacher in the Nursery classes. Two full-time learning support assistants support the two teachers in the Reception classes. Another learning support assistant works in one Reception class in the morning supporting a child with special educational needs and in the Nursery class in the afternoon as a general support assistant. The teacher funded by the Ethnic Minority Achievement Grant (EMAG) works with groups of children in the morning Nursery class and Reception classes for four sessions per week. There is no extra support for pupils with English as an additional language in the afternoon Nursery class. Most staff assist children well when working with groups or individuals. Staff have good relationships with children. Planning does not include specific learning objectives for particular children, even those with special educational needs or with English as an additional language. Learning support assistants and the nursery nurse work harmoniously with teachers; however, they are not expected to join in planning and this reduces the effectiveness of their support for learning. Nursery staff encourage children to be independent; for example, when putting on or removing coats. Support assistants in Reception classes have begun observation notebooks, which will be helpful in assessing children's learning, but this has not been done in collaboration with the teachers. There is no co-ordination of such procedures. It is difficult to see how children's progress is monitored. The support for pupils with special educational needs is adequate but needs more focus and stimulation to ensure children make the maximum progress. Support for children with English as an additional language is satisfactory when they are working with the teacher funded by EMAG, but activities generally lack focus. Planning allows for the differing ages and needs of children in the two Reception classes appropriately but does not make clear how all areas of learning are to be included. One teacher in a reception class notes the context of an activity and the skills children used, for example, whether they wrote words independently.
78. The Nursery records are good, covering all areas of learning. However, there are gaps which reduce their effectiveness. Some samples of children's work are not dated and it is difficult to see how staff can monitor progress using these. Attached to most work in the records are helpful notes giving the context of the work and noting what children know, understand and can do.

However, this is not always the case, reducing the effectiveness of the assessments. Members of staff, including those who work with children with English as an additional language, tick statements to show children have achieved particular targets but these are not always dated and are not a helpful record of progress. Records were sent from the Nursery to the Reception class for those children who moved to the Reception class last term but these have not been kept up to date. The Nursery records for those starting Reception this term had not been forwarded and the new teacher had no records from which to plan appropriately. As previously indicated, staff illness and turnover has affected procedures and continuity of practice.

79. Children who have been part-time in the Nursery attend full time immediately they enter Reception classes. Some staff note that this is too much for children who need time to adjust to the longer day and, particularly, to lunch-time with pupils in Years 1 and 2.

Personal, social and emotional development

80. In all sessions, children's attitudes and behaviour were satisfactory. They were good in a minority of Nursery sessions where children enjoyed and showed interest in stories and books. Most Nursery children find their name-cards independently and choose which job they want to share responsibility for. Staff reinforce behaviour skills appropriately. They quite rightly place an emphasis on this area of learning but it is sometimes to the detriment of other aspects of learning. Children eat and drink their snacks sensibly, learning to choose which snack they want and to say 'please' and 'thank you' appropriately. New children settle in quickly, adjusting to their peers and the class well. Most children in the Reception classes share resources appropriately and play together well. They participate in most activities and usually respond satisfactorily to teaching and non-teaching staff. They settle to most group activities appropriately but a minority lose concentration, are restless and show little interest. They are learning to distinguish right from wrong, to show respect for each other and to form constructive relationships with peers and adults.

Communication, language and literacy

81. Children's attainment in Nursery and Reception classes is below expectation in listening and speaking. Some children are well below expectation. Most are developing listening skills through discussion and answering questions. A significant minority do not listen well. In all classes most children listen attentively to stories. Many are not articulate speakers, although some are fluent even if they do not make themselves understood. Individual children have good vocabulary; for example, one three-year-old used words such as 'suffocate' and could ask an inspector questions about dinosaurs. There are opportunities for children to initiate speaking in role and imaginative play but these frequently lack focus unless staff actively intervene. Most children listen and follow instructions appropriately and can express their wants and needs but not always articulately. Children learn to speak in small group and whole-class sessions, although some are reluctant. A number of Nursery and Reception children either do not answer questions, or answer with single words.
82. Children's attainment in reading and writing is below expectation in nursery and reception classes. They make satisfactory progress but are unlikely to meet the early literacy goals by the end of the Reception year. They are given regular opportunities to listen and extend their vocabulary during story-telling sessions or when staff read books to them. Staff generally tell stories expressively, involving children in this important learning activity. Nursery children show interest in books and choose to browse in the book corner frequently; this was a strength of the provision. They learn to handle books and several do so confidently, although they do not always take care when turning pages. A group of children, including three-year-olds, who read with an inspector, showed knowledge of stories such as 'Brown bear, Brown bear, what do you see?' They could retell the story, knew the characters and joined in the refrain confidently. One could distinguish print from pictures and follow the print while the inspector read. Nursery children may take a book home on a daily basis but this is left to parents and carers to decide and reduces the effectiveness of the provision. There are some opportunities for children to make marks in

preparation for writing, such as “shopping lists”, and a number of children make reasonable attempts at copying their names accurately. Individual children can write their names independently. Few focused early writing or mark-making activities were planned.

83. Children make satisfactory progress in early reading and writing activities in the Reception class. They listen and follow the text when staff read big books such as ‘The Jigaree’. They are learning to distinguish print from pictures and understand simple stories, though only half of the children join in the reading with the teacher. A minority of children show minimal recall of the story in the follow-up group work and little interest in these activities. There are few books to choose from and the reading corners are unattractive and do not encourage children to read independently. Children who read to an inspector talked about and could tell the story from the pictures quite confidently. They are learning to distinguish between pictures and print and occasionally joined in the reading of the text. Because there are no reading records the new teachers are unable to judge the prior attainment of children accurately. One child described as a lower attainer knew more about print than his peers. He read some print, picking out individual word such as ‘pig’. A higher-attaining pupil chose an alphabet book but could only name the items in the pictures and ‘m’. She knew no initial phonemes (sounds).
84. Most children are learning to copy their names and do this quite confidently. Only a few write their names independently. A small number of children make good attempts at writing words independently; for example, one wrote ‘lmn’ for ‘lemon’. Several use writing equipment in the writing corner to make marks in preparation for writing. Most are developing good pencil control mainly through drawing activities and staff need to ensure there are frequent focused writing activities for children to write independently in all areas of learning. There are insufficient opportunities for children to write independently in role play or imaginative play.

Mathematical development

85. Children’s attainment is below expectation. They make satisfactory progress but are unlikely to meet the early mathematical goals. Nursery children are learning to compare size through activities such as role play and computer games for the three bears in the story of Goldilocks and resources such as ‘compare bears’. They have frequent opportunities to learn about capacity through playing with different containers in water and sand trays. There are several resources which encourage children to count to 10 and match the correct number of objects to the numeral. Staff frequently reinforce numeracy by counting objects during activities such as how many steps are taken during a bear hunt walk but there are too few focused learning activities for numeracy. Displays include shapes such as rectangles and squares.
86. Children in the Reception class also use water and sand resources to continue to reinforce their understanding of capacity and size, though the activities are very similar to those in the Nursery. They learn the value of numbers to 6 through games with a learning support assistant using dice and learn to play fairly and accept the result if the number they throw is not one they want. There are areas of the room devoted to mathematical resources and individual children learn to balance scales or thread beads to a particular number to 10. The older Reception children are learning to count to 20. Most are still learning to count to 10 in songs or using a number line, although some do this confidently.

Knowledge and understanding of the world

87. Few activities are planned and children’s progress is unsatisfactory so that their attainment is well below the expectation. Children experiment with the properties of water and sand in all classes but there is little difference between the level of such activities in the different classes, which limits progress. They learn about people and places in and beyond their environment through stories and role-play; for example, in the Three Bears’ house in the Nursery or the home corner in the Reception classes. Nursery children use computer programs such as Goldilocks where they show satisfactory skills and some confidence with the mouse when clicking and dragging icons on the screen. Children in the Reception class had fewer opportunities to use computers as there

is only one in each class and planning does not ensure access to these activities. They are learning about a range of fruit through drawing from observation, noting colour and shape. Many displays in the class consist of posters, for example, of wild animals, but there is no evidence of children's work or for aspects such as knowledge about different places or times. Children learn about different beliefs and cultures in assemblies with Years 1 and 2.

Physical development

88. Children make satisfactory progress but are unlikely to meet the expectation by the time they enter Year 1. They use equipment such as pencils, crayons, scissors, paint, brushes and glue in Nursery and Reception classes with a satisfactory development of skills. Nursery children have daily opportunities for sessions in the outdoor area but these are not well planned and, although there is a reasonable quantity of resources, they are worn and uninviting. Children enjoy these times and staff change the equipment to vary the climbing activity; however, there are missed opportunities to develop a broad range of physical skills. Reception children have too few opportunities to develop co-ordination skills indoors and outdoors. They have one PE lesson a week but this was used mainly for action songs during the inspection. These do not provide the opportunities to develop climbing, running and other such skills. The outdoor provision needs developing. Planning needs to be more focused and include all children not just a few who are chosen to participate.

Creative development

89. Children make satisfactory progress and attain expected standards in basic art skills such as drawing, cutting, colouring and painting, but are unlikely to reach expectations in creative development overall. They have satisfactory opportunities to draw, colour, paint, cut and glue. Nursery children made bear masks and chose which material they used for decoration. Earlier work shows that they have experience of using simple paint and collage skills. Reception children have painted portraits and fruits and made African masks. They have used charcoal, marbling inks and oil pastels in their work. However, only a few examples are displayed, which does not encourage children to participate, and there are missed opportunities to enhance the environment. Most children know a range of colours and are encouraged to observe colours and shapes.
90. Nursery children are at an early stage of learning to sing and do not always join in, although they perform actions to songs. Reception children are not confident singers; for example, many do not join in number rhymes and songs. No work with musical instruments was observed. There are too few opportunities for children to develop singing and other musical skills. There are opportunities for unstructured role-play. Staff teach pupils how to use materials and tools in a safe way and most children respond to this guidance well.

ENGLISH

91. Standards of attainment in the work seen are below average by Year 2 and well below average by Year 6. Children enter full-time school with language skills well below average. Achievement by the time they are eleven, that is progress over time measured against prior attainment, is satisfactory. The school can point to data gathered through its testing and tracking procedures that show that some short-term progress is good - in this case for pupils in Year 5 who took the Year 6 National Curriculum standard tests in 2002. It is not possible to make a judgement on improvement since the previous inspection because the context of the school is different. However, there is evidence over a two-year period that tests results are improving by Year 6. Teaching and learning are satisfactory overall.
92. The results of national tests for Year 2 in 2002 were low. Standards in reading and writing were well below the average of all schools nationally and below the average of schools in a similar social and economic setting. Very few pupils achieved the higher levels possible at this age and a more than average proportion of pupils remained below the level expected for their age. Over the two years for which data is available, there is little difference in the attainment of boys and girls in reading but a considerable difference in writing, where girls do better than boys. The results for 2002 were not as good as those for 2001, which is partly explained by the poor provision when they were in Reception year.

93. The results of National Curriculum tests for Year 6 in 2002 were very low compared with those of all schools nationally and well below the average of similar schools. Again, very few pupils achieved the higher levels possible and many pupils achieved scores below the level expected for their age. Only 38 per cent of pupils gained the National Curriculum expected Level 4 against a target of 51 per cent. Standards rose in the two years 2001 to 2002. The gap in attainment between boys and girls is wide – although girls perform below the national average, they outstrip the progress of boys by about a year and a half. Harder targets have been set for Year 6 test results in 2003. Given that pupils are receiving satisfactory teaching throughout the current Year 6 classes, pupils are on track to achieve the targets set for them.
94. Standards of work seen during the inspection are similar to the national test results. Overall, achievement in Year 2 is below average and achievement in Year 6 is well below average. Standards are tabulated below.

Attainment in English	Years 1 and 2	Years 3 to 6
Speaking and listening	Below average	Below average
Reading	Below average	Below average
Writing	Below average	Well below average

95. Speaking and listening is below average throughout the school. Most pupils listen well. Frequently, this is a direct consequence of the behaviour pupils attain and the interest they show in the subject matter of lessons. It is also the result of the relationships made between adults and pupils. This ensures that pupils get the correct messages, learn effectively and know what is expected of them. Occasionally, a class is restive, or distracted by activities in an adjacent classroom, and when this happens, listening is not as incisive. This is particularly the case in Years 1 and 2 where parallel classes share the same teaching space. Most pupils are eager to join in speaking activities, especially in question and answer sessions at the beginning of lessons and in the whole-class session at the end of lessons that sums up what has been learned. A noticeable feature of the attainment of pupils learning English as a new language is that they lack the confidence to commit themselves to words in whole-class sessions but they are much more confident in group situations. More girls than boys are willing to answer, speak out and give their opinions. This is particularly the case in Years 5 and 6. This affects the overall attainment of boys. Higher-attaining pupils answer well, with good sentence structure, clear voices and vocabulary that helps them to explain and elaborate. However, few achieve at this high level. Many pupils, including most pupils with learning difficulties, find it difficult to express themselves in detailed sentences with a good understanding of the needs of their audience. Restricted language code and underdeveloped vocabulary are one of the strongest features of the below average achievement in writing throughout the school. The school does not plan a systematic programme of formal speaking and listening opportunities. This holds back overall improvement in English.
96. Attainment in reading is below national expectations throughout the school. Although many pupils read at the expected level for their year group, few exceed this level and are outweighed by those who read at a level below average and well below average. Many pupils have good 'word attack', that is, they have immediate sight recall of the reading vocabulary for their age. Higher-attaining pupils read fluently. They recognise punctuation as they read. They show by their expressive voices that they understand the content. One seven-year-old, asked why she changed the inflection of her voice when she came to direct speech, replied knowingly, 'Because I was using my expressive voice'. However, lower-attaining pupils often struggle with word recognition. They often need to use a range of strategies to work out individual words. This slows down the fluency of reading and, as a result, they lose the sense of the sentence and passage. Most pupils are enthusiastic about reading. The degree of enthusiasm often varies with attainment. Most pupils have an understanding of book features such as plot, setting and character and many discuss these meaningfully. Older pupils, and particularly higher-attaining pupils, talk about their favourite authors and about favourite books. They enjoy the current favourite author J.K. Rowling and the *Harry Potter* books. They also enjoy authors such as Roald Dahl for the sense of fun they encourage. Some pupils have books of their own at home. Many say that they read at

home, but this is less frequently reading to adults at home. There is no indication in reading records of a home and school dialogue to encourage better reading.

97. Pupils are getting the opportunity to learn and practise reading skills that help them to follow up what they learn in lessons. However, this is not an area of strength for the school. Early research skills are being taught. As they pass through the school, pupils get to know about ways in which to choose books – although few know anything about using the publisher's 'blurb' to judge whether a book is good enough to read. Most older pupils have some understanding of the use of a contents page and an index. Few know about the value and use of a glossary. Older pupils, particularly, and younger higher-attaining pupils can use a reference book to find information on a specific topic. There is some evidence in their written work that these skills are used to support learning in other subjects. However, although they know that fiction books are classified by author's surname, few have any understanding of the way non-fiction books are arranged in a library. Some know that there is an index they can look up, and others know books are arranged in broad colour bands. None have any understanding of the numbers on the spine of the non-fiction books in the school library.
98. Attainment in writing is below average at Year 2 and well below average at Year 6. From Year 1 pupils begin to write for a wide range of purposes. Many write freely. Most have skills sufficient to express their own ideas. By Year 6 most pupils communicate clearly. However, accuracy and correctness in what they write is a problem for many pupils. Although pupils learn good handwriting skills in dedicated lessons, few transfer their knowledge of stylish cursive writing to their day-to-day writing tasks. Most try hard to keep their work neat but many do not join their letters and there are few well-shaped individual letters. Most spelling is recognisable but often common words are inaccurately spelt. Again, many pupils find it difficult to transfer their spelling skills into their day-to-day writing. Good opportunities to practise spelling, for example the good oral spelling skills demonstrated in a literacy lesson in Year 1, are not consolidated in pupils' writing. The most difficult area for pupils is in punctuation. The school has identified that this is the case and all classes during the inspection had class and group targets to improve punctuation. However, targeting this is not yet having an effect. Although many pupils recognise and read punctuation well, few are accurate in using punctuation. Added to this is the difficulty many pupils have in discriminating between capital and small letters when they write. Because the school has to concentrate on many of the features of basic punctuation, it is unable to drive towards more complex punctuation that will lead pupils towards the achievement of the higher levels of the National Curriculum. For example, there is very little evidence of Year 6 pupils using paragraphing confidently, one of the key strands of the higher Level 5 of the curriculum. A small number of higher-attaining pupils are working at the higher levels of the curriculum. They are confident about their writing skills and have good use of vocabulary and an emerging interesting and powerful style in their writing. However, a significant proportion of lower-attaining pupils have poorly formed handwriting, very inaccurate spelling and a limited vocabulary of words they can use. The impact of these difficulties is cumulative, as some lower-attaining pupils find a widening gap between what is expected for their age and what they are able to achieve. There is a considerable legacy of underachievement in the older year groups of the school. Teachers work hard to overcome this but pupils make only satisfactory progress and this is not sufficient to help them catch up.
99. A positive feature of literacy is that many pupils get opportunities to use their skills in other subjects, although this is not consistent throughout the school. Some of the tasks pupils are given in science, history, geography and religious education demand that they use their reading skills to seek out information for themselves. Although pupils do not get enough independence to use the library for this, they do use books available in the classroom for research. Many writing tasks demand that pupils use their language skills to respond to open tasks that require creativity and originality. This is good use of emerging skills. However, this is not a characteristic throughout the school. The use of information and communication technology (ICT) is limited. There is evidence that many pupils have adequate word processing skills. There is some inspection week evidence of these skills being used. However, there is insufficient use of ICT as a regular and persistent strategy for pupils to present their work. Nor is there much evidence of

pupils being given the chance to use their reading skills in searching the Internet or a CD-ROM for information.

100. Teaching and learning are satisfactory. There are examples of good teaching. Teachers plan appropriately, although there is not always a high challenge for pupils who find some aspects of work relatively easy. Most teachers have a good grasp of the requirements for teaching basic skills. A proportion of lessons are brisk and all have a sense of purpose. The three-part lesson recommended by the Literacy Strategy helps a great deal in this. Teachers manage pupils well, although occasionally a class is restless and some teachers do not have the advanced skills to still pupils completely. Because relationships in class are positive, most pupils have a good respect for teachers. This helps pupils to listen well and to understand what they should be learning. Most pupils are positive about their learning and settle well to the tasks they are given. As a result, they concentrate and get through an appropriate volume of work. Occasionally, where pupils are not well settled, or where the activities of an adjacent open-plan classroom are distracting, the pupils' learning slows and the teacher has to spend time regaining their concentration. There is some good practice in teachers' marking. All teachers mark pupils' work positively. Especially in the latter years of the school, teachers use pupils' growing maturity to ask follow-up questions when they mark. Pupils enjoy getting these questions and, when answering them, extend their knowledge and understanding.
101. The school makes satisfactory provision for pupils with learning difficulties and for those for whom English is not the language of their home. These pupils make satisfactory progress overall. There is some evidence that the good progress between 2001 and 2002 was brought about by the intervention strategies used to support some lower-achieving pupils between Year 5 and Year 6. Teachers often make good use of learning support assistants in targeting them towards the needs of pupils with specific language learning needs. It is frequently this support that keeps pupils with learning difficulties on task and motivated towards their progress. It also frequently gives pupils learning English as an additional language (EAL) the intensive support they need for language development. The work of language specialist staff is a great incentive to these pupils. Frequently, pupils find it difficult to use their developing skills in a new language in a whole-class session. Many EAL pupils show that they are making very good progress when a specialist teacher takes them in a small group. For example, Year 2 pupils, relatively newly arrived in England, made no contribution to a whole-class literacy session. In their own EAL group session, they showed that they were already performing in speaking and listening and in reading at a level close to the level of the class.
102. The curriculum is satisfactory overall. However, there are no obvious formal strategies for encouraging better speaking and listening. Whilst adequate opportunities are made in all lessons through teachers' appropriate questioning strategies, many pupils are reluctant to join in for a range of reasons. A lack of specific planning for speaking and listening means that some pupils do not make the best of their skills. The school has adequate strategies for assessing the progress pupils make and for setting targets. There is scope to make more intensive use of targets. The literacy targets for Year 6 in 2002 were not achieved. Good targets set for the achievement of different groups are not used intensively enough. Pupils need more frequent reminders of the targets, although there are written reminders in many classrooms. Pupils need better information about how they can make progress individually. Although teachers frequently give good advice to pupils through marking, there is no whole-school strategy for the promotion of individual targets and assessments that relate directly to the strands of the National Curriculum in English.
103. The national strategy for teaching literacy skills has been implemented in satisfactory fashion. The frequent changes of staff, often involving teachers from overseas with no previous experience of the literacy strategy, means that there is a continuous need to train and re-train staff in the school's response to the Literacy Strategy. This produces some inconsistencies in approach, although all staff are willing learners. There have been opportunities for the experienced subject manager to monitor literacy in the school, through seeing lessons, sampling plans and their outcomes and analysing data such as standard national test results. All these have a positive effect, although the impact has not yet shown through very positively in the results of the national

tests at Year 2 and Year 6. There is evidence obtained during the inspection that standards are improving. Progress is expected to be supported further by the DFES Pilot 'Intensifying Support for Literacy/ Numeracy', which is being implemented in the school.

MATHEMATICS

104. Inspection evidence indicates that standards of attainment are below those expected nationally at the end of Year 2 and well below those expected at the end of Year 6. This is broadly consistent with the 2002 national test results, which showed pupils' attainment at the end of both Years 2 and 6 as well below average nationally and below average in comparison with similar schools. The 2002 results reflect some improvement on the previous year. Progress made by current Year 6 pupils is better than that made by pupils between Years 2 and 4. The dip in performance, particularly in the junior years, is due to a group of pupils with well below average attainment on entry, which has experienced a high teacher/pupil mobility, with a very high proportion of pupils whose mother tongue is not believed to be English, who are eligible for free school meals or who have special educational needs.
105. By the end of Year 2, a minority of higher-attaining pupils show a developing understanding of place value of numbers. Younger pupils have started to develop basic counting skills using their mental calculation as well as a number line. Some pupils, particularly those having special educational needs and those learning English as an additional language, have difficulty in building numbers accurately. By the end of Year 6, higher attainers and some pupils of average ability demonstrate some understanding of how to multiply decimal numbers; some order positive and negative numbers while others round numbers to 2 decimal points. Other younger pupils in junior classes make and describe shapes and patterns, and develop different strategies to solve problems involving the 4 operations. Pupils' mental calculation strategies are satisfactory overall throughout the school, as is their mathematical vocabulary, though their skills in recording and explaining mathematical strategies are underdeveloped.
106. The teaching observed was satisfactory, and sometimes good, in Years 1 and 2. It was judged to be satisfactory, and sometimes good, in Years 5 and 6, and satisfactory in Years 3 and 4. Teachers usually demonstrate secure subject knowledge, and appropriate questioning and demonstration, although planning does not always ensure appropriate activities are matched to the full ability range. In good teaching, effective questioning and sensitive management ensured a group of Year 6 pupils' participation in, and contribution to, the learning process involving multiplication of numbers with decimals. Such teaching has a direct impact on pupils' learning, as was also observed in a Year 5 lesson where clarification of relationships between small and big numbers enabled pupils to use closely related facts to work out multiplication sums. The overall teaching of mathematics throughout school ensured satisfactory, and occasionally good, learning in problem-solving activities involving different methods. Some pupils, as in Year 3, also consolidated their knowledge and understanding of the properties of shapes. Pupils' improved behaviour and co-operation often enable them to make satisfactory progress in lessons and over time in developing mathematical concepts and skills. They demonstrate enthusiasm for mathematical activities, especially when there are opportunities for hands-on experience. Contrary to test results, there is no significant gender difference in pupils' learning of mathematical concepts. Pupils having special educational needs and some of those learning English as an additional language have difficulty in participating fully in the learning process on the few occasions when specialist support is not available.
107. The mathematics curriculum is broad and balanced. The National Numeracy Strategy is satisfactorily established, though there is some inconsistency relating to the rigour and pace in pupils' mental calculation and the use of the whole-class session. Teaching in broad ability groups is having a positive impact on pupils' attainment and progress, and homework, when set, makes a contribution to their learning. However, lesson planning does not always take the full ability range of the class into consideration. The school has started using numeracy skills across the curriculum, though this leaves room for improvement. A newly developed tracking system suggests that appropriate assessment procedures are in place, though its use in planning and

subsequent teaching is not clearly evident in all cases. Mathematics is well resourced and managed. However, the use of ICT in mathematics is underdeveloped. The co-ordinator has already identified some of these areas for development. The school would benefit from enhancing pupils' skills in explaining the methods they use to solve problems both orally and in writing.

SCIENCE

108. Standards of the work seen in science are below average by Years 2 and 6. In the national tests at Year 2 using Teachers' Assessments of summer 2002 standards were very low, and fewer pupils gained the higher Level 3 than expected nationally. Standards in the Year 6 national tests in science in summer 2002 were also very low. Inspection evidence shows that, overall, pupils are achieving appropriately from their prior attainment within Years 1-2 but that in Years 3-6 there is evidence of underachievement through previous problems with staff absence and turnover, and with pupils' behaviour. These have now been addressed, and all groups of pupils are making satisfactory progress. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.
109. In a lesson on light sources in Year 1, planned and prepared well to provide both interest and relevant experience, pupils had good opportunities to observe and discuss how a variety of torches, message boards and other gadgets emitted light. Pupils took part well with good concentration and many explained clearly how the object worked and gave light. The level of scientific observation was appropriate for their age, and the teacher was careful to include all pupils while they discussed the scientific properties of materials. In a well-prepared lesson in Year 2, that was not observed formally, pupils tasted a selection of foods then built their own block graph to represent the favourite ones. This was a good link with mathematics, clearly providing good learning for the pupils. In another lesson in Year 2, pupils examined similarities and differences between humans and animals. Most pupils recognised simple contrasts such as all needing food and growing, but that movements were different. The teacher's satisfactory knowledge promoted useful discussion with the pupils about how animals develop, showing good relationships and focused questioning. Many pupils were keen to answer questions. Overall, pupils' good attitudes and behaviour within the science lessons of Years 1-2 supported good learning. Previous work indicates satisfactory coverage of the subject, with evidence of a selection of practical work. Overall, by Year 2 standards in science are below average regarding knowledge of scientific ideas and how to set up an experiment.
110. In the Year 3 classes initial discussion about magnets and how they work showed that pupils have an early understanding of the attraction to some objects. Through the teachers' careful questioning and discussion, that encouraged pupils to explain and talk about their ideas, most pupils recognised that they could classify objects according to attracted or not attracted. Satisfactory teaching led to satisfactory learning, although the tendency by the teachers to over-control the practical task limited development of pupils' experimental skills and the challenge. In a lively lesson in Year 4, the teacher captured the pupils' interest well on how liquids form different shapes in various vessels. The good relationships and control encouraged pupils to be careful in handling equipment, but the opportunities for pupils to pose their own questions and investigations were again restricted. The teacher ensured all pupils were included well and that they all had similar experiences so that they reached a common understanding about the results. Standards were below average overall.
111. In well-planned and prepared lessons on keeping healthy in Year 5, pupils were interested and involved in the tasks but demonstrated below average understanding of heartbeat and pulse. Their ability to find and count their own pulse varied considerably, many pupils giving numbers that were unrealistic and not recognising that this was so. Several pupils lacked concentration and were easily distracted, reinforcing their below average skills. The practical basis for pupils' learning was extended in Year 6 lessons where pupils carried out experiments to separate sand and gravel from water. Pupils responded well to the challenge with mostly good levels of interest and effort. Most pupils understood the need to organise how the experiment was conducted to get fair results. Their experimental skills are unsatisfactory in controlling and handling the equipment but

most pupils understood what was intended. The teachers' good subject knowledge was shown through the emphasis on correct procedures and observations, although the overall experiments were very much directed by the teachers, leading to some unsatisfactory aspects. Previous work and the outcomes of the lessons seen indicate that good teaching within Year 6 is having a positive impact on pupils' learning. While pupils are now achieving appropriately, their experimental skills are underdeveloped and standards are below average.

112. Overall, pupils demonstrate good attitudes and behaviour through the school. This is encouraged by the teachers' good relationships. While there is a generally practical approach, teachers apply too much control which restricts opportunities for pupils to pose their own questions. Teaching is satisfactory overall, therefore, although with several examples of good teaching, particularly in Years 1, 2 and 6. The lesson planning has clear objectives, but there is insufficient note of how differing groups of pupils will learn. Pupils are managed and supported well. Previous work indicates that pupils make steady progress in knowledge and understanding across the aspects of science. Work from most classes shows a satisfactory practical basis, with accounts of experiments and the results recorded in charts, tables and graphs. The higher-attaining pupils demonstrate good understanding, usually with well-presented work of a good standard. Similar tasks are usually provided for all pupils, although the lower-attaining pupils often receive more direct help through prepared worksheets. Teachers give appropriate emphasis to literacy and numeracy skills, although ICT is seldom used. Numeracy skills are used in lessons for such things as tabulating results of pulse rates but very few pupils understand how to work out the average. There is good support for pupils with SEN, who are integrated fully into lessons.
113. The subject is managed satisfactorily by the co-ordinator, who has a developing understanding of the role. There is an agreed policy for the subject and national guidance forms the basis for a scheme of work. Resources are just satisfactory, and the co-ordinator places high priority on resourcing the planned tasks each term. Marking of work is usually satisfactory, but varies considerably from a few ticks to good examples where thoughtful comments are used to indicate how pupils may improve. Assessment procedures for science are satisfactory but are at a very early stage of completion and would benefit from a review to consider their use.

ART AND DESIGN

114. By the end of Years 2 and 6 standards are broadly in line with those expected from pupils of a similar age. Pupils experience appropriate activities, including painting, collage, close observational drawing, textiles and three-dimensional work.
115. Pupils' achievement is satisfactory. Pupils make satisfactory progress in gaining confidence and skills in using different media. They make progress in evaluating their own work and suggesting ways in which it might be improved. Higher-attaining pupils, those with English as an additional language, and pupils with learning difficulties all make satisfactory progress in lessons.
116. Pupils in Year 2 collect leaves and twigs to use in their close observational drawing. They look at their collection through a magnifying glass. They try to copy the tiny detail on the leaves when making their own drawing. Year 3 pupils look at different patterns. They use paints and coloured paper well to reproduce their own repeated designs. By Year 6 many pupils show skill at close observational drawing. They look at a group of objects and draw small sections, showing good attention to shapes. They design and make interesting hats using a variety of materials. They make a collage of an African village and layer the different textures well.
117. Pupils in all years enjoy the subject and concentrate on their work. They share their ideas with each other and are mostly well behaved.
118. Teaching and learning are satisfactory. Adequate focus is given to the teaching of specific skills and this aids pupils' learning. Effective use is made of resources. The work of other artists is used well to enhance pupils' understanding. This was evident in a Year 1 lesson when pupils looked at the way that Paul Klee had drawn and painted a face. Pupils made comparisons with

their own self-portraits. They realised that Klee had represented these features in a different way. Very occasionally, teachers do not fully develop older pupils' skills in using a wider range of media. The use of ICT in lessons is not fully in place.

119. Leadership and management are satisfactory. Assessment procedures are in the early stages of development. The resources are adequate. Older pupils have visited Shooter's Hill to make sketches of the surrounding area. Similar work was done when pupils stayed on a residential visit in Wrotham. Pupils painted their own portrait of the Queen, as part of the school's Jubilee celebrations. There was also a competition to design a school logo. Displays around the school give further evidence of pupils' achievement.
120. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

121. Judgements are based on limited evidence in that only two lessons were observed – none at the end of Year 6. However, the other evidence base used includes an analysis of pupils' previous work, teachers' planning and discussions with pupils, staff and other colleagues within the inspection team.
122. All of this would suggest that standards of pupils' attainment in design and technology are at least in line with expectations at the end of Year 2. Many pupils currently in Year 2 show basic techniques relating to running stitches in designing a hand-puppet. In this context, they investigate different joining methods including the use of staples. Older pupils have previously designed and made purses and hats using different materials. Some Year 3 pupils were observed investigating different types of yoghurt with particular reference to their taste, texture, appearance and smell.
123. Teaching observed reflected appropriate planning, resourcing, organisation and management rooted in secure knowledge. This had an impact on pupils' learning, which was characterised by enthusiastic involvement in whole-class discussion about using templates in making a hand-puppet. The oral focus of the lesson enabled all pupils, including those with special educational needs and those speaking English as an additional language, to make satisfactory progress. No significant gender difference was noted in pupils' learning.
124. The planned curriculum for design and technology broadly meets statutory requirements. The government recommended scheme has been adopted, and resources are sufficient. There are some links with science, art and design and geography. The subject makes a contribution to pupils' multicultural awareness. However, the fact that design and technology was not timetabled for the whole school during the week of inspection raises the question of time allocation to the subject and continuity and progression in pupils' learning. The subject is otherwise satisfactorily managed, and the new co-ordinator is aware of the need to develop a systematic approach to monitoring and assessment in the subject.

GEOGRAPHY

125. By Year 6, pupils' attainment in geographical knowledge and skills broadly matches national expectations. No judgement has been made on pupils' attainment at the end of Year 2 because of insufficient evidence.
126. The majority of older pupils show an awareness of their environment and some major issues relating to their locality. They understand basic facts about the water cycle. This is evident from the work they have done on rivers. There is evidence of pupils researching information about their locality using secondary sources such as newspaper articles. Some Year 6 pupils are currently

involved in writing a report on a collapsed road which has affected their lives. Year 4 pupils show a developing knowledge of some basic facts about India as part of their study of 'Chambekolli'- an Indian village. Pupils' map-reading/making skills are not well developed.

127. The quality of teaching observed is satisfactory and sometimes has some good features. Appropriately identified learning objectives, carefully organised activities and effective use of resources reflect secure, and sometimes good, subject knowledge, though there is little evidence of tasks being matched consistently to the full ability range. All of this has a positive impact on the quality of learning. Pupils generally work well individually as well as in small groups, contributing to discussion. There is an indication of some consolidation of the use of appropriate geographical vocabulary associated with topics such as 'Rivers'. Some pupils having special educational needs and those at early stages of learning English as an additional language appear to be making relatively slower progress in recording and presenting their work.
128. The projected geography curriculum is broad, if not balanced. The fact that geography was not on the timetable for Years 1 and 2 during the week of inspection raises the issue of time allocation to the subject and continuity/progression in pupils' learning. The school has adopted national guidance, though formal procedures for assessment are not yet in place. Resources are satisfactory. Opportunities are, however, limited for field trips, though there is some evidence of some pupils studying their locality, including a visit to the local river. The subject is satisfactorily managed overall. The role of the co-ordinator is, however, underdeveloped in monitoring, assessment and evaluation of teaching and learning.

HISTORY

129. Attainment in lessons in Years 1 and 2 was in line with national expectation. It was below expectation in one lesson because pupils' literacy skills are below average and the majority did not take an active role in the group-work. There was very little work in exercise books and this aspect is unsatisfactory.
130. In a discussion with an inspector pupils in Year 6 could not discuss any school-planned topic in detail apart from a visit to the Imperial War Museum. They showed no knowledge of Ancient Civilisations such as the Greeks. They were aware of important figures such as Nelson Mandela, Queen Victoria and Winston Churchill and why they are or were important and understood primary and secondary sources. Staff provided no evidence of pupils' work in Years 5 and 6, not even in displays. This is unsatisfactory attainment and coverage of the curriculum. Attainment in lessons and books in Year 3 was broadly in line with expectation. Work in the folders of pupils in Year 4 is almost exactly the same as that in books in Year 3 on Romans, Celts and Tudors; this is unsatisfactory and shows little or no progress.
131. In one class in Year 2 pupils learnt about the Great Fire of London through making observations about the event as portrayed in a painting of the time. They did this accurately, although their observations were basic; for example, "there is a lot of smoke". Pupils acting as scribes for groups have attractive, legible writing and accurate spelling to record the observations the groups identify. In the other Year 2 class pupils were learning about Florence Nightingale. They did not work well in groups and most were observers taking little part in the work, even though the teacher organised scribes and reporters to encourage good group learning. According to the school curriculum map, the pupils in Year 2 learnt about Remembrance Sunday last term but in a conversation with an inspector they did not know about this event or its significance. Pupils in one Year 1 class recalled well earlier work on different homes and were learning about Victorian household appliances such as flat-irons, noting similarities and differences between these and modern irons and ironing.
132. Teaching was good in two of the three lessons in Years 1 and 2. Plans were detailed and teachers used questions well to enable pupils to participate in the learning and made introductions to items or events of the past interesting and relevant. One teacher in Year 2 used Internet resources so that pupils could 'see' the Fire of London spread through the streets; the

pupils found this very exciting. Pupils in Year 1 also found the flat-iron and how it was used very interesting.

133. Attainment in lessons in Years 3 was satisfactory in one class. Pupils were learning about the Anglo-Saxons and why they invaded and settled in Britain. They were learning to distinguish between invading and settling. In the other class, pupils working on the same topic displayed unsatisfactory behaviour and attitudes. Most simply cut out pictures rather than relating these to the invasion and settlement aspects. Although the teacher and support teacher circulated and worked with individuals and groups appropriately, the management of pupils' general behaviour was ineffective and pupils remained noisy, restless and off-task. A further disruption which occurred in the lesson and is repeated in other subjects is the withdrawal of groups for additional literacy. These are valuable sessions but mean that pupils miss significant parts of the subject regularly. Staff are not always able to recap the work these pupils miss, which limits learning and progress.
134. The new school curriculum map shows that in Years 4, 5 and 6 staff teach history in only three of the nine terms. Pupils have a gap of approximately 15 months between work in Years 4 and 5. The curriculum map has yet to be implemented but does not indicate good history coverage.
135. Apart from the use of the Internet in one class in Year 2 and the use of word processing in Year 4 to produce the 'Tudor Times', there was little use of information and communication technology.
136. There is a new co-ordinator for the subject, who has not yet had time to carry out the role effectively. There is no monitoring of teaching or the curriculum. Assessment systems are not in place. Resources are insufficient to support the teaching of the whole curriculum but are stored so that they are easily accessible by staff and pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Attainment in information and communication technology (ICT) is below average at Year 2 and Year 6. The school is beginning to benefit from the management skills of a new subject leader and from the impact of additional resources for the subject. However, there is still catching up to do and this leaves pupils inexperienced in some areas of the curriculum. In lessons dedicated to ICT, teaching and most learning are satisfactory. There are insufficient opportunities in other lessons for the use of ICT across the curriculum.
138. In the lessons seen and in the samples of work seen, pupils gain skills appropriate to their age. For example, pupils in Year 1 enter text, print out the results and compare the impact of computer generated text with other ways of painting and writing text. Year 6 pupils use a spreadsheet to alter given figures to model different scenarios for a budget, trying to reach a target total of £50 for food for a party. Other pupils enjoy the spectacular effect of a program that helps them create a repeating pattern. However, there are continuing gaps in their learning. Pupils in Year 2 have no experience of using the programmable moving toy, although this is planned within their work. Older pupils have no experience of using ICT to sense and monitor external events. Some of these gaps exist because of lack of resources and others because teachers do not yet have the skills specific to areas of the curriculum. All areas of the curriculum are now planned for, although not all can be taught at present. Some pupils have limited experience of e-mail. For example, Year 2 pupils are interested in sending and receiving e-mails from the gnome 'gr8trick'. Year 6 pupils have no experience of e-mailing. These pupils do, however, have some understanding of how the Internet can be used for researching information. Year 6 pupils have no understanding of how a series of instructions can be entered into the computer to make something happen. There is little inspection evidence that pupils use computers to support learning in other subjects. For example, the only evidence from discussion was that occasionally lower-attaining pupils use a classroom computer for supporting their learning in mathematics and spelling. Some pupils occasionally use a computer to present their work through word processing.

139. Pupils' skills are limited. Keyboard entry is slow, although the use of the mouse (pointing device) to use on-screen facilities is appropriate to the pupils' ages. Pupils log-on and log-off for themselves. Most can save and print work when allowed and when resources are available. Most know how to scroll up and down the screen and some know how to drag and drop or use editing facilities. Some know how to merge text and their own and computer generated graphics. The gaps in skills relate directly to the opportunities they get to use computers and specific programs. The school is beginning to make good use of the computer suite, although there are some limitations because the room is shared with the library for older pupils. The school now has some advanced technology. There is evidence of pupils using the digital camera. Some good use is made of the interactive whiteboard in one of the classrooms. A good overhead projector linked to computer technology is underused at present. Teachers' demonstrations, whilst having good content, are limited in effectiveness because they have to use one computer to demonstrate to a whole class instead of using the projector. There is currently insufficient training to give all teachers the necessary expertise. Accommodation limitations mean that pupils in Year 1 and Year 2 cannot use the suite. They are restricted to the use of a small number of computers in the classroom. All these factors add to the gaps in pupils' experience of ICT.

140. In the dedicated lessons seen, the teaching is satisfactory. Resource limitations mean that some learning is unsatisfactory. This is the case, for example, where the teacher gives good input into learning effective skills but a lack of computers for pupils to practise means that they do not get sufficient 'hands-on' experience to follow-up the teacher's demonstration. In the areas of the curriculum they teach, teachers plan sufficiently well and have sufficient subject knowledge. However, it is equally clear that teachers do not have confidence at present to teach some areas of the curriculum. It is also clear that some teaching in the past has not been satisfactory because of the lack of experience pupils show in some topics. The school has not yet developed sufficient strategies for using computers to support learning across the curriculum. However, this is improving. Despite these restrictions, pupils enjoy the subject. They are enthusiastic. When able to get time practising skills on the computer they concentrate well and co-operate well with each other. However, some are frustrated when they have to wait to get their time on the keyboard. Some pupils are very skilled in the areas being taught and are well used to helping and supporting the learning of others.
141. The planned curriculum meets the expectations and requirements of the National Curriculum. However, limited teaching skills in parts of the curriculum and resource restrictions mean that the curriculum is not fully delivered at present, although the school is catching up on this. There are no current arrangements for tracking pupils' experiences or for assessing the progress they are making. The school is aware of this and there is a strategy in the planning process. Until this is implemented, the school does not have sufficient information about what needs to be learned most urgently. The new subject manager, who has a good understanding of the role, has made great strides in putting a viable curriculum into place and in auditing and providing new resources. So far there has been little opportunity for her to monitor whether or not what is planned is being taught and how effective that teaching has been. The school's greatest areas for development are in ensuring that sufficient resources are available to teach the whole curriculum, that existing resources are being used efficiently and that all teachers get the training they need to fully implement the curriculum. Despite the limitations, improvements are being made in standards, teaching and, to a lesser extent, in learning.

MUSIC

142. By the end of Years 2 and 6 standards are broadly in line with those expected from pupils of a similar age. Pupils have a range of musical experiences which enable them to develop satisfactory performing and composing skills.
143. Pupils' achievement is satisfactory overall. In Year 5 achievement is good. This is due to the weekly input from the specialist teacher provided by the WRaPP project. Pupils make satisfactory progress in working together in groups on composing tasks. Higher-attaining pupils, those with English as an additional language, pupils with special educational needs and pupils from all social groups make satisfactory progress in lessons.
144. Pupils in Year 2 have a satisfactory sense of rhythm. They repeat simple rhythmic patterns accurately on percussion instruments. They understand how to vary the sound by playing slow, fast, loud and soft. Pupils in Year 5 know how to use different sound patterns to create an effect. They play keyboards and tuned percussion instruments and play satisfactorily together in performance. Pupils sing well in assemblies. Many pupils show a good memory for the words of hymns and sing with an accurate sense of pitch. Some pupils enjoy singing in front of the class and do this well. This was evident in a Year 5 lesson when pupils took turns at singing a solo. By Year 6 pupils understand some of the musical elements. In a lesson, pupils gave examples of the way a word could be changed according to the pitch used, the speed, the dynamic contrasts and the rhythm. Occasionally, however, pupils make insufficient reference to these terms when talking about their work.
145. Pupils in all years have good attitudes toward the subject. They enjoy playing instruments and handle these carefully. They are mostly well behaved.

146. Teaching and learning are satisfactory. All teachers, including non specialists, teach the subject. Teachers have secure class management skills. Lesson objectives are shared with pupils and this has a positive impact on their learning. Suitable tasks, appropriate for their age, help to foster pupils' understanding. For example, in a Year 2 lesson, pupils found two ways of playing an untuned percussion instrument. As a result, pupils understood that sounds can be varied according to the way the instrument is played. Although occasional opportunities are provided for pupils to play instruments, teachers do not focus sufficiently on improving pupils' performing skills. Music is played before and after assemblies. This enables pupils' listening skills to be developed further. The use of ICT for simple composing tasks is in the early stages of development. Extra-curricular provision is satisfactory. There is a small choir, a recorder group, a keyboard group and a guitar group. Concerts are held in school at Christmas and on other occasions during the year.
147. Leadership and management are satisfactory. Support has been provided for non specialist teachers. Assessment procedures are in the early stages of development. The WRaPP music project co-ordinator makes a valuable contribution to the development of pupils' musical skills. Taster days are to be arranged for pupils who are interested in learning a musical instrument. The resources are good. The music room in the junior building provides good accommodation for pupils. The subject makes a good contribution to the provision for pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

148. Standards in physical education meet the expectation by both Years 2 and 6, drawing evidence from both formal and informal lesson observations. In Years 1 - 2, teachers provide good warm-up activities, emphasising the need for pupils to prepare their bodies for more strenuous activity. In Year 1 the teacher had good discipline and control so that pupils tried hard to bounce and catch their ball. A suitable extension - to throw the ball up and let it bounce before catching it - extended the task but pupils were not as skilled in anticipating the bounce and co-ordinating their catching. The teacher's expectations were clear and promoted pupils' learning. The teacher also provided good opportunities for pupils to evaluate their work, inviting them to demonstrate how they threw and caught the ball. By Year 2 pupils have gained more control and co-ordination in their movements, for example while using floor apparatus. In a lesson developing the theme of high and low, several pupils demonstrated good control and poise, landing in a good finishing position from a jump. Most pupils performed interesting and imaginative sequences, along a bench, for example, encouraged by the very good teaching to express their own ideas. In a dance lesson in Year 2, pupils enjoyed moving in the style of penguins, then adapting to the developing theme of danger. The teacher's good strategies promoted good learning, with a good pace and positive interventions with pupils. Overall, by Year 2, most pupils demonstrate skill and understanding that meet expectations. All pupils were included fully in the activities, and most pupils co-operated together well. The high-attaining pupils demonstrated good co-ordination and development. There is no significant gender difference in pupils' learning. Pupils with special educational needs make sound progress in developing skills.
149. In Year 3, pupils formed symmetric or asymmetric shapes, but their restless behaviour led to generally unsatisfactory learning. In a lesson for pupils in Year 4, the teacher encouraged pupils to experiment and develop simple moves on floor apparatus. Most pupils demonstrated good attitudes and behaviour, and were keen to join in - walking and balancing on a bench, or climbing wall apparatus with satisfactory skill. Pupils in Year 5 showed pupils' developing control of a ball using hockey sticks to pass or strike the ball. While the session was generally managed well, the pupils did not receive sufficient direct instruction on how to strike a ball safely. By Year 6, pupils have improved their control, skill and fluency in movements. For example, they demonstrated satisfactory skill for their age in their accuracy of passing and receiving a ball during ball-skill work outside. The pupils improved their accuracy of passing during the practice. In a lesson in Year 6 on floor-work most pupils co-operated with their partners to form interesting bridge shapes where a partner could slide through. The introduction

of benches and mats extended their ideas suitably and most pupils applied their skills to the new context. Overall, the pupils in Years 3 to 6 demonstrated satisfactory skill in the tasks, with satisfactory attitudes that resulted in steady gains in skills.

150. The quality of teaching is satisfactory overall through the school, although with several examples of good teaching, and this is having a positive impact on standards. Teachers set out clear learning intentions. The good choice of task provides for steady skills development. Teachers have good relationships with pupils, and mostly good control, which results in many pupils showing good attitudes and behaviour, but this is not consistent. Teachers have several good features in their approach, for example the good practice of inviting pupils to demonstrate and evaluate their work, which helps to raise standards. Most teachers are very careful over health and safety matters. The pupils are learning the routines for setting out equipment correctly.
151. The school provides a wide range of experiences in physical education. The subject leader gives help to colleagues as required and ensures that the subject meets statutory requirements. The quality and range of resources are just satisfactory and the school hall provides a suitable space for pupils' physical development. There are no formal assessment procedures to track pupils' skills and progress at present although the school is in process of introducing them - at present this is unsatisfactory. Teachers use their observations and assessments during lessons to help pupils evaluate their work and improve. There are suitable procedures to monitor lesson planning.

RELIGIOUS EDUCATION

152. By the end of Years 2 and 6 standards are in line with those expected by the locally agreed syllabus. Pupils learn about the stories from the Christian Bible, as well as from other world faiths. They talk about events that have happened to them and gain a satisfactory understanding of some of the festivals and celebrations associated with different religions.
153. Pupils achieve well. They make good progress in sharing their own ideas and in learning about other pupils' beliefs. Higher-attaining pupils, those with English as an additional language, pupils with special educational needs and pupils from other social groups make good progress in lessons.
154. Pupils in Year 2 talk about special journeys that they would like to make. They learn about the journey that Muslims make to Mecca and what happens there. They think about the importance of prayer and why people pray in different ways. In Year 3 pupils know about the things that are found in a Christian church. They write about the font and the pulpit. They know that people go to church for baptisms, weddings and funerals. By Year 6 many pupils have a satisfactory knowledge of some of the different world faiths. They know the importance of the Qur'an to Muslims. They understand that other religions have special books. They know some of the stories from the Old Testament of the Christian Bible and write about Moses in the bullrushes. They write about Sikh family values and tell the story of Guru Nanak.
155. Pupils in all years have good attitudes toward the subject. They listen attentively in class and enjoy written work. They are mostly well behaved.
156. Teaching and learning are good. Lessons are thoroughly prepared and learning objectives are shared with pupils. Effective use is made of discussion to extend pupils' learning. This was evident in a Year 6 lesson when pupils studied the Bible story of Jesus meeting Zacchaeus. Pupils talked to each other about the character of Jesus, as shown in the story. This increased their understanding of the way Jesus was portrayed. They wrote about His kindness and gave reasons as to why He might be special. Teachers make good provision for developing pupils' literacy skills. Opportunities are regularly provided for both reading and writing activities. Pupils' books are carefully marked. The provision for pupils to use ICT is in the early stages of development. Drama is used effectively to enhance pupils' learning.

157. Leadership and management are satisfactory. Assessment procedures are in place and relate to the requirements of the agreed syllabus. The resources are adequate and contain books, artefacts and videos. Opportunities are provided for pupils to visit All Saints Church of England. There has been a visit to the Gurdwara at Woolwich.
158. The subject makes a good contribution to the provision for pupils' spiritual, moral, social and cultural development.