

INSPECTION REPORT

DEANSFIELD PRIMARY SCHOOL

Greenwich, London

LEA area: Greenwich

Unique reference number: 132837

Headteacher: Mrs R Smith

Reporting inspector: Mrs Tusha Chakraborti
12603

Dates of inspection: 10 – 13 February 2003

Inspection number: 249018

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Dairsie Road Eltham London
Postcode:	SE9 1XP
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Appropriate authority:	Governing body
Name of chair of governors:	Bob Love
Date of previous inspection:	n/a

INFORMATION ABOUT THE INSPECTION TEAM

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12603	Tusha Chakraborti	Registered inspector	English as an additional language Art Design and technology	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9007	Rafi Salasnik	Lay inspector		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?
18381	Gordon Ewing	Team inspector	Mathematics Information and communication technology Geography History	
18116	Chris Taylor	Team inspector	Special educational needs English	How good are the curricular and other opportunities offered to pupils?
14596	Tony Fiddian-Green	Team inspector	Educational inclusion Science Physical education Religious education	How well are pupils taught?
2705	Pat Holwill	Team inspector	Foundation stage Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Deansfield Primary is a large school, currently attended by 452 pupils, 222 boys and 230 girls. A further 68 children attend part-time in the nursery. It is a new school that was amalgamated in September 2000 from separate Infant and Junior schools, both of which were situated at the same site. The school is in the middle of a residential area, although pupils come from a very wide area and a variety of backgrounds. The majority of pupils are white-British and only a small number are from ethnic minority groups. The number entitled to a free school meal is in line with the national average. There are seven refugee pupils, mostly from Somalia. Thirty-eight pupils speak English as an additional language, almost all of them are fluent in English. The main languages spoken, other than English, are Turkish, Cantonese, Somali and Gujarati. The proportion of pupils identified with special educational needs, including statements, is broadly average. The prior attainment of pupils entering the school does vary, but overall it is below average.

HOW GOOD THE SCHOOL IS

This is a good school in which staff strive successfully to ensure that all pupils, whatever their background, specific needs or time spent in the school benefit from the educational opportunities provided. As a result, pupils across the school are achieving well. Strong leadership and good teamwork maintain a focus on improving teaching and raising standards. Staff and governors work hard to provide an effective climate for learning and this, together with the good curriculum and high level of good and very good teaching, has helped pupils to develop very positive attitudes to school and standards are improving. Good financial planning and monitoring allows resources to be effectively targeted to help bring about improvement. The school provides good value for money.

What the school does well

- The leadership and management of both senior staff and governors are very good. The headteacher provides very good leadership and she is very well supported by the deputy headteacher, other staff and governors.
- The staff and governors have created a very successful school community with a positive ethos and effective learning environment, which promotes very good relationships, behaviour and attitudes to work.
- The provision for the Foundation Stage is very good. As a result, children coming into the school in the nursery and the Reception classes have a good start to education.
- The high levels of good and very good teaching ensure that pupils make good progress in gaining new skills and knowledge.
- The school promotes its pupils' moral, social and cultural development very well and this provision makes a very positive contribution to pupils' personal development.
- The provision for pupils with special educational needs is very good and these pupils receive very effective support from the experienced and well-trained learning support assistants.

What could be improved

- Higher attaining pupils are not always sufficiently challenged in their learning.
- Attendance is well below average

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection of this newly formed primary school. Therefore, there is no previous report with which the outcomes of this inspection can be compared. The inspection reports on the improvements made since the formation of the new school. The school has gone through a rigorous process of reorganisation due to the amalgamation in September 2000 and has made significant improvement in most areas of curriculum since then. Standards are rising in English,

mathematics and science. An efficient senior management team is established with a clear focus on improving quality of education and raising standards. There is a sufficient number of suitably qualified staff who ensure effective delivery of the curriculum. The quality of teaching is good overall, with a high level of good and very good teaching. Pupils' attitudes to school and their behaviour and personal development are very good. The school improvement plan clearly identifies measurable targets and is well linked to financial planning. Financial planning and monitoring, including those aspects undertaken by the governing body, are very good. The co-ordinators' roles are well developed in English, mathematics and science. All co-ordinators take part in decision-making and hold their own budgets. All policies and schemes of work are in place. Assessment procedures are used effectively to track pupils' progress across the school, especially in core subjects. The quality of leadership, together with the commitment and hard work of the whole-school community, means that the school has a good capacity to improve further.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	n/a	B	C	D	well above average A above average B average C below average D well below average E
Mathematics	n/a	E	E	E	
Science	n/a	E	E	E	

The national test results for the past two years show that, in 2002, standards were lower for pupils in Years 2 and 6 than in 2001. This is because of the high pupil mobility in Years 3 to 6 and a high proportion of pupils with special educational needs in Years 2 and 6 in 2002. In 2001, standards were well above average in reading and above average in writing and mathematics by Year 2 while in 2002, standards in reading, writing and mathematics were average. Compared to schools with a similar number of free school meals, standards are average in reading, writing and mathematics. By the end of Year 6, standards in English were above average in 2001 but average in 2002. In mathematics and science standards were well below average. In comparison to schools with a similar number of free school meals, standards were below average in English and well below in mathematics and science. However, in relation to pupils' prior attainment, standards were higher in Year 6, indicating good achievement in all three areas. The school achieved its targets for Year 6 in English but not in mathematics.

Evidence from the current inspection indicates that the action taken to raise standards in English, mathematics and science has been successful and standards have improved over the past year. All pupils, including those with special educational needs and English as an additional language, achieve well and make good progress during their time at the school. Children in the nursery and Reception are on course to achieve standards expected nationally by the time they enter Year 1 in most areas of learning except for personal, social and emotional development and physical development, where they exceed the expected standards. Overall, attainment is in line with national expectations in most subjects by Year 2 except in mathematics, where standards have risen to above average. Further improvements have taken place in Year 6 where attainment is above average in English and music and in line with national expectations in all other subjects. This is a result of the school's focus on raising standards and consistently good quality teaching across the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes to learning are very good and this is significant in helping them to make good progress and achieve well.
Behaviour, in and out of classrooms	Good. The school's positive ethos and care for individuals contribute very well to pupils' behaviour. Pupils respond well to their teachers' expectations and clearly understand the difference between right and wrong
Personal development and relationships	Very good. Very effective relationships help to promote very good personal development. Pupils are very good at taking initiatives and carry them out in an excellent manner. Opportunities, such as involvement in the school council, help pupils to develop confidence and a strong sense of responsibility.
Attendance	Unsatisfactory. Attendance is below average, although it has improved over the past two years. Levels of attendance are affected adversely by a number of parents taking holidays in term times.

The youngest children settle quickly into the routines of the school. Across the school, pupils learn to respect each other's feelings and beliefs. The school makes every effort to improve attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

Teaching is good throughout the school with around a third being very good and over two thirds being good or better. The high level of good and better teaching is because of the effective monitoring undertaken by staff with management responsibilities, which ensures there is a consistent approach in all classes.

Strengths in teaching are underpinned by the school's caring ethos and the very good relationships between staff and pupils, which help teachers to respond to pupils' needs. Teaching in the Foundation Stage has been mostly very good leading to very good progress made by children during their time in the nursery and the Reception classes. Where teaching is good or better, teachers have high expectations of pupils and set them challenging work so that they achieve well. Teachers' expertise is good and this, together with well-planned lessons providing a range of activities and resources, helps to interest and motivate pupils. New learning is explained and demonstrated well so most pupils easily acquire new skills and knowledge. Teaching is particularly good in English and mathematics and literacy and numeracy skills are taught well. Most lessons are well paced, although on a small number of occasions, pupils have to sit for too long listening to the teacher. Most teachers organise and manage pupils well, so it is rare that behaviour is less than good and there are few interruptions. Classroom assistants support pupils well. Teachers effectively assess the stage at which pupils are working, often encouraging pupils to make their own evaluations about their progress. Pupils with special educational needs and those with English as an additional language are included well in lessons, with their needs being effectively addressed. All these strong features of teaching help pupils to learn well in most lessons and to make good progress as they move through the school. However, in some of these lessons, higher

attaining pupils are not challenged sufficiently and, as a result, they do not achieve as well as they should. Homework arrangements make a positive contribution to pupils' learning in Years 1 and 2 but homework is just satisfactory in Years 3 - 6. Teaching was unsatisfactory in only two per cent of the lessons. Shortcomings in teaching in these lessons are largely as a result of teachers not handling the behaviour of a small minority of pupils constructively. The flow of these lessons is disturbed and learning slows.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. It is generally broad and balanced. Literacy and numeracy strategies are promoted well. There is a very good range of extra-curricular activities and the links with the local community and partner schools are effective.
Provision for pupils with special educational needs	Very good. The caring ethos of the school and the hard work and support of all staff has ensured that the provision is very good and helps these pupils to make good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	Good. The very few pupils, who are at the early stages of learning English, are supported well by bilingual classroom assistants. All pupils with English as an additional language are included well in all that the school has to offer and receive the same rich curriculum as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, especially for pupils' moral and social and cultural development. Spiritual development is good. The school provides a welcoming and very caring environment in which all pupils are encouraged to work together in harmony and learn to respect and be sensitive to the needs of others. The school prepares its pupils well for life in a culturally diverse society.
How well the school cares for its pupils	Good. The school provides a safe and secure environment where pupils are well supervised. There are good procedures for supporting pupils, especially so for encouraging good behaviour and for assessing attainment and progress. The procedures for monitoring attendance are implemented very effectively.

All National Curriculum requirements are met, and the curriculum in the nursery and Reception classes is planned to national guidance. The school has a strong and effective partnership with parents and they provide very good support to children's learning, both through homework and in many ways in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is providing very good leadership in directing the school, working very well in collaboration with her colleagues. The overall contribution of the deputy headteacher and other staff with management responsibilities is very good.
How well the governors fulfil their responsibilities	Very effectively. There are good systems for gaining information about the work of the school which means governors recognise and help to address its strengths and weaknesses particularly well.
The school's evaluation of its performance	Very good. Very effective monitoring and evaluation of the curriculum and teaching and learning, together with regular scrutiny of pupils' work, help to promote improvement. The very good system for appraisal and performance management ensures that teachers are supported in increasing their expertise, and this benefits the school.
The strategic use of resources	Good. The school uses its funding and other resources well to support areas for development and this is helping to improve provision. The principles of best value are applied very effectively.

The school is well staffed, and both teachers and classroom assistants are making a positive contribution to the provision and standards. The accommodation is spacious but needs to be refurbished. Major building work is to take place very shortly to improve the school buildings. Learning resources are satisfactory overall and are effectively used to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is good. • Behaviour is good. • The school is well managed. • They find staff approachable. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • They would like more information about the progress their children make. • They would like the school to work more closely with them. • The range of extra-curricular activities.

The inspection team fully supports parents' positive views. The information parents receive about the progress their children are making is good. The school's good partnership with parents is a result of its working closely with them. The school provides a very good range of extra-curricular activities. The provision for homework is good in the nursery to Year 2. It is satisfactory in Years 3 to 6 and can improve.

PART B: COMMENTARY**HOW HIGH ARE STANDARDS?****The school's results and pupils' achievements**

1. In the 2002 national tests for pupils at the end of Year 2, the results in reading, writing and mathematics were average. This shows a decline in standards in all three areas over the 2001 results when pupils attained well above average in reading and above average in writing and mathematics. However, a well above average proportion of pupils reached Level 3 in reading and an above average proportion reached Level 3 in writing and mathematics in 2002 by Year 2. Standards by the end of Year 6 in English were above average in 2001 but average in 2002. The proportion of pupils reaching Level 5 in English was not high enough, although it was average. This variation in the results are because of the high pupil mobility in Years 3-6 and the large number of pupils with special educational needs in Years 2 and 6 in 2002. Standards in mathematics and science were well below average over the last two years. In relation to pupils' prior attainment, standards were higher in Year 6, indicating good achievement in all three areas. Compared to similar schools, standards are average in reading, writing and mathematics by Year 2 and below average in English and well below in mathematics and science by Year 6. The school achieved its targets for Year 6 in English but not in mathematics.

2. The current inspection indicates that standards across the school are improving, owing to the school's rigorous monitoring of teaching and learning and much improved tracking system for individual pupils. In Year 2, standards in mathematics have risen to above average and are in line with national expectations in all other subjects. In Year 6, attainment is above average in English and music and in line with national expectations in all other subjects. This is as a result of the school's focus on raising standards and consistently good quality teaching across the school. All pupils, including those with special educational needs and English as an additional language, achieve well and make good progress during their time at the school.

3. Attainment on entry to the nursery is below average in comparison with that expected for three-year-olds. In the nursery and Reception, children make very good progress, and by the time they are ready to start Year 1, most exceed the expected standards in personal, social and emotional and physical development and attain the expected standards in the other areas of learning. Throughout their time in the nursery and Reception classes, children show good attitudes towards school and are keen to take part in activities. The needs of pupils with special educational needs and those with English as an additional language are met well.

4. Standards in English in Years 3-6 have improved and a greater proportion of pupils are expected to reach both Level 4 and the higher Level 5. The school has reached its targets in English since 2001 and is well placed to continue to do so. Pupils currently in Year 6 continue to achieve well and the standards for this year group in speaking and listening, reading and writing are above average. Pupils listen carefully and are articulate and confident in discussing their work or expressing their opinions. Most read fluently and expressively and have a good understanding of what they are reading. Pupils confidently discuss what they read and explain their preferences, with appropriate reference to different genres and authors. They engage in a range of writing styles. They write for different purposes and for a wide range of purposes. They generally spell and use punctuation correctly and their handwriting and standard of presentation is good. Pupils use their literacy skills well in a range of subjects. However, they do not use computers sufficiently to support their learning in English and their independent learning skills are not well developed.

5. In mathematics, pupils across the school are now achieving well, particularly in Years 1 and 2. This is because of the successful implementation of the Numeracy Strategy across the school. Pupils are confident in data handling in Year 2 and, in Year 6, they are secure in using different methods for calculating decimal sums and have a good understanding of estimating and rounding up numbers. In Year 6, pupils have a wide range of strategies for making written, mental and oral calculations. Early indications of the results of the 2003 national tests show the school

has reached its targets for Year 6. However, pupils' understanding of problem solving activities is not sufficiently developed.

6. Standards in science also have improved and are now average. By the end of Year 6, most pupils have a good knowledge and understanding of scientific principles, for example, how sounds are produced and can be changed by human intervention. They make predictions before conducting experiments and compare these with their findings. They are well aware of the importance of conducting fair tests.

7. Standards in information and communication technology (ICT) are improving steadily as teachers' confidence and teaching skills develop and pupils are making progress with their learning. Pupils are taught specific computer programming skills and have opportunities to do research work using CD ROMs and the Internet. In religious education (RE), pupils study world religions and learn about Christianity as well as the faiths and beliefs of others.

8. The achievement of pupils with special educational needs is good overall. This is because work is well differentiated to their needs and the school's caring and supportive ethos increases their confidence and encourages them to work hard. As a result, some reach average standards by the time they leave. Pupils for whom English is an additional language also achieve well as a result of the good support.

9. There is no significant difference in the performance of boys and girls. The school sets targets for its pupils and reviews them every year to ensure that they are sufficiently challenging. It met its targets in English last year but not in mathematics. Early indications are that the school is likely to meet its targets for 2003.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to the school and their personal development and relationships are all very good. This has a significant and positive impact on pupils' learning. Parents share this view. Nearly all felt that their children enjoyed school and that behaviour was good. Attendance has been steadily and significantly improving over the past few years. It is still below the national average and is unsatisfactory.

11. Most pupils are eager to come to school. They have very good attitudes to their work, which is demonstrated by the interest they show in most lessons as well as their ability to listen well to their teachers. They are keen to contribute in lessons and share their knowledge as was seen in a Year 5 Numeracy lesson where pupils explored and tested a hypothesis proposed by one of them.

12. Throughout the school, pupils display an excellent capacity to take initiatives and to carry out responsibilities. Each term there are two captains and two deputies from different classes. This ensures that as many as 12 pupils can serve in these posts each year. As the would-be captains, pupils fill in job applications and are interviewed for their suitability by members of the school council and the deputy headteacher. As 'buddies' they help out at lunchtime, when pupils have accidents or befriending those who have no one to play with.

13. Pupils clearly view these various positions in terms of the responsibilities they have to carry out rather than as privileges of power. Pupils' views are considered by the 'exit poll' questionnaires, at the end of Year 6.

14. In addition to these, pupils come up with their own initiatives. A group of Year 6 pupils started producing a magazine when they were in Year 5. Profits from their sale have been used to buy playtime equipment. The Year 6 leaving disco will be organised by pupils this year; last year parents organised it. A 'Thinking Day' group has arranged for pupils who belong to scouts and guides to come in on Baden-Powell's birthday wearing their organisation uniforms and making a donation to school funds. Another group of Year 6 pupils is planning to produce a show with Year

3 and 4 pupils. Last year a group of Year 6 pupils raised funds through jumble sales for improving the dining hall by painting it with their own choice of colours and designs. For all these activities the pupils have to produce proposals to show they have properly thought through and prepared these activities. Last year a pupil in Year 4 was concerned that there was no school crossing patrol. On her own initiative she wrote to the local council who investigated and a 'lollipop lady' was hired. The school is justly proud of all these pupil initiatives. Pupils also raise large sums of money for local and global charities.

15. Pupils behave well in classes and as they move around the school and in the playground. They took part in writing the school rules and, at the beginning of each year, review the rules. Each class devises its own rules which are relevant to the age of the pupils. In this way pupils feel ownership of the rules and are more willing to abide by them. They are friendly and courteous to each other and to adults. They express their positive feelings about the school, often unsolicited, in a mature way. The number of fixed term exclusions was 14, involving eight pupils, last year. This was a decrease on the year before, whilst for the current school year to date the number has fallen further to four exclusions of two pupils.

16. Personal development and relationships are very good. Pupils are given opportunities through sessions to think about and discuss various aspects of their learning, peer and pupil-adult relationships and how these can be improved. Pupils work well together and support each other in their learning. Relationships amongst pupils are very good and they play and socialise well and help each other in the playground, for example, the warm caring displays of affection for those needing support. No oppressive behaviour, such as bullying or of sexist or racist nature, was observed either in lessons or outside classes. Pupils of both genders and all ethnic groups were seen playing together well at break and lunchtime.

17. Pupil attendance has improved over the past few years by about 2 per cent per annum from 90.6 per cent in 2000/01 and 92 per cent in 2001/02 to 93.9 per cent in the current academic year. If these figures remain consistent for the whole academic year then the attendance should be in line with or close to national averages. Unauthorised absences at 0.8 per cent in 2001/02 are above national averages. These have fallen to 0.4 per cent, for the academic year to date, which if consistent for the whole year would also bring this into in line with or close to national averages. The largest group of absences are due to holidays taken in school terms.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good overall, with some very good or excellent lessons. Ninety-eight per cent of the lessons observed during the inspection were satisfactory or better. Of these, 46 per cent were good, 33 per cent were very good and two per cent were excellent. Only two per cent of the lessons seen were unsatisfactory. The very great majority of parents consider teaching to be good, and the findings of this inspection agree with this. The school has provided very good training for all staff to improve the quality of teaching and learning.

19. The activities provided for the children in the nursery and Reception are very appropriate, offering them challenges and ensuring that they are interested and involved in their learning for a considerable time. This was seen in many lessons in the nursery where children rose to the teacher's challenge, developing good speaking and listening skills. Activities are well linked, supporting the acquisition of literacy, numeracy and independent learning skills.

20. In Years 1 and 2, the quality of teaching is good and builds well on the children's experiences in the nursery and the reception classes. Some very good teaching was seen in physical education, music, and mathematics. Good teaching was observed in English, science, and religious education. Teachers plan well for pupils of all abilities, and provide suitable activities for each group in the class. For example, in a Year 2 science lesson the teacher had planned effectively for four groups to investigate friction and movement, preparing apparatus and recording sheets well before the lesson began. This means pupils conducted their experiments successfully and understood the scientific principles of friction well. Teachers involve all pupils well in recaps

and discussions, and they share the learning intentions with pupils at the start of lessons. The teaching of basics skills in mathematics and English is generally good. Teachers are confident with the National Literacy and Numeracy Strategies, and this promotes good progress in English and mathematics. Learning support assistants and class teachers provide very good support for pupils who need extra help. This includes those who have special educational needs and those who speak English as an additional language. However, in some lessons there is insufficient challenge for higher attaining pupils and this results in fewer pupils gaining Level 3 than could be expected in mathematics, English, and science.

21. In Years 3 – 6, some very good teaching was seen in mathematics, music, physical education, geography, English and information and communication technology, and excellent teaching in religious education. Where teaching is good or better, teachers demonstrate secure subject knowledge and plan lessons well with clear objectives. The objectives are explained to the pupils at the outset, giving them a clear picture of what they are to learn during the lesson. At the end of the lesson, teachers and pupils frequently check through the original learning intentions to see what progress has been made, giving the teacher a clear picture of pupils' strengths and difficulties in learning. Resources are well prepared and used effectively to stimulate interest. Teachers give clear explanations and use very skilful questioning to probe the pupils' understanding, extend their knowledge and generate a good pace to learning. As a result, pupils collaborate well in small groups sharing their ideas, and learn new skills rapidly. For example, in an excellent lesson in religious education, pupils were enthralled with the Old Testament story they heard, and were fully involved in the whole-class discussion and the activities provided by the teacher. However, in some subjects there is insufficient planning for Level 5 work, leading to insufficient challenge for higher attaining pupils.

22. The management of pupils is good throughout the school, and results in positive attitudes and very good behaviour from the pupils. They understand the routines that teachers have established and they respond by working hard and remaining focused on their work in the very great majority of the lessons. Good questioning from teachers brings good involvement and motivation of all groups of pupils, and teachers ensure that everyone is fully included. Teachers often provide extra activities at the end of the lesson that the pupils enjoy and which extends their understanding well. For example, in a Year 4 mathematics lesson, one pupil offered to come out and say one of the multiplication tables to the class. All pupils then fired questions and problems related to that times table. Three stars were offered for those who were successful in answering all this correctly. They enjoyed this activity and learnt very well from it.

23. Pupils who have special educational needs are taught very well. Teachers and learning support assistants work well together very effectively to support pupils who need extra support. For example, in a Year 6 English lesson, two assistants sat with their respective pupils, making sure that their pupils could understand the work and joined in the class discussions. Pupils have appropriate individual education plans that are understood by their class teachers. In almost all lessons teachers plan work at different levels of difficulty to suit different pupils in the class. This means that special needs pupils are catered for well in most subjects. Pupils with special educational needs are keen to work hard and this helps them learn and achieve well.

24. Pupils who speak English as an additional language and are at an early stage of learning English receive good support from the bilingual support staff and make good progress in learning English. Those who are fluent in English are taught effectively alongside their peers.

25. Throughout the school, relationships between staff and pupils are very good and the respect shown for each other has a good impact on learning, and pupils' behaviour and attitudes. The quality and use of ongoing assessment in the classrooms is good and teachers frequently use praise and encouragement to good effect. Teachers use assessment information well to check pupils' progress in lessons. Their understanding of how children learn is consistently good. Marking of pupils' work is satisfactory but it is not always used effectively to suggest how pupils can improve. Teachers offer helpful and supportive comments to pupils as they work, and often involve pupils in evaluating one another's work. For example, in physical education lessons in

Years 2, 3 and 6, pupils were given many opportunities to watch others' performances and to provide good feedback and suggestions about improvements. Although homework is adequate in many instances, there is sometimes insufficient relevance to the work carried out in the lessons. This overall good teaching makes learning enjoyable for pupils and they respond with good attitudes and hard work, learning well.

26. In a very small proportion of teaching where teaching is less than satisfactory, teachers' subject knowledge is insecure and lessons are not planned effectively to meet the varying needs of pupils. This means pupils do not gain in knowledge and understanding and make unsatisfactory progress.

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

27. The school provides a broad and balanced curriculum. All subjects of the National Curriculum and religious education are taught. The curriculum meets all statutory requirements. The basic skills of literacy and numeracy are well taught and the national strategies form the basis of planning for English and mathematics effectively. However, the allocation of significantly high amounts of time for teaching literacy means that an insufficient amount of time is spent in teaching other subjects. As a result, the coverage in some subjects is not always as good as it should be. There is also limited opportunity for pupils to develop problem solving and independent learning skills, especially in mathematics and science.

28. Schemes of work, based on national guidance of the national curriculum, are in place for all subjects. Local guidance is followed for teaching RE. The provision for personal, social and health education and that for sex and appropriate drug misuse education are good. The curriculum provided for the nursery and Reception classes meets the requirements of the national guidance for young children of this age. It is very well planned and the learning experiences provided in these classes give pupils a very good start to their education.

29. The curriculum reflects the aims of the school and provides equality of access and opportunity for all pupils. All pupils, whatever their background, specific needs or time spent in the school, benefit from the educational opportunities provided by the school.

30. Provision for pupils with special educational needs, including those who have statements, is very good across the school. The Code of Practice is implemented effectively and the statutory requirements for individual education plans are met. Pupils are fully included in class activities and work at an appropriate level. The special needs co-ordinator manages this area efficiently and ensures effective contacts with outside agencies. The learning support assistants are trained and deployed well to support these pupils to make good progress. Information and communications technology is used sometimes to support pupils with special needs, but this is not consistent across the school.

31. The provision for the pupils with English as an additional language is good. Those who are at an early stage of learning English are supported to learn English through their home languages, whenever possible. Planning is based on identified needs and pupils' individual targets. There is a range of resources available for this work and pupils make good progress.

32. The range and variety of extra-curricular activities are very good and form a strength of the school. A comprehensive range of activities are provided. School clubs make a positive contribution to pupils' development. Opportunities are provided for pupils to develop their interest in a range of games, artistic and sporting activities and modern technology. At one after-school club, over 20 boys and girls were enjoying a session of jive dancing and at a lunchtime club one hall was full of pupils concentrating hard on games of chess.

33. The school has a good range of links with the community. Visitors to the school help to broaden the curriculum. For example, the local MP visited the school and subsequently took a

group of pupils to see the Houses of Parliament. Pupils have good opportunities to visit places of interest that extend their learning. There have been residential visits for Years 5 and 6 to Kent and Wales. Pupils have the opportunity to undertake local geographical studies on these visits and participate in outdoor pursuits such as abseiling. There are also day visits to places such as the Tate Britain, London Zoo and the Science Museum. The school has taken part in fundraising for local charities. There are good links with partner institutions. The local secondary school pupils help with some of the after-school clubs. The local football club encourages pupils to participate in skills practice and football tournaments. The school regularly provides placements for work experience students from local secondary schools and for student teachers from the Institute of Education.

34. Provision for pupils' moral, social and cultural development is very good and provision for their spiritual development is good. Different religions are taught in RE lessons and are utilised in assemblies to encourage understanding of other people's faiths and beliefs. A brief moment of reflection is held at the end of assemblies. The school plans to develop a quiet area of the playground in the form of a garden on an Islamic or Buddhist theme. Assemblies are planned for the whole year and are based around a weekly theme such as forgiveness and love. Some of these are based on a religious festival that is currently being observed, whilst others use Bible stories or other sources such as the parable of The Prodigal Son.

35. Provision for pupils' moral development is very good. The school's ethos is supportive of individuals. It provides a calm, welcoming atmosphere in which pupils are expected to behave well. The pupils know the difference between right and wrong and treat each other well. They are helpful and friendly to visitors and careful and considerate to others. Relationships between adults and pupils are good. The school has worked hard to promote good behaviour and through moral teachings in lessons and assemblies. Staff provide good role models. Pupils' complaints are listened to and dealt with fairly. Pupils are praised in assemblies for achievements, good work or good behaviour.

36. Provision for pupils' social development is very good. Pupils are encouraged to take initiatives. They are required to take responsibilities and produce action plans showing what needs to be done, when and by whom. Opportunities are provided for pupils to take leadership positions, such as school captains and their deputies. They learn to work together in groups and pairs and make decisions democratically through the school council and the formation of class rules. Through a variety of charity collections they are taught to help those less fortunate than themselves. They are also enabled to assist staff and fellow pupils as buddies. There is a lost property area in a cloakroom together with a book in which pupils can record lost and found items. Older pupils are given opportunities to help younger pupils with their learning, for example, Year 6 pupils helping Year 1 pupils with their ICT lessons.

37. Provision for pupils' cultural development is very good. There are many opportunities to celebrate the diversity of cultures represented in the school, for example, displays include scripts from a range of languages. The school takes part in Black History events and makes good use of the cultural knowledge pupils bring with them to school. Resources have been carefully selected to draw from a range of cultures such as the musical instruments and the book stock. Many subjects have a multi-cultural dimension. Pupils are taught their own and others' cultures and religions through the curriculum, such as Caribbean poems in literacy; a study of India for geography; world religions in religious education; Chinese handwriting; Japanese dragons and kimonos and Indian patterns in art; musical instruments from around the world. British culture is also taught well. Pupils study the Tudors in history and learn about Prince John, son of Edward II, the only royal to have been born in nearby Eltham Palace. Pupils go on trips to museums and galleries, such as trips to Tate Britain. They successfully take part in school productions, such as 'Cats.'

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school's procedures for monitoring and improving attendance are very good. The procedures for promoting of good behaviour, pupils' welfare, health, safety and to support and guide pupils are all good. The school is a safe and secure environment where pupils are well supervised.

39. The school monitors attendance very well and has already improved attendance by about 2 per cent per annum over the past three years. Registers are correctly filled in by teachers and then entered onto computer by the administrative staff. The headteacher and the education social worker monitor attendance regularly. Teachers report cases of concern to the headteacher and notes in the registers indicate pupils whose attendances need watching. Letters are written to parents where there are concerns about attendance. In cases of repeated short-term medical absences, the school now require a doctor's certificate for further medical absences. The school's strategies have also cut down the number of unauthorised absences by half. It also monitors punctuality. Individual pupils are tracked effectively through reports from teachers.

40. The school has a good health and safety policy and there are good welfare procedures in place. There are two welfare officers who work well together. Appropriate procedures for dealing with medical needs of pupils, illnesses and accidents are followed, with incidents being recorded and reported correctly. There are five members of staff with first aid training. The medical needs of pupils are known to appropriate staff who are trained on what to do. Midday supervisors provide good support at lunchtime.

41. The headteacher is the Child Protection Officer. The school's policy is based on the local authority policy and staff are well informed of the child protection procedures. The school has good links with the relevant social services agencies and is involved in case conferences and keeps up to date with training.

42. The policy and procedures for monitoring behaviour are good. Staff have high expectations of pupil behaviour and make sure that these are conveyed clearly to all pupils. There is a clear framework of rules and pupils are fully aware of the boundaries. The emphasis is on the school as a community where everyone has responsibilities. Where pupils break a rule they are given opportunities to discuss the sanctions in an effort to get them to understand what they have done wrong and to motivate them to improve. There are a variety of rewards relevant to the age of pupils. Staff treat pupils and their views with respect and are good role models. Parents are very happy with the way the school promotes good behaviour.

43. Procedures for assessing pupils' attainment and progress are good. Use of the information gained from assessment is also good. Children are assessed early on in the nursery and again at the beginning of the Reception year to provide the necessary baseline information that the school uses to measure individual progress. Very thorough and useful records are kept for the children in the Foundation Stage to advise their teachers when they move into the Year 1 classes. The school uses this baseline assessment and the SATs at the end of Year 2 to monitor overall performance and to predict future progress as pupils move through the school. In every class, pupils are set targets in English and mathematics each half term and these are monitored carefully by the subject co-ordinators. Class teachers use them well to help pupils know and understand what they have learnt in the lessons and provide information for the next steps of learning. Target setting is good in English and mathematics, but is less well developed in science, ICT and the rest of the foundation subjects. The use of new technology has provided detailed information on pupils' attainments and progress in English and mathematics. The information gathered has enabled the senior management team to identify the progress of individuals or groups of pupils. To develop the assessment arrangements further, the school has now plans to introduce a similar system of assessment for science and then develop it for other subjects. This will help track each pupil's attainments and rate of progress in all subjects as they move through the school.

44. This is an inclusive school, and good care and attention are taken to ensure that the needs of all groups of pupils are addressed. The results and achievements of boys and girls are analysed, and efforts made to rectify any differences in their performance and attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The parents' views of the school, the effectiveness of the school's links with parents and the quality of information provided for parents, especially about their child's progress, and the contribution of parents to their child's learning at school and home are all good.

46. Parents who attended the pre-inspection meeting and filled in the questionnaires expressed positive views about the education provided to their children. The school consults regularly with parents through annual questionnaires and publishes the results of these. In addition, parents are invited to suggest areas for improvement and areas in which they want more information.

47. The major area of concern raised by parents was about homework, with some thinking it was too much and others too little. They were agreed that clearer guidelines about what the children need to do at home would help. Inspectors found that homework is inconsistent, although there are some good examples. There is detailed annual curriculum information for numeracy and literacy and termly newsletters per school year giving brief information about other subjects. These also list the visits that classes will be going on and days when PE kits are needed. There are also weekly all-school information newsletters. There is a good home-school agreement.

48. The annual reports for pupils are good and contain in detail what the pupils can do and their attitudes to learning in each subject and what they need to do to improve. The school plans to add targets in pupils' annual reports now. There is some inconsistency in how the information is given in the same school year. For example, in Year 5 mathematics, detailed achievements in various areas are given for some pupils whilst for others in the same year there was just one large paragraph. There is a space for pupils to say what they like and how they feel they have improved. Parents can comment on the acknowledgement slip they are asked to fill in. These comments are followed up where required. Parents' meetings are held termly and these are well attended. The governors' annual report contains information about the activities of the school and meets statutory requirements.

49. Parents are welcome to come and help out but few do. There is much emphasis on welcoming new pupils and their parents into nursery and Reception. Parents are invited into the school productions but for space reasons not to regular assemblies. Most parents feel comfortable in approaching the school and are happy with the way the school deals with them. Parent governors meet regularly with senior staff to pass on concerns expressed by other parents.

50. Parents who do not speak English can get assistance from staff who speak their languages, other parents or the borough's translation service when necessary. Parents of pupils with special educational needs are involved appropriately in meetings with school staff and outside agencies. There is an active parents' association and it raises a great deal of funds for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the headteacher and the key staff are very good. The headteacher is providing very good direction for the work of the school and has a very clear vision for its future. Over the past two years since the amalgamation, she, in collaboration with the deputy headteacher, has established a strong management team who supports her very well in moving the school forward. She works closely with her senior managers and ensures that the school builds on its successes and continues to tackle its areas for development. Staff are clear about their role in managing the school and have clearly defined job descriptions.

52. The school has a very good ethos which promotes harmony between all who work and learn there, including pupils from different backgrounds. Everyone is valued and this makes it a particularly inclusive school where all are working hard to meet the needs of individual pupils. This is demonstrated in many ways, such as the school council whereby pupils' views are taken into account. The school makes every visitor welcome and encourages the contribution of the community to pupils' learning. Both teaching and non-teaching staff have taken great care to create an environment in which pupils want to learn. The school's development plan focuses very well on what is needed to ensure continuous improvement and contains appropriate priorities that have been accurately costed. The shared commitment to improvement shown by the headteacher, staff and governors has helped to create an ethos in which pupils are happy and secure and learn well.

53. Good opportunities have been provided to allow the co-ordinators to monitor teaching and learning in their subjects, more regularly in English and mathematics and science and they have helped to maintain or improve standards. The leadership and management of special educational needs is very good. In particular, there are very good procedures for identifying and monitoring the progress and attainment of these pupils. This has meant that all who work with these pupils have particularly good information to help plan for their future progress as well as ensuring that there is a consistent approach to their needs. This means these pupils make the same good progress as other pupils.

54. The effectiveness of the governing body in carrying out its responsibilities is very good. Teachers welcome the involvement of the governors, who in return have full confidence in the headteacher and her staff. Governors have instituted effective systems for keeping up to date on the work of the school. Governors, especially the chair, visit the school regularly and this helps to keep governors very well informed on the curriculum and other issues. In addition, subject co-ordinators are regularly invited to give presentations, particularly to the curriculum committee, when new initiatives such as the National Numeracy Strategy, or new policy documents are introduced. As a result, governors have a very good understanding of the strengths and areas for development in the school.

55. The overall adequacy of staffing is good, and has a positive impact on learning. The school has a good balance of experienced teachers and those relatively new to the profession, with some specialisms that are well used, in music, for instance. There are a good number of well-qualified classroom assistants and support staff who make a very good contribution to pupils' learning. The school is very supportive of new teachers, with a member of the senior management team fully trained as a mentor.

56. The school monitors and evaluates its performance well and takes effective action to develop it further. The headteacher, together with her deputy and subject co-ordinators, have monitored the quality of teaching, through direct observation in the classroom as well as scrutinising planning and pupils' work. There is a very good system of performance management which leads to a good provision for in-service training that meets the needs of the school as well as the staff's own professional development.

57. The school's finances are well managed and educational developments are prioritised and supported particularly well through careful planning. The school overspent its budget last year due to the amalgamation which incurred extra staffing cost. This is recognised by the local education authority and a mutually agreed plan has been put in place to pay the overspent budget off in the next five years. The school has been audited and the recommendations have been acted upon. The administrative staff are efficient and ensure the smooth day-to-day running of the school. Purchase procedures ensure that good attention is paid to obtaining value for money and proper procedures are followed for signing orders, receipts and invoices. The grants received for specific purposes are administered very well, closely monitored by the headteacher and properly used for the purpose intended.

58. Accommodation is satisfactory overall and is appropriately maintained. It is spacious but needs extensive refurbishment. The playgrounds need particular attention to make them welcoming to pupils. However, there is a plan in hand for a major building work to begin soon to replace the current nursery accommodation. Resources are satisfactory in most areas of the curriculum and good in ICT. There is a good ratio of books to pupils, both in the library and the classrooms, in the key subject of English. The recently installed suite of computers is of good quality.

59. The school has made significant improvement over the past two years since the amalgamation. The driving force behind this improvement have been, the commitment of the staff to improvement, the effectiveness of the governing body in fulfilling its responsibilities, and the leadership displayed by the headteacher whose leadership is very good. This is a good school that gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to continue the good progress made over the past year, the school should:

1. continue to improve standards further in all subjects by the end of Years 2 and 6 by:
 - providing challenging activities for all higher attaining pupils;
 - ensuring increased opportunities for problem solving activities and independent learning across the curriculum;
 - ensuring that homework is set consistently in Years 3-6; (paragraphs 21,25,27,95 and 102)
2. continue to improve attendance by using the existing good procedures for monitoring attendance. (paragraph 17)

Minor areas for consideration within the action plan may include:

Review the balance of curriculum time to ensure sufficient teaching time in the foundation subjects to raise standards further across the curriculum.

PART C: SCHOOL DATA AND INDICATORS**Summary of the sources of evidence for the inspection**

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	28	40	16	2	0	0
Percentage	1	32	46	18	2	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)	34	452
Number of full-time pupils known to be eligible for free school meals		72

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	12
Number of pupils on the school's special educational needs register	3	106

English as an additional language	No of pupils
Number of pupils with English as an additional language	38

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.2	School data	0.8
National comparative data	5.4	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	43	31	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	38	38
	Girls	28	29	29
	Total	63	67	67
Percentage of pupils at NC level 2 or above	School	85 (88)	91 (88)	91 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	37	38
	Girls	29	28	29
	Total	66	65	67
Percentage of pupils at NC level 2 or above	School	89 (89)	88 (90)	91 (91)
	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	43	46	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	27]	34
	Girls	36	29	36
	Total	65	56	70
Percentage of pupils at NC level 4 or above	School	73 (83)	63 (63)	79 (78)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	31	33
	Girls	41	30	41
	Total	73	61	74
Percentage of pupils at NC level 4 or above	School	81 (n/a)	68 (n/a)	82 (n/a)
	National	73 (72)	74 (n/a)	82 (82)]

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
371	13	0
0	0	0
11	0	0
0	0	0
0	0	0
8	0	0
13	0	0
3	0	0
1	0	0
0	0	0
0	0	0
7	0	0
3	0	0
0	0	0
5	0	0
13	1	0
0	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)	21
Number of pupils per qualified teacher	20.65
Average class size	26.38

Education support staff: YR – Y6

Total number of education support staff	26
Total aggregate hours worked per week	452.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	29
Total number of education support staff	5
Total aggregate hours worked per week	102.5
Number of pupils per FTE adult	7.25

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	1,275,189
Total expenditure	1,332,336
Expenditure per pupil	2,741
Balance brought forward from previous year	93,253
Balance carried forward to next year	57,147

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers**Questionnaire return rate**

Number of questionnaires sent out	520
Number of questionnaires returned	234

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	4	1	1
My child is making good progress in school.	49	45	3	1	1
Behaviour in the school is good.	44	48	4	0	3
My child gets the right amount of work to do at home.	26	46	17	3	9
The teaching is good.	47	47	3	0	2
I am kept well informed about how my child is getting on.	41	43	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	64	31	3	1	1
The school expects my child to work hard and achieve his or her best.	51	42	4	1	2
The school works closely with parents.	41	46	11	1	2
The school is well led and managed.	47	49	3	0	1
The school is helping my child become mature and responsible.	49	46	2	0	3
The school provides an interesting range of activities outside lessons.	52	38	6	0	4

Summary of parents' and carers' responses

[text] [replaces the table when there are fewer than ten returns]

Other issues raised by parents

[text] [a short comment should be included if applicable]

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The Foundation Stage classes include the nursery which has 68 part-time children and two Reception classes, both of which have full-time children. When the children start school their knowledge, skills and understanding are generally at a level below that expected for children of their age. There is a wide spread of ability and this is confirmed by the initial assessments carried out by the staff. Children are admitted to the two reception classes as rising-fives at the start of the Autumn, Spring and Summer terms. A few children have English as an additional language and are in the very early stages of learning English. These children have very good support from the staff who help them to understand what is happening and give them confidence in a new environment. Some children have special educational needs and all staff deal sensitively with these children and help them to settle happily into school life. There is a well-established induction programme which includes all parents having a home visit by the nursery staff before their child starts school. These visits, and the fact that parents are invited into the nursery to stay with their child during the first few days, are appreciated by the parents and help the children to settle in. This underlines the school's ethos of promoting strong home and school relationships.

62. Children make good progress in the nursery class because the consistently good and often very good teaching helps them learn happily in a safe and stimulating environment. By the time they move into the reception classes they have made good gains in all the areas of learning. All children, including those who are new and who join the school at the Reception stage, continue to make good progress and benefit from the good teaching in those classes. Pupils with special educational needs make good progress against their targets. Children who speak English as an additional language also make good progress. By the end of the Reception year children achieve the early learning goals set for them in communication, language and literacy, mathematical and creative development, knowledge and understanding of the world. In personal, social and emotional development and in physical development their attainments are often above the expected levels and in these particular areas, the children make very good progress.

63. Teachers and all the learning support staff have a very good knowledge of the needs of young children and plan very effectively for all the areas of learning. They provide activities for children to use their sight, hearing, smell, taste and touch when exploring their environment. They ensure that their planned activities challenge the children because they have very detailed information on what children already know, understand and can do. Planning is very detailed and makes good use of assessment to ensure that work is appropriately differentiated. Resources and accommodation are used well. Leadership and management of the Foundation Stage is very good with the result that there is a consistent ethos and high expectations of what the children can achieve by all adults. The co-ordinator has a clear understanding of the needs of young children and has maintained the very good provision whilst successfully introducing 'stepping stones' in the Foundation Stage curriculum based on the early learning goals and planning the move to the new Foundation Stage building next year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

64. Children make very good progress during their time in the nursery and Reception classes in this area of learning. Staff have high expectations and are skilful at working with young children, recognising their individual personalities and managing them very well. Children are happy and secure, and they respond well to all activities with interest and enjoyment. Through well-planned activities and effective support, the children learn to listen to each other, share and play well together, and choose from the range of activities provided. They develop independence and are encouraged to initiate their own ideas and to select activities and resources. They learn to persevere and concentrate in their learning. Their attitude to learning is good and they respond well to tasks. They take responsibility in both the nursery and Reception classes for tidying up and move without fuss from one activity to another. They learn to appreciate how others feel, and in

their celebration of important festivals, from a range of cultural backgrounds, develop a knowledge of their own and others' beliefs.

65. Children know the class routines well and are aware of the school's expectations with regard to behaviour. They are learning to understand that there are rules and they obey them, at the same time understanding right from wrong. Relationships between adults and children are very good. Children co-operate well with each other and relate confidently to adults. To help them develop socially, the children are taught to share equipment, follow classroom routines and take turns. They are developing appropriate negotiation skills. Staff plan very good opportunities for children to think about their own experiences and encourage them to ask questions and become independent. For example, in the Reception classes, children take off their own shoes, socks and jumpers ready for physical activity and lay them neatly in place. They select outdoor equipment and readily change from bikes to smaller equipment when asked. In the nursery and Reception classes, adults promote children's personal development by ensuring that equipment and resources are easily accessible to them and help them to become independent. By being aware of individual needs and supporting children effectively, staff build very good relationships so that by the time the children leave the Reception classes their attainment is above the level expected for children of their age.

COMMUNICATION, LANGUAGE AND LITERACY

66. When children enter the school, a significant number have significant speech and language needs. In both the nursery and Reception classes children make good progress across all the aspects including reading, writing and speaking and listening. Staff plan a wide range of activities to develop children's experiences and vocabulary. They are skilful in asking questions which help to develop children's thinking. At first in the nursery, children find it difficult to answer questions, and many only use a word or a short phrase. Staff provide opportunities for conversation in one-to-one situations, for example in making gingerbread men or porridge. There is discussion about the foods, their colour and their value as part of a healthy diet. The staff know that children need such opportunities to think and speak using longer sentences. Children with special educational needs receive very good support from all members of staff. Their learning needs are identified early and tackled quickly, enabling them to make very good progress.

67. During group sessions in both nursery and Reception, children share books and enjoy rhymes and songs. The quality of interaction between all the adults and children in all areas of learning has a significant impact on the progress children make. The role play areas in nursery and Reception provide good opportunities for speaking and listening. Useful opportunities to work and play together are planned by the teacher. In the nursery four children using magnets to pick up paper clips and other objects chatted to one another about how this happened and if it was magic. All staff give high priority to developing children's spoken language. They clearly identify new vocabulary and encourage children to answer in longer sentences. In the nursery, staff provide very good role models when they are talking with children about their play and telling them stories in which the children can to join in with some of the phrases and rhymes.

68. The children enjoy listening to stories, and look at the storyteller. In the nursery, children share books together, turning the pages carefully and behaving as 'readers.' Staff help older children to 'read' their own stories to the rest of the group and this provides the children with good opportunities to connect reading and writing with what they say. In the reception classes, the teachers make flexible use of the planning format from the National Literacy Strategy. Both reception classrooms are rich in print and this teaches children that print has meaning. By then the children have good book handling skills. They know the difference between text and pictures, and are able to re-call and re-tell well known stories. They are developing a knowledge of phonics, and some children use this effectively to spell their names and write simple sentences about the stories they have heard. Staff work hard to develop the children's comprehension and language skills and encourage children to take books home to share. The reception class teachers show the children how their spoken sentences can be turned into story-writing using full stops and capital letters.

69. In the nursery children begin to link sounds to letters and use them in their early writing, using individual letters to convey the intended meaning. They have opportunities to use a variety of writing tools, which they employ to write, make lists and draw. Some children can write their own name legibly and all children have the opportunity to use pencils and crayons on a regular basis. These early writing skills are developed further in the Reception classes, and some children use their phonic knowledge to write simple sentences, which they confidently re-read to the teacher. Staff plan valuable activities to encourage children to write and to develop the link between reading and writing. The children are encouraged to use all their senses to learn about these new experiences and then to record them in different ways. This good progress means that the majority of children meet the expected level in communication, language and literacy by the time they leave the reception classes.

MATHEMATICAL DEVELOPMENT

70. Teaching is good and a wide range of activities is provided to help children make good progress and acquire the skills necessary for mathematical development. Numbers are clearly displayed throughout the nursery and Reception classes with opportunities for counting, sorting, matching, adding and subtracting. There are number lines for children to follow and jigsaws to complete. In the nursery the staff take every opportunity to practise counting. For instance, children count the wheels on one tricycle and decide how many two tricycles have. They learn about positional language such as above, on and under when looking at the penguins on an ice island. Nursery children differentiate between big, middle sized and small scoops of sand. They learn about measuring as they use bricks to find out the tallest and longest toy dinosaur as arranging the wooden blocks into intricate patterns develops their knowledge of shape. In the reception classes, teachers use the planning format from the National Numeracy Strategy and begin to introduce the main teaching activity. Children sing number songs and rhymes and use a wide variety of toys and objects to learn about addition and subtraction in practical ways. The majority of the children are working with numbers one to ten and a few of the higher attaining children are beginning to add numbers together. They count on from zero and soon recognise when numbers are not put in the correct sequence. By the end of the Reception year most children achieve the expected levels.

71. The staff collect assessment information but do not match it sufficiently closely to the learning goals set for the children in the nursery and Reception classes. Informal assessments passed from the nursery to Reception are not sufficiently clear for staff to plan different levels of activities, matched to individual needs. This means that sometimes the higher attaining children have the same work as other children and this slows the pace of their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

72. On starting the nursery or school, many children have a limited understanding of the world around them. By the end of the Reception year their attainment is at the expected level for children of this age and they have made good progress. Children develop a wide vocabulary and can make themselves understood when talking about their experiences. The teachers plan a range of interesting activities and use the outdoor environment very well to reinforce the activities inside the classrooms. In particular the outside areas provide excellent opportunities to develop the children's understanding of the principles of science and design and technology. For instance, they use guttering, pipes and connectors to experiment with water flow and forces whilst indoors the children make gingerbread men and cook porridge to observe the changes caused by heating. The children study the effects with great interest. Children in both the nursery and Reception classes build with a range of construction toys and through these activities select the pieces they want to use. The children have good opportunities to use computers in the nursery and Reception classes. They are confident using the mouse and the majority can click on an object and drag it across the screen. This creates a great deal of excitement and the children are very motivated to learn.

73. Good quality displays in and around the classrooms help children to develop a respect for other cultures and beliefs. For example, in the nursery the caption 'Writing Area' is also written in other languages. Children celebrate the festivals of the major religions of the world and make cards and decorations. In this way they begin to understand the differences between people and to accept them. They learn about people who help them such as the policeman and café servers in the role-play areas. This also makes a good contribution to their mathematical understanding by ensuring that there are enough cups and saucers for everyone to have tea. In all these ways the teaching of knowledge and understanding of the world is good. Activities are well planned and the environment is used effectively as a resource. Supportive adults help the children to use the appropriate vocabulary to describe what they see and do.

PHYSICAL DEVELOPMENT

74. Children make very good progress across the Foundation Stage in this area of learning as a result of the good and often very good teaching that recognises the importance of healthy physical development. As a result of this, most children achieve above the expected standards by the end of the Reception year.

75. Children experience outdoor play almost every day, although there is no covered area to protect them on wet days. However, staff take every opportunity to allow children the opportunity to go outside. The staff supervise the children very well and join in with the children's play so that children learn to move with increasing confidence, balance and control. Nursery children have access to a good range of equipment which enables the physical skills of running, jumping and climbing to develop. They show an awareness of the needs of others in the space around them. The Reception children have access to an outdoor play area which has been imaginatively developed to make the best use of the limited space. In PE lessons in the hall, the children learn to use all the space around them as they learn to move and 'hold' different curled and stretched shapes. They move confidently, with appropriate control and co-ordination, following their teacher's instruction carefully. They are able to transfer these shapes when using the large apparatus and many of them create a sequence as they move across, through and under the benches and frames. Throughout the foundation stage children have many opportunities to improve their manipulative skills by cutting, sticking, threading sewing or fitting jigsaws together to develop hand eye co-ordination. Attention to health and safety issues is appropriate at all times, including the careful use of scissors and other tools to help children gain safe control of these finer movements.

CREATIVE DEVELOPMENT

76. Good provision of a wide range of experiences ensures the children make good progress and by the end of the Reception year, most children meet the levels expected.

77. Teaching is good and children make good progress in this area of learning. The children have a wide range of opportunities to develop their creative skills. Children in the nursery explore texture well for effect, as for example in using dry porridge oats and experiencing its strange properties. The staff encourages them to think about what it feels like and emphasise the words to describe it. They enjoy painting, printing and drawing and make good progress as they work with different media to create textured pictures. The children use their imaginations in role play and stories. Their creativity is developed well because all staff encourage them to explore and experiment with ideas, materials and activities. Children sing well and explore rhythm and beat with a variety of musical instruments. In the reception classes they explore colour and texture effectively through a range of resources and sensory experiences. They continue to develop in confidence as they try out new ideas, with adults working alongside them, talking to them about their work and introducing appropriate vocabulary. For example, when the children make glove puppets and select the colour of felt and thread to use, the adults encourage the children to find relevant terms and vocabulary to explain their ideas. The presence of an adult extends their play and they stay as a group interacting with each other and the adult for some time. In the Reception classes, the children act out the story of Goldilocks and the Three Bears. The role play area is the

bears' cottage and simple props help their play. The attainment of children in creative development is broadly in line with expectations for their age by the end of their time in the Foundation Stage.

ENGLISH

78. Standards in English were judged to be average in Year 2 and above average in Year 6. All pupils make good progress and have achieved well in English since joining the school. This is particularly the case with pupils with special needs. In the 2002 national tests for English, results for Year 2 showed that standards were in line with national averages in reading and writing, and also with the results for similar schools. The results for Year 6 also showed pupils to be in line with national averages, but below average for similar schools.

79. The school places an emphasis on the skills of speaking and listening. By Year 6, pupils can speak well and confidently in a range of situations, they listen carefully to their teachers and other pupils. They read confidently and write well, with most pupils having a fluent style, and spelling most words correctly. Pupils in all classes contribute enthusiastically to discussions. They use Standard English well when talking in formal situations, such as in class discussions and circle time. Their range of vocabulary is appropriate for their age overall. For example, in a Year 6 lesson about argument, pupils were discussing why mobile phones should be banned from school. They spoke and listened to each other with great maturity. In a circle time lesson, one group of children performed a series of short plays to illustrate times when they might need help. These were followed up by a lively discussion involving the rest of the class. In a Year 2 lesson, pupils participated in a discussion about explanatory text, explaining about friction in science experiments they had previously undertaken. Pupils' listening skills are above average. They listen to each other and their teachers carefully, enabling them to join in with discussions well. When answering questions, their responses are focused and precise and relate appropriately to the question asked.

80. By the end of Year 2, pupils can read aloud with a good level of accuracy, paying attention to punctuation. They read simple reading books fluently, often with expression, and understand much of what they read. They read regularly both at home and at school. In Year 6, many pupils can read well. They read sophisticated books with fluency and understanding. They have satisfactory skills in using reference books, dictionaries and thesaurus. They understand the purpose of the index and contents in a book, talk about authors, characters in a story and can retell the story. All pupils are enthusiastic about books. They enjoy using the school library which is well equipped with fiction books.

81. Pupils throughout the school engage in a range of writing styles and they write for different purposes. They use appropriate techniques and vocabulary, for example when writing an argument, instructions or stories. Pupils' work in all year groups is often well structured, with stories having a clear beginning, middle and end. Pupils' handwriting is generally of good quality. For many pupils, it is neatly formed and legible. They can also spell well, and if not sure of a word usually find a close approximation. Some good writing was observed in lessons other than English. For example, they label diagrams in design and technology and science lessons and write about events in history. Pupils also have some opportunities to write at length. In Year 3, pupils had written lengthy stories re-telling the story of the Willow Pattern. In Year 4 they had produced some attractive books on Tudor times, including menus and life at Eltham Palace. Pupils in Year 6 had written some thoughtful reports about life in India. They have opportunities to word process text during information and communications technology lessons but this technology is not used to its fullest extent for learning in English.

82. Pupils with special educational needs make good progress with regard to their specific needs and abilities. They generally have work well matched to their needs and are well supported by the classroom assistants. Pupils with English as an additional language also make good progress in learning English. No significant differences were noted between the attainment of boys and girls.

83. Overall, the quality of teaching and learning are good throughout the school. This leads to the pupils learning well and making good progress. Strengths in teaching include good planning and the use of subject specific language such as *similes*, *connectives* and *adjectives*, which most pupils remember and use in discussions. Lower attaining pupils, are helped in class by being set activities that are pitched at their ability levels and they receive good additional support from learning support assistants. Pupils have the opportunity to organise some of their work logically through the use of flow charts. These help them to see the connections between their ideas as they link them together before continuing with their work. Teachers ask probing questions of pupils that help to deepen their understanding of what is being taught. These help to maintain interest and concentration. Pupils in all year groups are encouraged to use their individual white-boards to try out ideas before writing them down on paper. This helps pupils to recognise good ideas. The quality of marking is generally good and provides positive comments and feedback. The setting of homework in English follows the school's policy and includes daily reading practice and writing about the books pupils have read. Regular practice in reading at home helps many children to consolidate their reading skills and to develop an enjoyment of books. However, higher attaining pupils are not challenged sufficiently and, as a result they do not achieve as well as they should.

84. Lessons begin promptly and pupils are well managed. This helps pupils to behave very well as they co-operate very effectively with their teachers and each other. Most pupils enjoy English lessons. They are attentive and work well. This is because they generally find their work interesting. For example, in a Year 1 lesson a group of boys role played the story they had been reading using puppets, and a number of others sat and watched. All lessons are well structured, extremely well prepared and have suitable resources, often developed by the teachers. The National Literacy Strategy is taught well. This is having a positive effect on standards and helping pupils of all abilities, especially those with special educational needs, to make good progress. Literacy skills are consolidated well in other subjects. For example, pupils read well in subjects such as history and science and they have good opportunities to practise their writing skills in these subjects.

85. The school has a good range of fiction and a satisfactory range of non-fiction books and the library is well organised. Pupils could explain how to search for books in the library. There are books that reflect other cultures, and some of other languages. Pupils are able to save up in school to buy books of their own choices.

86. English has been a priority subject in the school. As a result, the school has detailed information about pupils' attainment across the school. This information is used effectively to identify where extra input is needed. An enthusiastic and knowledgeable teacher leads and manages the subject well. He has a good understanding of the strengths and weaknesses within the subject. This has been acquired following detailed monitoring and evaluation of lessons. The work of the subject co-ordinator has had a significant impact on the rising standards in English. However, although resources are satisfactory for the subject, further development of the subject is limited by a restricted budget. At the time of the inspection, there were plans to introduce a scheme to support more able pupils, but this had not yet begun.

MATHEMATICS

87. In the 2002 national tests, standards were in line with the national average by the end of Year 2 but well below average by the end of Year 6. However, this inspection finds that standards have improved significantly across the school in the past two years and are now above average in Year 2 and average in Year 6. This is due to the hard work and commitment of staff in raising standards.

88. All pupils, including those with special educational needs and those who speak English as an additional language, make good progress throughout the school as a result of the good curriculum planning, improved differentiation and the excellent support of the learning support assistants. The school uses its assessment system well to track pupils' progress. The assessment results are used effectively to plan and to organise teaching groups. The support staff are

deployed well and they make good contributions to pupils' learning. For example, pupils in Year 5, through extra support and small group teaching, showed excellent progress over the Autumn term with many pupils improving by up to one level.

89. The successful introduction of the National Numeracy Strategy, the good leadership of the coordinator and the whole-school priority to improve standards in mathematics have all contributed to this healthy picture and are setting a realistic but challenging agenda for the future.

90. The quality of teaching was never less than satisfactory with most teachers demonstrating good teaching strategies throughout Years 1 to 6. In Year 1, for example, pupils were readily able to count to 20 using a number line, demonstrating a good grasp of basic number skills and bonds. In the same lesson, pupils were able to classify shapes, ranging from cubes and cuboids to circles and spheres, according to their properties. They could confidently identify that both cubes and cuboids had six faces and that the cuboid had sides of different sizes in comparison to the cube. They demonstrated a good grasp of key vocabulary such as 'curved', 'hollow', 'corners' and '3D shapes'.

91. In Year 2 a very skilful teacher taught reflective symmetry very successfully and pupils' enthusiasm and concentration led to very good progress. The teacher's very good planning, which included challenging extension tasks, enabled pupils to quickly learn how to draw lines of reflective symmetry on a range of shapes. Pupils demonstrated a good grasp of symmetry and of the names of shapes e.g. triangle, square, pentagon and hexagon. The teacher ably stretched their understanding further by asking them to look at symmetry around the classroom and setting homework to undertake a 'symmetrical walk', around their home.

92. By Year 2 it is clear that pupils are confident in working with numbers up to 50 and multiples of 5 and 10 to over 100. They know that subtraction is the inverse of addition and can count on by adding 9 to any number up to 100. Higher attaining pupils can confidently add three digit numbers by partitioning i.e. $346 + 237$ being the same as $300 + 200 + 40 + 30 + 6 + 7$.

93. They can tell the time in units of 15 minutes and know that hours, minutes and seconds are units of time. They are able to use directions like north, south, east and west and relate this to simple map reading in geography. Using computers, pupils can enter data from a survey on their favourite food and construct bar graphs of their results.

94. By Year 6 most pupils are competent in the four operations – addition, subtraction, multiplication and division – confidently solving problems with up to three digits. Able pupils can manipulate numbers with accuracy including long multiplication and long division with whole numbers and decimals. Mental strategies are constantly improving and, in a more able set, pupils could accurately use mental short cuts to multiply 24×24 by working from their knowledge of how to mentally calculate 50×60 . In this lesson the teacher set an excellent pace based on well-structured mental tasks that increased in challenge. The pupils applied mental strategies of a very high order and progress was very good. Less able pupils perform equally well by Year 6 and often demonstrate skills and understanding above expectation for their ability. For example, a lower ability set were able to draw shapes using coordinates in all four quadrants and rotate the shapes 90° with confidence. They solve long multiplication problems using the grid or box method and can convert mixed fractions.

95. An area for development across all years is the need to improve pupils' ability to apply their mathematical knowledge and skills to more open-ended investigations and problem-solving activities as there is some evidence that this aspect of pupils' learning is under-developed. Pupils need to be provided with more opportunities to exercise greater independence as evidence suggests that pupils find open-ended tasks more difficult to manage.

96. The use of ICT to support learning in mathematics is currently underdeveloped throughout the school. Some good practice is present, for example, in a Year 3 class pupils programmed a robot (Roamer) to follow simple directions. In Year 6 pupils used computers to construct charts of

results from a traffic survey in Eltham as part of their studies in geography. However, there is much room for improvement in the use of ICT to enhance and extend mathematical learning.

97. Effective assessment is developing systematically and is being used to inform planning and teaching. The regular setting of half termly assessments is providing rich data on pupil progress and careful analysis is beginning to bear fruit. Given some parents' concerns over lack of information on their child's progress it would be a simple step to report these results regularly to pupils and parents in order that the home/school commitment to improving learning is enhanced. Marking of pupils' work does vary in quality across the school. Very good practice takes place in Years 3 and 4 where teachers mark accurately and provide formative feedback to pupils on how they can improve further. In other years, marking was less effective in extending pupils' learning.

98. Teachers and learning support assistants deserve commendation for their commitment to extending their own learning through attendance on numerous courses on the teaching of numeracy. The training profile of the staff is impressive. The co-ordinator provides good leadership and this is having a positive impact on standards throughout the school. Standards are improving as a consequence of increased staff confidence in the monitoring of pupils' progress and in effective planning of the curriculum.

SCIENCE

99. Standards of attainment in the 2002 national test were well below average by the end of Year 6. They were average in the 2002 teachers' assessments for Year 2. Compared to similar schools, the picture was the same; average in Year 2 and well below average in Year 6. The current inspection finds that standards have improved significantly since then and are now in line with the national average, both in Years 2 and 6. In general, the planning for higher attaining pupils is not focused sharply enough to enable them to attain higher levels in the National Curriculum tests.

100. The quality of teaching and learning in Years 1 and 2 is good. All pupils, including those with special educational needs and those who speak English as an additional language, make good progress. Teachers provide investigative activities. Pupils sort out groups of living things such as flowers, animals and humans. They can label the parts of the human body and note how they have changed physically since they were babies. Teachers provide opportunities for pupils to conduct surveys of the differences between humans, noting the colour of eyes and hair, and height and shoe sizes. They measured the height of everyone in the class, and produce charts and pictograms to record their findings. They compare the strength of materials such as tissue, tracing paper and cellophane. Teachers make sure that pupils understand about fair tests in science. For example, in lessons about pushing and pulling, Year 2 pupils learnt that when they release a car down the ramp, to see how far it will travel, they must always put it back in exactly the same position, in order to make the test fair. They apply this knowledge well and there are photographs of children using these pushes and pulls in the play park on merry-go-rounds and the slide. Pupils carry out investigations, such as which paper is best when using a felt tipped pen.

101. In Years 3 - 6, pupils investigate topics, such as when they worked on the up-thrust of water supporting a boat, or the air resistance for a parachute. They discovered that the greater the area, the greater the resistance. Pupils make predictions before conducting experiments and compare these with their findings. They are careful to make their tests fair. Teachers are good at behaviour management and pupils know that teachers have high expectations of their behaviour and work. Teachers insist that diagrams are properly labelled and that pupils use correct vocabulary and symbols. For example, in work about electrical circuits, pupils in Year 4 use correct symbols for batteries, switches and bulbs. Analysis of Year 3 work shows that they can describe the properties of some rocks and minerals, such as granite, pumice, or slate. They work with magnets, and tested various materials to see whether the magnet attracted them or not. They know that like poles repel and opposite poles attract. Year 5 work shows that they have conducted experiments about the amount of air trapped in soil and between gravel and stones. They have worked on experiments about sound and learnt about resonance. They understand that the sound

produced from a bottle will be lower if it is empty and higher when it has liquid in it. Pupils in Year 5 have visited the Royal Observatory and written very good accounts of the time they spent there.

102. Teachers provide some opportunities for pupils to investigate facts for themselves. For example, in the Year 6 lessons seen, pupils were finding out how animals and plants adapt to their environment. Analysis of pupils' work shows that they investigate camouflage, size of ears, and protection against the sun or the cold. Pupils write well about how animals and plants depend on each other, and in Year 6 they created a large poster about life round an oak tree with the bark, fungi, insects, slugs and birds, as well as visiting mammals such as squirrel and fox. They understand about prey and predators. They are beginning to understand the relationship of the earth to the sun and the moon. Teachers manage pupils behaviour well and uses questioning techniques very well to ensure that pupils make good progress. However, they do not always challenge the higher attaining pupils sufficiently and, therefore, these pupils do not attain the standards of which they are capable.

103. The subject is well led and organised, and strategies for improvement are planned well. The co-ordinator was appointed when the school was amalgamated and the strategies are not yet fully implemented across all years. The co-ordinator is collecting samples of pupils' work for moderation. There is a good scheme of work and teachers are clear about which topics they should teach. Although resources are adequate for the lessons planned, sometimes there is not enough apparatus for two classes to use simultaneously. This results in very large groups of pupils sharing one set of equipment. Information and communication technology is not used often enough to support pupils' learning. However, some use is made of it as a resource and reference, and for word-processing their work.

ART AND DESIGN

104. Standards in art are in line with levels expected for pupils by the end of Years 2 and 6. Most pupils, including pupils with special educational needs and those for whom English is an additional language, achieve well in relation to their prior attainment as they move through the school.

105. By the end of Year 6, pupils show a level of maturity and skill in their approach to art and design. They continue to develop their observational skills and techniques well. Older pupils have undertaken drawings, for example, of fruit displays and trees from first hand observations. These cover a range of processes and techniques involving the use of pencils, pastels and clay. Some are of a high standard with good application of the techniques of shading, tone and accuracy of observation. Work seen shows effective links with other subjects. Pupils in Year 1 learn to draw and recognise the repeating patterns of Islamic art. In Year 2, pupils make good quality collages using bright colours to represent countries with hot weather. Year 4 pupils' have produced the portraits of Henry the VIII and his wives, using water colours effectively, to add to their study of the Tudor period. Pupils in Year 5 explore how different artists through the ages drew human bodies and begin to understand the importance of proportions in their drawings. They have created three-dimensional models of human figures using paper and plasticine, displaying growing understanding of how to keep the proportions of the different parts of the models right. In Year 6, pupils research various Indian patterns and create their own designs for screen-printing while studying India in geography. The quality and variety of their work was good, showing good attention to detail and an understanding of how layered patterns are created. There are some examples of the artwork of different cultures, for example, African and Aboriginal art.

106. The quality of teaching is satisfactory. Strengths include teachers' good knowledge of the subject, focused questioning and precise use of technical language. Planning is thorough and teachers are well prepared so lessons run smoothly with all the resources accessible. This results in pupils taking the initiative, being able to work individually and in groups and also behaving well. Good use is made of discussion to help pupils evaluate their own designs and models.

107. The co-ordinator monitors pupils' work on display and maintains a portfolio of the samples of pupils' work. She does not have sufficient time to monitor teachers' planning and teaching. There is a good policy and the school uses the scheme of work produced by the adviser from the local education authority. Pupils' sketchbooks are used satisfactorily for improving skills. Resources are satisfactory and are used well by staff.

DESIGN AND TECHNOLOGY

108. Design and technology is taught in half term blocks, alternating with art. No design and technology lessons were observed during the inspection. An examination of pupils' work, including displays, teachers' planning and discussion with pupils and the co-ordinator indicate that pupils are reaching the levels expected in the subject by the end of Year 2 and Year 6. There is evidence of a satisfactory range of materials and techniques being used to support teaching in the subject. Design and technology is also used to support other areas of the curriculum, such as history and geography.

109. Across the school, pupils learn to plan and design before making models. In doing so they base their ideas, satisfactorily, on information they collect from different sources, consider the properties of the materials to be used and select appropriate materials and tools. In Years 1 and 2, pupils make models of musical instruments. Pupils in Year 6 studied Henry Moore's sketches of people in air raid shelters during the Second World War and, inspired by this, have designed their own models. They have also designed and made models of moving toys that use cam mechanism.

110. Teaching, as judged from curriculum planning and pupils' work, is satisfactory. Teachers have sound subject knowledge and plan carefully to ensure that pupils experience a wide range of design and model making activities.

111. The management of the subject is currently satisfactory. The co-ordinator is new and has audited and updated the resources. She is well aware of the need for developing an effective monitoring system and has started portfolios of pupils' work. Resources are now satisfactory but further resources need to be provided to enable the pupils to use ICT to control mechanisms.

GEOGRAPHY

112. Standards in Year 2 and Year 6 are in line with the expected levels. Lessons were observed in Years 3, 4, 5 and 6 and supporting evidence of standards was taken from a scrutiny of pupils' work across the school, from perusal of displays and from discussions with pupils and staff.

113. By Year 2 pupils are able to use atlases with confidence. Their knowledge of the world map was particularly good for their age. They can describe simple features of the Caribbean and how the climate affects people's lives and activities. They can explain that the Equator goes around the Earth at its widest point but also know that it does not actually exist as a feature on the Earth's surface. They talk confidently about places around the world and can identify cold and hot places as well as name some of the continents. One pupil was able to explain that England, as it is halfway between the really cold areas in the north and the Equator, receives a mixture of cold and warm weather. One pupil confidently located places around the world using the contents and index pages.

114. By Year 6 pupils talk confidently about world geography and are well informed about local issues. Year 5 pupils have visited the local high street and undertaken a traffic survey before entering the data in their ICT lesson. They can use spreadsheets to draw graphs and pie charts to illustrate their findings. They are less confident, however, in interpreting data and using the survey outcomes to make decisions about geographical issues. Year 6 pupils make comparisons between two different geographical locations around the world and understand the importance of location in studying the characteristics of places.

115. The quality of teaching overall was satisfactory. In one lesson in Year 6 good teaching was evident where pupils were engaged in looking at similarities and differences between the two cities of London and Mumbai (Bombay). The teacher used high order questioning to develop pupils' understanding and to assess their learning. The lesson was well planned, had good pace and subject knowledge was secure. Several pupils could independently identify common characteristics between the two cities and consider reasons why they were different at the same time. The pupils used good geographical vocabulary and applied lessons learned in literacy sessions to improve their writing. In contrast, in an unsatisfactory lesson, pupils were engaged in looking at their locality and in identifying ways in which land was used for different purposes. They were engrossed with their maps of the area but this enthusiasm was not suitably channelled and, as a consequence, they became inattentive and unsettled. The main task of the lesson was unchallenging and an unnecessary amount of time was used in colouring in. Resources for the lesson were inadequate for the task and pupils who finished ahead of the others were not sufficiently extended.

116. The geography co-ordinator, since the amalgamation of the two schools, has worked hard to address issues of curriculum continuity and to improve resources across the school. The adoption of the QCA study units has aided the school in creating an effective teaching and learning programme. The co-ordinator has ensured progression in skills and understanding is now good. New assessment strategies are being explored but are not in place yet. A wide range of educational visits and good cross-curricular links enhance the curriculum for geography. For example, in a study of street furniture, Year 1 pupils use sensors linked to a computer to choose the best location for a new playground bench. However, pupils are not given sufficient opportunities to develop greater independence in their learning and to apply themselves to more open-ended investigations to extend their thinking skills. A more investigative learning approach will also help to address issues regarding challenge for more able pupils.

HISTORY

117. It was not possible to observe history lessons during the inspection, as it is taught in half term blocks, alternating with geography. So, in order to make judgements about attainment and progress, evidence was gained from a scrutiny of pupils' work, displays around the school, an analysis of curriculum planning, and interviews with staff. By the end of Years 2 and 6 standards are average. Pupils in all years make satisfactory progress, with pupils with special needs progressing particularly well.

118. By Year 2, pupils have a sense of chronology and can sequence events in their own lives and talk of events of 'a long time ago'. For example, Year 2 pupils, following a visit to Sutton House, Hackney, could describe aspects of life at that time including domestic chores, music, dance and clothing. One pupil was able to compare clothing that is worn today with those of Tudor times and commented that Tudor clothes were much heavier than those of children today. Pupils' learning was enhanced through activities in literacy lessons by relating episodes from stories of the past. Similarly, in Year 2, during a visit to a Roman villa pupils had the opportunity to design mosaic patterns, make clay pots in the Roman style and examine three different interpretations of how the Roman villa may have looked.

119. By Year 6, pupils have a sound understanding that the past can be divided into specific periods. They can sequence events when talking about key episodes in history. Pupils have a reasonable grasp of the periods of history studied. For example, in a study of the Second World War and following a visit to the Imperial War Museum's 'Blitz Experience' they could write some moving letters as evacuees to their parents in London. The letters displayed an empathy with the people of the time and linked their experiences to the circumstances of that period. For example, in one letter, the evacuee child explained that she received a treat on her birthday of 'extra egg powder'. They used ICT to design public service and propaganda posters, given them a modern image relating to the issues of the day, such as the blackout and food rationing.

120. Pupils show the ability to handle facts and sequence events. For example, in Year 5 pupils wrote good reports on Greek schools, but the opportunity to link the causes and effects of events and explain them in any detail was rarely provided. Good practice was seen in the work of Year 4 pupils studying the Tudor period. Some pupils displayed good analytical skills when writing about the marriages of Henry VIII. Pupils weighed up the pros and cons of Henry's decisions giving reasons as to why they thought he was right or wrong to act in the way that he did.

121. Pupils' skills of enquiry and independent research are under-developed and they are given limited opportunities to develop research and evaluation skills through the use of the library and the Internet.

122. The co-ordinator provides good leadership and the history action plan sets out appropriate targets for the future. The adoption of the QCA study units has provided a sound framework to ensure clear progression across the school. To further develop pupils' experience and understanding, the history team will need to improve standards of marking and assessment, increase access through the use of computers, adapt units of study to develop pupils' enquiry and thinking skills and undertake more frequent monitoring of standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Standards in Information and Communication Technology (ICT) are in line with the expected levels by the end of Years 2 and 6. Overall, pupils' achievement, knowledge and skills development are satisfactory across the school. The QCA programme of study for the teaching of ICT has been adopted. The quality of ICT provision is improving steadily as teachers' confidence and skills of teaching computer skills develop.

124. In Year 2, pupils show good understanding of symmetry and can construct repeat patterns with drawing software and can paint in blocks in the style of an artist. They can use graphics software independently using a range of tools to create and amend their work, save it and retrieve their design at a later stage. They have used software to construct bar graphs after undertaking a survey on healthy foods, as part of a science project, and a survey on leisure preferences. In Year 1, pupils show good progress in learning to control the mouse to write their name freehand and in creating a self-portrait as part of their work on personal histories. Less able pupils also show good progress through the use of a concept keyboard as part of a story-writing activity, such as 'The Circus'.

125. In Year 3 pupils created very good Japanese influenced designs based on the theme of 'Dragons'. They confidently use a range of tools, create repeating patterns and discuss how to improve their work. In one Year 3 class pupils used a simple database to search for personal information.

126. Pupils in Year 5 used a spreadsheet to construct a frequency graph of their traffic survey results and were confident in entering data, creating formulae to calculate results and to suggest how spreadsheets can be used in everyday life, for example, in planning the costs of a party or 'recording and calculating test scores'. Their technical vocabulary is good but they are less confident in interpreting and evaluating the data and graphs.

127. In Year 6 pupils used multi-media software to develop a web page presentation as part of their geography studies of India. In developing their web page design pupils demonstrated an increasing confidence in constructing three pages with control buttons and icons to assist the audience in navigating through the site. The teacher structured the lesson well and prepared the pupils for the more complex task of adding animation, transitions and special effects. As part of a visit to the City Learning Centre pupils have explored control technology through the construction of Lego Dacta models. As part of their history studies on the Second World War they have designed propaganda posters relevant to the issues of the times using imported graphics and special effect text to emphasise the message and to increase their impact.

128. The quality of teaching is good overall with some very good teaching. Teachers have good subject knowledge, they plan well for all pupils and use good questioning strategies to build on pupils' prior knowledge. Pupils are encouraged to evaluate the importance of their audience in designing a product. ICT skills are not used sufficiently to enhance pupils' learning in English and mathematics, although they are used in some subjects. For example, Year 5 pupils, as part of their visit to the City Learning Centre, recorded their own music compositions onto CD ROMS and added vocals creating their first recorded musical performance. In geography, in a Year 3 class pupils were studying routes on maps and were learning grid references to help locate towns and cities. Pupils' attitude to their learning is often good and they show sustained concentration and attention in most lessons. They work well on the tasks set and show perseverance when confronted with more challenging tasks. Year 6 pupils support the learning in ICT for Year 1 pupils through an excellent 'buddy' system.

129. The ICT co-ordinator provides very good leadership and management of the subject. The assessment procedures are not developed yet. Pupils should have more experience of using the Internet as a resource for learning. Independent and enquiry-based learning is an under-developed aspect of the curriculum.

MUSIC

130. The standards attained by pupils by the end of Year 2 are similar to those expected of this age and all pupils make satisfactory progress. By the end of Year 6 the standards pupils attain are above the expected level and their progress is good. This is particularly so in singing, performing and composing.

131. Pupils in Year 2 demonstrate control of pitch, dynamics and rhythms. They sustain a tune well and keep the pulse in both rhythmic patterns and action songs. All pupils have positive attitudes to music. They are able to add accompaniments to simple songs using a variety of simple percussion instruments. As they move through the school, pupils develop a good understanding of musical terms. By the time they reach Year 6 singing is very good both in lessons and in assemblies and they are developing good compositional skills. They explore all aspects of composing expected within the National Curriculum and older pupils in Years 5 and 6 are skilled at evaluating their own and the compositions of others.

132. The quality of teaching is good overall with effective planning and well-paced lessons. Planning ensures activities are varied and challenging and pupils are given opportunities to use their musical knowledge and understanding of rhythm and pitch in all their lessons. Throughout the school teachers provide opportunities for singing, not only in music lessons, but also in other areas of the curriculum. For example a counting song was used very effectively in a Year 1 numeracy lesson. Teachers ensure that pupils are given opportunities to work well together in groups. This was seen in the very good lessons in the Year 6 classes, where pupils worked in small groups to create a sixteen beat tinal rhythm and harmony. They concentrated well and then performed and evaluated their work with the rest of the class in a mature way, comparing and analysing each composition's strengths and discussing how the work could be improved further.

133. Work is enjoyable and pupils sing well. As they enter the hall for assemblies, pupils listen quietly to a wide range of music from around the world. They are knowledgeable about composers and the instruments that are played. This is very useful in extending their musical knowledge and helping them appreciate how diverse music can be. Music is making a strong contribution to pupils' spiritual, social and cultural development. They are very aware of the need to respond to each other and the subject is making a strong contribution to the promotion of self-esteem and school values.

134. Eye-catching displays around the school help to raise the profile of music and show the value placed on the pupils' work. The display of pupils' work about instruments and musicians is of high quality and supports work in other subjects such as English and art. The school benefits from the work of the excellent music co-ordinator who is well qualified and provides some demonstration

lessons to support teachers and help to ensure continuity and progression. The co-ordinator is also developing a scheme of work based on the National Curriculum requirements and suited to the needs of the school. Resources are satisfactory, and in all lessons observed good use was made of a range of quality percussion and tuned instruments. The music curriculum is enriched by a number of extra-curricular activities including successful choirs for pupils in both key stages. Some procedures for end of year assessment are in place but at present pupils' work is rarely recorded in lessons. Such recordings would help teachers to assess standards reached by individuals and groups of pupils as they move through the school.

PHYSICAL EDUCATION

135. Standards in physical education, for all years, are average for pupils' ages. Dance and gymnastics lessons in Year 2, 3, and 6 were seen during the inspection, and in some aspects of dance, Year 6 pupils attain above average. The curriculum is enhanced very well with some very good after-school sports activities, including the successful girls' football team. Swimming lessons take place in Year 4, and by the time pupils leave the school, a little over three quarters of them are able to swim at least 25 metres, with several able to swim considerably further. Overall in physical education, all pupils make good progress and achieve well.

136. In the lessons seen in, the quality of teaching and learning across the school was generally very good. Teachers' planning for the development of skills, and progression for using these skills in sequences and performances, is very good. For example in the two Year 2 lessons seen, pupils were improving their ability to use various types of rolls, such as log rolls and forwards rolls, eventually making up their own sequences and including good finishes. They used the floor and later the mats and other apparatus. They ran, jumped, and skipped, twisting and turning in their warm-up sessions. Teachers take care to remind pupils about safety when moving about the hall, and they therefore have good regard for other people and give each other space. Management of pupils is very good, and consequently, pupils stop quickly when asked, understanding that sometimes safety may depend on this. The pace of the Year 2 lessons is usually very good and teachers make it very clear what pupils are to do. They also take every opportunity to involve pupils in evaluation of performances. "I want you to do a very narrow jump," said one teacher during the warm-up session. Then one or two pupils were asked to perform their jumps, after which the class evaluated their performances. In this way, pupils learn very well and see how they might improve their own work. Great care was taken over safety when moving large apparatus about.

137. In the very good Year 6 lesson, pupils worked on a sequence of Indian dance movements. They began with a very impressive warm-up, when the teacher and pupils together used a routine they had perfected over a series of lessons. Pupils keep in time with each other and move successfully to the rhythm of the music. The teacher emphasised the pointed movements of the hands, and the symmetrical movements of the arms and legs. They base their sequences on Bhangra and Bollywood styles and work very well in groups. A good feature was the work of the support assistant in using the digital camera to take photographs that will be used later for analysis by pupils in a follow-up lesson. Pupils worked very successfully in groups, discussing their movements and later performing very well for the class. Attainment was above average for these sequences and pupils interpreted the music very well. In the very good Year 3 lesson seen, pupils were learning to move symmetrically and asymmetrically. The teacher made good links to their work on symmetry in mathematics. Some pupils were asked to demonstrate their balances and movements, both on the floor and on apparatus. The teacher gave opportunities for the class to evaluate the performances of several pupils, and they learnt how to offer constructive criticism, as well as praise, for other people's work.

138. As a result of this overall very good teaching, pupils are all thoroughly well involved in lessons, and use a range of movements and skills. They use apparatus well, sliding along, or weaving in and out of benches, and using mats and boxes to good effect. Pupils behave very well. Teachers keep the pace of lessons moving very well and provide challenging activities.

139. The co-ordination of physical education is good. A commercial scheme is used, providing teachers with good lesson plans and extra help over activities and movements. Assessment is unsatisfactory, and the co-ordinator is aware of the need to develop this aspect of the subject. Resources are good.

RELIGIOUS EDUCATION

140. By the end of Years 2 and 6, pupils' knowledge and understanding in religious education is in line with the expectations of the locally agreed syllabus. Good schemes of work are in place, and pupils have the opportunity to study a number of world religions. Work on Christianity is successfully interwoven across all years, and all pupils make good progress and achieve well.

141. The quality of teaching and learning in Years 1 and 2 is generally good. Pupils learn stories and facts from the religion they are studying, and often write and draw about them later. For example, in Year 1 pupils were seen working on what can be seen in a mosque. They began with some questions and answers, using a big book for the illustrations. Pupils picked out features such as the dome and the minaret. They understand that Muslims remove their shoes in a mosque, and use a prayer mat when they pray elsewhere. They know a number of facts about the Qur'an, such as it is the holy book for Muslims, and it is written in Arabic. Earlier in the school year they visited a local church and concentrated on baptism, noting especially the font. They have made paper models of palm branches for Palm Sunday, and heard the story of Rama and Sita when studying Hinduism.

142. Teachers include the parables of Jesus in the work on Christianity, and they make sure that some of the meaning is learnt at the same time. For example, in a Year 2 lesson, pupils heard the story of the workers in the vineyard and learnt that the meaning is concerned with the care and concern of God for his people. Analysis of their previous work shows that they have heard other parables such as the Sower, and the Good Samaritan. For the Sower they found it was about listening, and for the Good Samaritan it was about loving people, even one's enemies. Teachers' planning and pupils' work include writing about the Christmas story, and some work on Judaism, such as the origins of the festival called Hanukkah. Pupils have made finger puppets and worked on sentences and pictures about Isaac and Rebecca, Joseph, and the story of Moses. Some particularly good work was found from higher attaining pupils about the ten Plagues, with some good writing and pictures to illustrate the stories.

143. In Years 3 - 6 teaching is very good. Teachers make sure that pupils know the stories and origins of festivals. For example, in an excellent Year 3 lesson, the teacher used a big book when she re-told the story of Esther, and the origins of the Jewish festival of Purim. Excellent preparation and planning provided opportunities for a group of pupils to make the sweetmeats for the festival known as "Haman's ears." The whole lesson was very imaginative, bringing religious education to life, leading to very good learning.

144. Teachers make sure that pupils study aspects that are common to all world religions, such as pilgrimage. Year 6 were seen in a very good lesson about the origins of the river Ganges in Hinduism, and how it became sacred and the focus for pilgrimage. They took turns to read the text, and read fluently and with expression. The teacher made good links to geography when they looked at maps of the river and the towns and cities through which it flows. Pupils understand the term 'myth' and one pupil defined it as 'a story that may be true or not'. Planning shows that they will also study pilgrimage in Islam, Christianity and Sikhism, linking all this to the idea of life itself as a journey.

145. The subject is well led by an enthusiastic and knowledgeable teacher. Much work has been carried out to develop schemes of work using the locally agreed syllabus. As a result, the schemes of work are good, and provide pupils with experiences of several world religions. Assessment is unsatisfactory and ICT is insufficiently used across all years, although some Year 6 pupils used the Internet to find out more about the river Ganges.

146. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils learn about the beliefs and practices of various religions, and they understand about some of the stories and special people connected with them.