

# INSPECTION REPORT

**ST. GEORGE'S C of E SCHOOL  
Camberwell**

**LEA area:  
Southwark**

**Unique Reference Number:  
100827**

**Headteacher:  
Mrs. T. Nouri**

**Reporting inspector: Brian Blundell  
23868**

**Dates of inspection:  
20<sup>th</sup> to 23<sup>rd</sup> September, 1999**

**Under OFSTED contract number: 706548  
OFSTED inspection number: 184333**

**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
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Coleman Road Camberwell London SE5 7TF
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Fax number:	0171 277 1937
Appropriate authority:	Governing Body
Name of Chair of Governors:	Reverend Stephen Roberts
Date of previous inspection:	November, 1994

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Brian Blundell Registered inspector	Mathematics Design and technology Information technology	Attainment and progress Teaching Leadership and management Efficiency of the school
Deborah Manley Lay inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Lynn Thorogood Team inspector	Equal opportunities Under 5's English Art Music	Curriculum and assessment
Graham Johnson Team inspector	Special educational needs Science History Geography Physical education	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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The Registrar  
The Office for Standards in Education  
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London WC2B 6SE

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## MAIN FINDINGS

### What the school does well

- Promotes good standards for the under fives.
- Has produced an effective school improvement plan.
- Makes good provision for pupils' spiritual, moral, social and cultural development.
- Support and guidance for pupils' welfare are good.
- Promotes good levels of attendance.
- Provisional results for 1999 show improvements in English, mathematics and science at the end of Key Stage 1 and, particularly, science at the end of Key Stage 2.

### Where the school has weaknesses

- I. The work provided does not always provide enough challenge for pupils in general and for the higher attainers in particular.
- II. Levels of attainment in English and mathematics are still too low at the end of Key Stage 2.
- III. The pace of some lessons is too slow and time is not metered out in small quantities to make sure that pupils keep working.
- IV. Information technology does not meet statutory requirements.
- V. Makes unsatisfactory overall provision for extra-curricular activities.
- VI. The school does not currently have a library.

**The strengths are now outweighing the weaknesses at this school and the weaknesses will form the basis of the governors' action plan.**

### How the school has improved since the last inspection

Following the last full inspection a detailed school improvement plan was produced. The majority of key issues raised then, and at the review visit, have been satisfactorily met. Standards of teaching have improved considerably since the last full inspection. Levels of attainment are rising, particularly in Key Stage 1 and in science, especially, at Key Stage 2.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			w e ll a b o v e r a v e

English	E	E
Mathematics	E	E
Science	E*	E*

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<i>a</i>
<i>g</i>
<i>e</i>
<i>A</i>
<i>above</i>
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This table shows that standards were well below the national average in English and mathematics and were very low in science in 1998. When compared to schools that have a similar proportion of pupils eligible for free school meals, standards are well below in English and mathematics and are very low in science. However, results for 1999 show improvements have been made in English, mathematics and science at Key Stage 1 and Key Stage 2. In 1999 at Key Stage 1, the results were better than the 1998 national averages. At Key Stage 2 in 1999, all the results improved compared to 1998 – the largest improvement was in science. Attainment in information technology is below national standards at the end of Key Stage 2. Satisfactory progress is made in art, design and technology, history, geography and physical education. Unsatisfactory progress is made in music.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science	Good	Satisfactory	Satisfactory
Information technology		Satisfactory	Unsatisfactory
Religious education			
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is satisfactory overall. It varies from unsatisfactory to very good. Approximately 86% of lessons seen were satisfactory or better and approximately 12% were good or better. This represents a significant improvement on the previous full inspection. Standards have been maintained since the review visit.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory overall. Examples were seen of very good behaviour but occasionally this slipped to being poor.
Attendance	Attendance is good and the pupils are generally punctual.
Ethos*	Satisfactory
Leadership and management	The leadership provided by the Governing Body and senior staff is satisfactory and has improved since the last inspection.
Curriculum	Very good for the under-fives and satisfactory for the other key stages.
Pupils with special educational needs	Good.
Spiritual, moral, social & cultural development	Good.
Staffing, resources and accommodation	Generally satisfactory with the exception of the library.
Value for money	Satisfactory

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*



## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>●. Parents find it easy to approach the school with questions or problems.</li> <li>●. The school encourages their children to get involved in more than just their daily lessons.</li> <li>●. The school's values and attitudes have a positive effect on their children.</li> <li>●. The school achieves high standards of good behaviour.</li> <li>●. Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>●. The school doesn't keep some parents informed sufficiently on their children's progress.</li> <li>●. The school does not achieve as good a standard of work as some parents would like.</li> <li>●. Parents are not as involved in the life of the school as some of them would like.</li> <li>●. There are some concerns about the level of homework.</li> <li>●. Expectations of what the children are capable of achieving could be higher.</li> </ul>

The findings of the inspection generally support the parents' views about the positive aspects of the school, although behaviour is inconsistent and there could be greater provision for extra-curricular activities. Levels of homework are inconsistent. Standards could be higher at the school if expectations were higher; standards are improving. The school states that parents are always welcome to help in the school.

## KEY ISSUES FOR ACTION

In order to improve standards further, the Governing Body, Headteacher and staff should :-

1. Raise levels of attainment in English and mathematics in Key Stage 2 by:
  - . Ensuring that lessons contain more challenge for pupils in general and for higher attainers in particular (paragraph 26);
    - . Establishing a faster pace for lessons, with time metered out in smaller quantities (paragraph 29);
  - . Ensuring that work is thoroughly marked.
1. Deliver a programme of information technology which complies with statutory requirements. (paragraph 108).
2. Create a school library (paragraph 65).
3. Provide a greater range of extra-curricular activities (paragraph 36).
4. Further develop the role of the curriculum co-ordinators for foundation subjects in monitoring the delivery of the subjects for which they are responsible through the school (paragraph 55).

In addition the school may wish to consider reviewing the timetable so that the school day is divided into a greater number of smaller portions (paragraph 32) and deal with the health and safety issues referred to. (paragraphs 47 and 66).

## INTRODUCTION

### Characteristics of the school

1. St George's CE Primary school is situated in the centre of three large housing estates in Camberwell and Peckham in the south London borough of Southwark, but the admission of pupils from a wide area reflects its links with the Church. There are just under 200 pupils. Forty percent of the pupils are entitled to free school meals, and although this is in line with the average for the local area, it is above the national figures. One quarter of the pupils come from homes where English is the second language and 15 pupils are targeted for language funding. There are two pupils with statements of special educational needs.
2. The school was inspected under Section 9 of the Education (Schools) Act 1992 by a team of inspectors in November 1994. The inspection was critical of many aspects of the school's work and in accordance with Section 206 (7) of the Education Act 1993, the school was made subject to special measures because it was judged to be failing to give its pupils an acceptable standard of education.
3. In April 1997, the school was inspected by HMI under the Schools Inspection Act 1996, Section 3(1), which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. In accordance with Section 14 of the School Inspections Act 1996, Her Majesty's Chief Inspector found that the school no longer required special measures.
4. The school's general aims (taken from the prospectus) are:
  - To foster in all pupils an eagerness to learn
  - To equip pupils with the skills and knowledge to progress successfully to the next stage of their education
  - To encourage pupils to be self disciplined, responsible, self reliant and self confident
  - To be tolerant, caring and respectful of all
5. The school's priorities include:
  - Increase attainment at Level 2 in mathematics to 90% by the summer of 2002
  - Increase attainment at Level 4 in mathematics to 67% by the summer of 2002
  - Increase attainment in English at Level 2 to 78% by the summer of 2002
  - Increase attainment in English at Level 4 to 67% by the summer of 2002
  - Increase attainment at Level 4 in science to 70% by the summer of 2002
  - Raise the level of skill in information and communications technology of both staff and pupils
  - Increase the use of information and communications technology across the curriculum in all classrooms
  - 50% of pupils have regular access to the Internet
  - Set up effective procedures to assess pupils' progress and to ensure a match of work to needs
  - Pupils will act responsibly inside and outside of the school
  - Pupils will care about the school environment and will play an active part in improving it

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	18	10	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	8	11	14
	Girls	6	8	8
	Total	14	19	22
Percentage at NC Level 2 or above	School	64	68	79
	National	80(80)	81(80)	84(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	11	15	14
	Girls	8	8	8
	Total	19	23	22
Percentage at NC Level 2 or above	School	68	82	79
	National	81(80)	85(84)	86(85)

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	16	14	30

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	7	7	4
	Girls	4	1	0
	Total	11	8	4
Percentage at NC Level 4 or above	School	37	27	13
	National	65(63)	59(62)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	15	14	13
	Girls	8	8	7
	Total	23	22	20
Percentage at NC Level 4 or above	School	77	73	67
	National	65(63)	65(64)	72(69)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year		%
Authorised	School	3.5
Absence	National comparative data	5.7
Unauthorised	School	0.3
Absence	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	12.2
Satisfactory or better	86
Less than satisfactory	14

## PART A: ASPECTS OF THE SCHOOL

### EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### Attainment and progress

1. Levels of attainment on intake are below the average of schools in Southwark and below that of schools nationally. Children under five make good progress in all areas of the curriculum. In language and literacy they write their name accurately and potential high attainers read simple words. In number work, many children count to thirty and have started to understand simple additions of numbers. Their personal and social development is good. Children show independence and display enthusiasm for activities; they co-operate with each other and play happily together. Children under five show a satisfactory knowledge and understanding of the world around them and can identify differences and similarities in familiar environments. They make satisfactory progress in their creative development. They sing and make music regularly and undertake a range of art activities which enable them to make good progress in this area. Opportunities for role-play, however, are limited.
2. The results of the national tests and teacher assessments for 7 year olds in 1998 indicate that pupils' attainment in reading was well below the national average; in writing it was well below the national average and in mathematics it was also well below the national average. The results of the 1999 national tests indicate that pupils' attainment has improved in reading, writing and mathematics compared to that in 1998 and is above the 1998 national average. The inspection findings reflect the improvement shown in the 1999 tests. Overall attainment at the end of Key Stage 1 is in line with the national average and at the end of Key Stage 2 it is below the national average.
3. By the end of Key Stage 1, pupils' attainment in English is in line with national standards. This is because of a well-planned programme. By the end of the key stage, pupils have made satisfactory progress and enjoy their literacy lessons. Pupils' attainment across the subjects of the curriculum is aided by their standards of literacy.
4. The 1998 tests and teacher assessments for 11 year olds indicate that attainment in English was well below the national average, attainment in mathematics was well below the national average and attainment in science was very low compared to the national average. In English the gap between St George's pupils and the national average is larger at the end of Key Stage 2 than at the end of Key Stage 1. In the case of mathematics in the 1998 tests, pupils were well below the national average by the age of 11. In the 1998 tests in science pupils' performance in the Key Stage 2 tests was very low. Progress is unsatisfactory in English and mathematics across the key stage but satisfactory in science. Results for 1999 show an increase in pupils' attainment in all three core subjects, with the improvement being greatest in science. Inspection findings corroborate the results of the latest tests and teacher assessments.
5. Results of the 1998 teacher assessments at the end of Key Stage 2 were much better than the 1998 tests. In English the proportion of pupils achieving Level 4 or above was above the national average, and the proportion reaching the higher Level 5 or above was well above the national average. Pupils' performance in the 1998 teacher assessments in mathematics was above the national average for Level 4 and also above the national average for the higher Level 5. In science, whilst the proportion of pupils reaching Level 4 and above was below the national average, the proportion reaching Level 5 and above was close to the national average. The school's explanation for the differences between these results and the test results is that this particular group of pupils had had little experience of working under test conditions.
6. An analysis of the relative performance of boys and girls between 1996-1998 indicates that in the Key Stage 1 tests and teacher assessments, the results of boys in writing and mathematics were lower than those of girls, although the reverse was the case in reading. In the Key Stage 2 tests and assessments

over the similar period, girls performed at a lower level than boys in each of the areas of English, mathematics and science, with particularly low results evident among girls in 1998. In general, higher attaining pupils progress satisfactorily in Key Stage 1 but their progress is unsatisfactory overall in Key Stage 2 as a result of low expectations and lessons lacking sufficient challenge.

7. A comparison of pupils' results in 1998 at the end of Key Stage 1, with those of pupils from similar schools, shows attainment in reading to be well below average and in writing to be also well below average. In mathematics pupils' results are below average in comparison to similar schools. At the end of Key Stage 2, pupils' results in 1998 are well below average in English, well below average in mathematics and very low in science compared to pupils who are from similar schools.
8. The National Literacy Strategy has had a positive impact on standards since it was introduced in 1998. There has been satisfactory planning for the implementation of the Strategy. This has resulted in teachers confidently using new materials and methods in a way that has improved pupils' attainment and progress. Literacy is satisfactorily developed in other areas of the curriculum.
9. The introduction of the National Numeracy Strategy is starting to have a positive impact on standards in mathematics. In Key Stage 1, pupils' number work is generally in line with national standards, although their knowledge of the easier multiplication facts could be greater. By the end of Key Stage 2, pupils' knowledge of multiplication tables is satisfactory overall but are not built on systematically from an early enough age. Numeracy skills are satisfactorily developed in other areas of the curriculum such as science.
10. Attainment in information and communication technology is in line with national standards at the end of Key Stage 1 and unsatisfactory at the end of Key Stage 2. By the age of 7, pupils design simple posters containing text and drawings to advertise the summer fair, for example. By the age of 11, pupils use information technology to produce appropriate charts and tables, but demonstrate levels of attainment in control, monitoring and modelling that are below national standards.
11. Progress is satisfactory overall in both key stages in design and technology, history, geography, art and physical education. It is unsatisfactory in music.
12. Pupils with special educational needs make satisfactory progress throughout the school. Their progress is reviewed regularly by the special educational needs co-ordinator together with the class teacher half-termly. Individual educational plans are appropriate and promote satisfactory progress.

### **Attitudes, behaviour and personal development**

13. Behaviour in the school is satisfactory. Since the previous inspection the whole staff of St George's has worked together to create a positive, consistent approach to behaviour in school. This is evident in classrooms and around the school where behaviour is good, sometimes very good, but occasionally may slip to being poor for some individuals.
14. The pupils are friendly, polite and articulate. They are boisterous but controlled at play, and very pleasantly behaved at dinner times and in and around the school. In classes some tend to become noisy and stray from their tasks, but on the whole they are attentive, interested and concentrate on their work. They develop increasing ability for personal study, for instance, doing some good homework research for a Year 6 science class.
15. Relationships within the school are good and pupils can work collaboratively when required, although some prefer working on their own. They are respectful of other's feelings and reflect on right and wrong behaviour and the values of the school.

16. When required pupils take responsibility and initiative confidently, as for example when they take turns to be the "special person" in their classroom, or as "playground friends" and in setting up the hall for assembly. Parents are satisfied with the behaviour of their children in school and their attitudes to work and the inspection confirmed their views.

### **Attendance**

1. At the previous inspection there were concerns about attendance and punctuality. The school has worked hard to improve both. The effect has been to raise attendance levels to above the national average. Punctuality has been improved by closing the gate at 9 a.m. so that all latecomers have to report to the office and their reasons are entered in the registers. This has enabled the school to follow up any unpunctuality with parents. Improved attendance has had a positive impact on attainment and progress.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

2. The overall quality of teaching is satisfactory. It is good for the under-fives, satisfactory in Key Stage 1 and satisfactory in Key Stage 2. Teaching for the under-fives, which is based on a well structured curriculum plan, varied from good to very good; in Key Stage 1 it ranged from good to unsatisfactory and from very good to unsatisfactory in Key Stage 2. Overall, nearly 86 per cent of the lessons seen were satisfactory or better, just over 20 per cent were good or better and just over 12 per cent were very good. Just over 14 per cent of lessons seen were unsatisfactory. These overall figures represent a significant improvement since the last full inspection. Overall standards have generally been maintained since the review visit, although the proportion of good and very good teaching has declined a little.
3. Teaching of those pupils with special educational needs is satisfactory and is effectively supported by the learning support assistants.
4. Teachers' knowledge and understanding are very good for the under-fives and satisfactory in Key Stage 1 and Key Stage 2.
5. Teachers' expectations are good for the under-fives but unsatisfactory overall in Key Stages 1 and 2. This represents a decline since the review visit. Some lessons in both key stages lack sufficient challenge for pupils in general and for the high attaining pupils in particular. Pupils are not sufficiently "stretched" by being posed questions that will really get them to think. For example, in a science lesson involving boiling water, "What causes the water in a kettle to make a noise when it is being heated?" In a mathematics lesson involving the 9 times table, "I'll bet that none of you in this class could learn your nineteen times table! "Or," Could any of you in this class find a way of adding together the numbers from one to nineteen, without actually doing an add sum?"
6. Teachers' planning is good for the under-fives and satisfactory in Key Stages 1 and 2. Procedures have improved since the review visit. Planning in some English lessons is good and is based on assessment and evaluation of previous lessons; in other English lessons there is poor short term planning in both key stages.
7. The methods and organisation that teachers use are good for under-fives and satisfactory overall for Key Stage 1 and Key Stage 2. Management of pupils is very good for under-fives and satisfactory overall for Key Stages 1 and 2. In some classes, management is unsatisfactory at times, with pupils being allowed to chat unproductively.

8. The pace of the lessons for under-fives is good but unsatisfactory overall for Key Stages 1 and 2. Too many lessons lack sufficient punch and pace although there were examples of very good practice. Time is not metered out in small enough quantities in some lessons, resulting in pupils wasting time. For example, after an appropriate introductory session to a lesson, teachers sometimes then tell the pupils to get on with a certain piece of work, without saying "You have five minutes to...". This lack of pace represents a decline since the review visit.
9. The quality and use of day-to-day assessments is very good for the under-fives and satisfactory in Key Stage 1 and Key Stage 2.
10. Use of homework is satisfactory overall.

### **The curriculum and assessment**

1. The breadth and balance of the curriculum for under-fives is very good. Children are offered a range of experiences in all areas of learning, relevant and appropriate to their age and prior attainment. In Key Stages 1 and 2 it is satisfactory. The time allocations for the core subjects of English, mathematics and science exceed the requirements in both key stages. This reflects the priorities expressed in the school improvement plan, where literacy, numeracy, science and information and communications technology are targeted for development. The timetable is organised in such a way that teaching of literacy and numeracy and other aspects of English and mathematics often takes place for 1.5 hours continuously. Children's response towards the end of these long sessions is sometimes unsatisfactory. The statutory requirements are met with regard to provision, with policies for sex education and health education in place. Whilst the breadth and balance of the curriculum is satisfactory in both key stages, at certain times in the year an emphasis on certain subjects means that other curriculum areas disappear from the timetable. However, the overall picture represents an improvement in the position reported in the 1994 inspection, and demonstrates maintenance of the improvements noted in the 1997 re-inspection.
2. A commitment to equality of access and opportunity is made in the relevant policy, and is reflected in the subject policies and plans. Pupils have equal access to the curriculum, with pupils whose second language is English receiving appropriate support within the classroom. Within the provision for the creative arts, language, geography and history, resources and curriculum plans reflect the range of cultural backgrounds from which the pupils are drawn. Policy documents include clear guidelines for dealing with racism.
3. Provision for pupils with special educational needs is at least satisfactory across the school and meets the Code of Practice. A well structured policy is in place, and pupils are fully integrated in the mainstream classrooms, and are well supported by learning support assistants. Appropriate individual education plans are in place. Assessment is undertaken regularly, and the individual education plans are revised by teachers and the special needs co-ordinator. Appropriate work is regularly provided in English, mathematics and science, and the weekly and daily planning sheets used by all staff indicate the level and kind of work to be completed by individuals and groups.
4. In the Reception class planning for progression and continuity is very good, providing regular opportunities for assessment and the results of assessments are used effectively to plan for the next stage in pupils' learning, which are based on a detailed foundation scheme. In Key Stages 1 and 2 curriculum planning is good. Schemes of work have been completed for all subjects, in line with the recommendations from the 1997 HMI inspection. The information and communications technology policy shows how the provision for this subject is integrated into other curriculum areas. Curriculum maps show appropriate progression, continuity and potential cross-curricular links within and between subjects and key stages. Long and medium term plans are the responsibility of subject co-ordinators, with worthwhile contributions from all teachers. Short-term plans, using a common format, are the responsibility of each individual teacher. Curriculum plans are appropriately monitored by a member of the Governing Body with specific responsibility for this, and subject co-



ordinators have attended governors' meetings to discuss curriculum plans and policy documents. This represents an improvement in the position reported in the 1994 inspection, and the HMI re-inspection of 1997.

5. At the time of the inspection, there was little provision for extra-curricular activities. A French club, taken by a parent, the choir, run by a member of the Governing Body who is helped by the music co-ordinator, and a science club were the only opportunities available.

#### Assessment

6. Assessment in the Reception class is very good. In addition to baseline tests, on-going assessments are constantly made, and teaching plans and children's work annotated with information about individual children's response and progress. This is fed into future planning, so that provision is made for every child's development. Targets are set for individuals on the basis of these assessments and the results of regular sampling of work. Assessment in Key Stages 1 and 2 is satisfactory. In response to the recommendation made in the 1997 HMI report, a whole school assessment policy has been developed, which links with both long and short term planning. A short term planning grid has been drawn up which requires teachers to show objectives, assessment opportunities and to evaluate outcomes. Statutory tests are conducted as required, and additional tests are carried out throughout Key Stage 2 in mathematics and English. Samples of work in science, English and mathematics are regularly analysed but not always marked. Objectives are set in each key stage as a result of assessments, and individual targets are developed. Staff have gone some way to successfully identifying areas of strengths and weakness by plotting results onto grids indicating tested items. This is intended to influence curriculum planning and should ensure that it is matched to children's needs and abilities. This is not always the case in all classes. The assessment system is complex, and sometimes unwieldy. It is therefore not always as effective as it could be in raising levels of attainment. It is currently under review with the intention of streamlining it and making it more workable.

#### **Pupils' spiritual, moral, social and cultural development**

1. Good provision is made for pupils' spiritual, moral, social and cultural development. The progress made since the last full inspection and review is a strength of the school.
2. The school has an effective policy for spiritual, moral, social and cultural education, a clear mission statement, a school code and targets to be achieved at the end of Key Stage 2. The school's statement of aims includes the intention to develop in all children the qualities of self discipline, responsibility, self reliance, self confidence, tolerance, and care and respect for all.
3. The provision for pupils' spiritual development is good. The school has a daily assembly where children are encouraged to think of personal beliefs, develop a sense of conscience and to be silent and reflective. In assemblies, pupils have opportunities to listen to music and stories, join in with prayers and hymns, reflect, and explore spiritual, moral and social issues.
4. The provision for pupils' moral development is good. All teachers take opportunities to promote good behaviour and encourage pupils to take personal responsibility for their actions. The school as a whole encourages pupils to show consideration for others, challenges unfairness and is consistent in its application of a clear moral code.
5. The provision for pupils' social development is good. All adults in the school provide good role models for pupils. Pupils have opportunities to take responsibility in acting as monitors, setting out the hall for assemblies and acting as playground 'friends' whereby these children diffuse arguments and disagreements that may occur on the playground. The school has invested in benches and picnic tables in order to provide quiet areas around the school. All break times are characterised by boisterous, enthusiastic play, positive relationships and healthy activity. The clear expectation throughout the

school is that every pupil will be responsible for his/her own conduct and work, and to this end each class has agreed their own list of rules and expectations of behaviour, which help pupils' social development.

6. The provision for pupils' cultural development is good. All classes arrange at least one visit per term to places such as the Science Museum, Natural History Museum, local mosques, Southwark Cathedral and The Festival Hall. Visits have been made to The Polka Theatre and the theatre group have visited the school to work with pupils. There is an annual school journey. Last year, Year 6 visited the St Nicholas Centre in Hastings where they followed an environmental studies programme. There are plans to visit France during the next academic year with the support of the local church. The community police, fire service and railway police visit the school to work with pupils.
7. The school caters for four main cultural groups and benefits from the day-to-day interaction of pupils from different ethnic backgrounds.
8. The school has implemented a scheme of work devoted to the development of pupils' spiritual, moral, social and cultural development. During the week of the inspection two lessons were observed in Key Stage 1 where the topic of friends was effectively investigated. The pupils made good progress in developing their understanding of what friends are and what constituted friendly behaviour. There are not enough books to promote multicultural development.

#### **Support, guidance and pupils' welfare**

9. At the previous inspection there was some concern expressed about the continuous care of pupils in school. Now, as at the time of the 1997 re-inspection, supervision is good, the pupils move around the school in an orderly and sensible way and the school site is carefully secured. This security also encourages punctuality. Many class teachers are frequently supported by able classroom assistants. The school has worked through its policies on behaviour and its home-school agreement and agreed effective measures to promote discipline and good behaviour and to eliminate oppressive behaviour. These policies are discussed by all staff and followed up with pupil and parent consultation and are, on the whole, consistently used across the school.
10. The school provides effective support for pupils. This is informed by monitoring their academic progress which gives a good framework for support and guidance. The school follows the borough's child protection procedures and the Headteacher is the very experienced teacher responsible. The school's health and safety policies are satisfactory, and are followed up regularly by the Headteacher and premises manager. Some concern was expressed at the placing of trailing cables for electrical equipment in some classes.
11. The school takes care to introduce the children and their parents into school to make this transition a good one. There is further transition support as the children move on to Key Stage 2, and then to secondary schools. The school is successful in giving its pupils secure care with a good sense of their well being and the parents are happy that this is so.

#### **Partnership with parents and the community**

1. As at the time of the previous inspection, the school visibly makes parents welcome before and after school, and most parents feel that teachers are approachable.
2. Information provided to parents about the school activities in newsletters is lively and easily accessible. Parents come to two sessions in the school before their children start and there is a further introduction to the Junior School. There are reasonably attended progress meetings for parents through the year. Pupils' annual reports are carefully constructed and thoughtful; they contain parental and pupil comments, but do not always clearly show attainment and lack descriptors of what children

can and cannot do. Some targets are set.

3. Many parents support their children's work at home through reading, sums and spellings and other homework. Parents would appreciate information about what work their children will be doing during the term. A very good example of home/school involvement is the weekly homework activity sheets for family and children set in Year 3. Some parents would welcome more involvement as volunteers in the life of the school than they have at present.
4. The school has good links with the local community through the churches and regular class outings. The partnership with the vicar and curate are unusually good and are appreciated by both the school and the church. Pupils have an opportunity each term to visit places related to their study topic and longer annual visits are also arranged. They support charitable activity generously and, through the choir's cassette, are forming links with children in Uganda. The choir also performs at the local day centre. The community shares in school fairs and productions. In all these ways the school's work continues to be enriched.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

5. The overall leadership and management of this school are satisfactory.
6. The Headteacher, Governing Body and senior management team provide satisfactory leadership and give clear educational direction for the school. The key issue raised in the last full inspection, which was to improve the leadership and management of the school, has been met. A key issue also raised in this last full inspection, to put in place urgent measures to raise standards of achievement, is being continuously addressed satisfactorily. A key issue raised in the review visit, to agree and put in place a new structure for staffing and managing the school and the curriculum, has been fully met. The Governing Body has an appropriate long-term view of the school's development.
7. Support and monitoring of teaching and curriculum development are satisfactory overall. Whilst the monitoring of the core subjects by curriculum co-ordinators is being carried out appropriately, this has still not spread to the monitoring of foundation subjects by curriculum co-ordinators. Nevertheless, the Headteacher does carry out some appropriate monitoring in these areas, by visiting all classes regularly. The key issue raised in the 1997 review visit, to extend monitoring, has not been fully met.
8. Implementation of the school's aims, values and beliefs is satisfactory. The teachers are aware of these aims which are largely met, although the aim to raise levels of attainment has still to be fully implemented, particularly in English and mathematics at Key Stage 2.
9. Development planning, monitoring and evaluation are good overall. The school has set clear targets for improvement and has put strategies in place to achieve them, thus meeting a key issue raised in the review visit.
10. Management of special educational needs by the special educational needs co-ordinator is good. The governor with responsibility for special educational needs has been actively involved in the organisation of this provision by providing a high level of support and leadership for the special educational needs co-ordinator and the school. She has a clear strategic view of future developments.
11. The school's ethos is satisfactory. Statutory requirements are met.

### **Staffing, accommodation and learning resources**

1. The school staff are appropriately qualified and support the curriculum well. Since the last full inspection and later review the co-ordinators for science and English have completed 20-day training courses in their subjects and oversee the delivery of the curriculum in these areas. Co-ordinators are in place for all National Curriculum subjects. The school benefits from a strong team of classroom assistants who provide good support for pupils with special educational needs.
2. The administrative officer provides competent support for the Headteacher and staff. The Premises Officer is efficient and undertakes his duties conscientiously, maintaining with his staff a high level of cleanliness throughout the school. Mid-day staff provide good supervision during the lunchtime break. Appropriate job descriptions are in place but some are overdue for revision.
3. Appraisal and termly staff development interviews organised by the Headteacher contribute to a staff development plan. This identifies areas for continuing professional development and supports the effective delivery of the curriculum. The school improvement plan runs parallel to the staff development plan and complements the process of curriculum and staff development.
4. Learning support staff work closely with the class teachers in implementing the individual education plans of children with special educational needs and are monitored in the first instance by the class teachers. Further monitoring is provided by the Headteacher at twice termly meetings with the support assistants and their class teachers.
5. The school accommodation is generally satisfactory and allows the subjects of the National Curriculum to be taught effectively. The school buildings are generally in good order and well cared for both inside and out. Classrooms are a good size, light and generally well maintained. Displays around the school and in all classrooms provide a stimulating learning environment.
6. The school does not have a library although this is in the process of development. The major building alterations were completed in the summer of 1999 and there are plans to re-furbish the interior and purchase new books. Preliminary work has been completed on a multimedia suite. The necessary wiring is in place and the completion of this area is part of an on-going plan. There are also plans to re-furbish the boys' toilets in the junior teaching block. They are in a very poor condition.
7. The school has an infant and a junior playground separated by high wire netting. The junior playground is marked out for netball and rounders. The infant playground is in need of serious attention. There is a large 'safe landing' area in the centre of the playground that stands about 5cm above the surrounding area and an open drainage channel that runs diagonally across the main area of the playground. These features constitute a potential hazard to children running and playing in this area. There are very few play markings on this playground.
8. The school has provided benches and picnic tables that are placed around the grounds to provide quiet areas. The school has some small garden areas and these are maintained to a good standard.
9. Sufficient resources are available to support the subjects of the National Curriculum but the school has no library. Each classroom has a good quality computer and printer, all in working order with appropriate software. Resources are generally well kept and in good condition. Most subjects' resources are kept in the classrooms with additional equipment held appropriately in a central store.

### **The efficiency of the school**

1. The efficiency of the school is satisfactory overall. The school has responded effectively to the issues raised in the last full inspection report.
2. Financial planning is satisfactory. The school has an appropriately costed school improvement plan to summer 2000 with provisional items identified to 2001. The plan is a culmination of collaborative work of the Headteacher, staff and governors. The finance committee monitors overall expenditure on a regular basis.
3. Use of teaching and support staff is satisfactory overall. In some numeracy and literacy sessions, support staff are not always employed to best effect during the sometimes lengthy, whole-class taught parts of the lessons.
4. Use of learning resources and accommodation is satisfactory in all subject areas, except in music where some of the instruments are not used at the present time.
5. The efficiency of financial control and school administration is satisfactory. The school is audited annually and the recommendations contained in the latest audit have all been actioned. The administrative assistant is competent and efficient and helps the smooth running of the school.
6. Given pupils' attainment on entry, the quality of education provided, the levels of attainment in the school and the progress of pupils, together with the levels of expenditure per pupil, the school is providing satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

1. Children enter the Reception class with levels of attainment below national expectations, as shown by the results of the London Borough of Southwark Baseline Assessment Test, carried out over the first six weeks at school. During the year, their attainment and progress in reading, writing and mathematics are regularly monitored and assessed, and careful records are maintained. At the time of inspection children were achieving the desirable learning outcomes by the time they were five and progress was good. Many children had begun to read, could count beyond 10, showed confidence in handling a range of resources and were developing appropriate social skills. This is in line with findings in the inspection of 1994.
2. Teaching is based on a well structured curriculum plan which includes all areas of the Desirable Learning Outcomes, supplemented by elements drawn from the early stages of National Curriculum programmes for the teaching of English and mathematics, and National Literacy and Numeracy Strategies.
3. Personal and social development is good. Within all areas of learning children displayed enthusiasm for activities, co-operated, and worked or played happily. They showed respect for materials and equipment, had a positive attitude to books and were open and communicative with adults. Many children were developing independence in using equipment, including information and communications technology. Behaviour was consistently good, with children staying on task and working hard. This reflected high expectations on the part of the teacher and other Reception class staff, and very good use of positive reinforcement of desirable behaviour.
4. In language and literacy, progress is good for children who have begun to read simple books, recognising many of the words and identifying initial sounds. The higher attainers can write some words without help and most children can write their names with correct use of upper and lower case letters. Lower attainers handle their books appropriately, and tell the story using picture cues. Their attainment is satisfactory. All children make good progress in relation to prior attainment. All listen attentively and most contribute well orally. This exceeds the standards reported in the inspection of 1994. In English, teaching is good, with high expectations, careful structuring and appropriate differentiation contributing to the good progress seen.
5. In mathematics, progress is good for children of all abilities. They are able to count to 30 and have started to understand simple addition of numbers. The teacher demonstrated good subject knowledge and lessons were well planned and appropriately differentiated, with an appropriate range of resources provided. This is in line with the findings of the 1994 inspection.
6. Knowledge and understanding of the world was demonstrated in discussions about homes, school and outside activities such as attending church. Children showed satisfactory levels of knowledge and understanding of the world around them, and could identify differences and similarities in familiar environments. They were beginning to use information and communications technology with support, and making satisfactory progress with this. Teaching was good, with planning showing cross-curricular links and frequent assessment opportunities, which were consistently used.
7. Physical development is satisfactory, with most children showing appropriate co-ordination. Gross and fine motor skills were developing well, with the majority of children handling tools and equipment confidently and with good control. The lower attainers were well supported in this area, with planning taking account of their individual needs.
8. Within the area of creative development, progress is satisfactory or better. Pupils sing and make music

regularly and enthusiastically, progressing well with their understanding of sound contrasts, pitch and tone. Art work is varied, with a range of appropriate mediums regularly available for picture making. Progress was good in art, when pupils rose to the challenge of high expectations, for example in mixing tints from primary colours. Provision for imaginative play was more limited, with dressing up and role-play resources restricted to a home corner at the time of inspection.

9. Resource provision is generally satisfactory, with books and equipment well maintained and cared for. The classroom is spacious and has generous display space. The computer was usually in use, and overall, the resources were efficiently deployed for the benefit of all the children. The use of the classroom assistant's time was well managed.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

1. On the basis of 1998 national test results, standards at the end of Key Stage 1 were well below the national average and the average for similar schools. The proportion of pupils reaching the higher Level 3 or above, whilst well below the national average, was broadly in line with the average for similar schools. At Key Stage 2, pupils' performance was well below the national average and well below the average in similar schools. At both key stages boys performed at a slightly higher level than girls. This reflects the findings of the last full inspection in 1994. The picture is similar over the three years since 1996. Provisional results from 1999 tests show improvements in both reading and writing at Key Stage 1 which indicate attainment closer to national standards, and some improvement in performance at Key Stage 2, in line with the trend nationally. Results of the 1998 teacher assessments at the end of Key Stage 2 were much better than the 1998 tests. In English the proportion of pupils achieving Level 4 or above was above the national average, and the proportion reaching the higher Level 5 or above was well above the national average. The school's explanation for the differences between these results and the test results is that this particular group of pupils had had little experience of working under test conditions. Inspectors uphold this view.
2. Speaking and listening are average at the end of both key stages. This is in line with the findings of the previous full inspection. The higher attaining children throughout the school use an extensive vocabulary to communicate across a range of purposes using standard English. Lower attainers sometimes need support to express what they wish to say, although most demonstrate confidence in speaking up. In the under-fives and Key Stage 1 classes pupils listen well to their teachers and each other, answer questions and take turns in discussions. They can tell and extend stories and describe experiences. They show an interest in words, developing rhymes and alliteration. Older pupils at the end of Key Stage 1 are developing an appropriate vocabulary with which to discuss aspects of language, and know terms such as 'homophone' and 'adjective'. At the end of Key Stage 2 pupils are encouraged to use standard English, and older pupils compare it with dialects they are familiar with. In some classes they have opportunities to create and perform scripted drama and frequently work independently in groups, planning, sharing ideas and investigating issues orally. In other classes such opportunities are restricted.
1. Standards of reading are approaching average in Key Stage 1 and below average in Key Stage 2, although individual examples of above average performance were noted. In Key Stage 1 pupils of all abilities demonstrate enthusiasm for books, and enjoy the stories. They read from an appropriate range of books and take books home, where some read to parents or siblings. When reading they use a range of cues including contextual and phonic, although lower attainers do not always use grammatical knowledge to check whether what they have read makes sense. Higher attaining pupils know how to find information in a book by looking at the contents page. At the end of Key Stage 2 pupils have access to a wide range of texts introduced through the literacy hour. The highest attaining children at the end of Key Stage 2 read aloud fluently and with expression from complex texts, and are able to question and

discuss what they have read. They review and recommend books for their

classmates. Lower attainers do not use all cueing systems accurately when reading aloud, which leads to less efficient comprehension of texts. Opportunities to develop information gathering skills from books is restricted because of the lack of library provision. There is no evidence that pupils are able to use classification systems or library catalogues.

2. Standards in writing are generally below average in both Key Stages 1 and 2, although standards of handwriting and presentation are close to average. This represents an improvement on the findings of the last full inspection. By the end of Key Stage 1 most pupils produce legible joined script and use upper and lower case letters appropriately. Their knowledge and understanding of punctuation is not well developed, with most pupils unable to identify speech marks or say how they should be used. At Key Stage 2 pupils are encouraged to write for a range of purposes. Those with high prior attainment write at length and are beginning to edit and revise their writing. They show independence in checking and correcting spellings, and punctuate with accuracy. Lower attainers are sometimes reluctant to write, and finished products demonstrate a poor grasp of spelling rules, inaccurate punctuation and lack of understanding of some grammar rules such as the appropriate and consistent use of tenses.
3. Literacy skills are improving at both key stages since the introduction of the literacy hour. Most pupils at the end of Key Stage 2 understand the roles of authors and publishers, and tackle a range of texts appropriately. They are beginning to analyse the ways in which writers create effects and meaning, for instance through discussion of a play script, and can identify fiction from non-fiction by examining the writer's style and the use of tense. Throughout the school, pupils are developing their language skills required for discussion of their own and other people's writing. Some pupils are able to use information and communications technology skills for word processing, but for the majority these skills are not sufficiently well developed for drafting and revising writing.
4. During Key Stage 1 the lower attaining children and those with average prior attainment continue to make satisfactory progress. They consolidate and reinforce knowledge and skills during literacy hour, and practise their reading and writing frequently. Some children with special educational needs make good progress towards their individual targets. Those with high prior attainment make barely satisfactory progress in both reading and writing when they sometimes work at tasks which are insufficiently demanding. In Key Stage 2 progress is satisfactory for those with low prior attainment but sometimes unsatisfactory for the pupils with average or high attainment. Unsatisfactory progress was noted in more than a third of lessons observed in Key Stage 2. Within individual lessons progress is sometimes hampered by insecure subject knowledge on the part of the teacher, for example on points of grammar, or because of problems of class control. Satisfactory progress resulted from appropriate expectations and careful planning of lessons.
5. Pupils' attitude varies from very good and good in the under-fives and upper levels of Key Stage 2 to unsatisfactory in some other classes. In just over two thirds of lessons seen it was satisfactory or better. Where this was the case, pupils behaved well, responded to questions, settled to tasks quickly, worked quietly and shared resources well. In one lesson children co-operated in a group to produce a script without adult support. In lessons where attitude and behaviour were unsatisfactory children became unsettled quickly, did not pay attention and wasted time through chatter and slowness when moving to activities. When asked to work independently they produced very little. The noise level was inevitably high throughout such lessons. Pupils with special educational needs were well supported by learning support assistants and usually stayed on task well and worked hard.
6. Teaching in Key Stage 1 is satisfactory, and in Key Stage 2 it is satisfactory, but individual lesson grades vary from good to unsatisfactory. Just over four fifths of lessons seen were satisfactory or better. The best lessons were characterised by secure subject knowledge, high expectations, good planning based on assessment and evaluation of previous lessons, good pupil management, use of



positive reinforcement and appropriate use of time and resources. Those which were unsatisfactory included use of tasks which were insufficiently challenging, particularly for higher attainers, poor

short-term planning, insecure subject knowledge and poor pupil management. In Key Stage 2 homework set was not always appropriate in kind or quantity. Teaching is supported by well trained learning support assistants, but in some classes their time was not well deployed, particularly during the whole class exposition in the Literacy Hour.

7. The curriculum policy document and individual year schemes of work meet the requirements of the National Curriculum and provide for equal opportunities. There is suitable provision for pupils with special educational needs. The subject provision is appropriate and gives pupils a suitable range of experience. English outside the literacy hour is often taught "end on" to the literacy hour session, making a lengthy and not very varied work period for pupils. Sometimes concentration becomes poor as a result of this. Planning and assessment in Key Stage 1 are good, and in Key Stage 2 satisfactory. Some Key Stage 2 books contained work which had not been marked.
8. The English co-ordinator has a good understanding of her role, and monitors and evaluates both pupils' and teachers' work, and sets targets. There is a satisfactory range of resources in classrooms, including some multicultural texts. Lack of a school library was a drawback, preventing children from developing key research skills. This is an area which is to be developed in the coming year. Issues raised in the previous full inspection and in the 1997 review visit have been addressed and improvements are being maintained across all aspects of English provision.

## **Mathematics**

9. On the basis of 1998 national test results, attainment is well below average at the end of both Key Stage 1 and Key Stage 2. The percentage of pupils obtaining the higher Level 3 at the end of Key Stage 1 is well below the national average and the proportion of pupils attaining the higher Level 5 at the end of Key Stage 2 is also well below the national average. Pupils' performance in the Key Stage 1 mathematics test was below average, in comparison with schools with pupils from similar backgrounds. Their performance in the Key Stage 2 tests was well below average when compared in this manner. The average attainment of pupils in the three years 1996 to 1998 was close to the national average in the Key Stage 1 tests and was well below the national average in the Key Stage 2 tests. Again, over the three years from 1996 to 1998, the performance of boys was below that of girls in the end of Key Stage 1 tests but in the end of Key Stage 2 tests, boys' performance was better than that of girls. Provisional results for 1999 show an improvement in the test results at the end of Key Stage 1 and to a lesser extent at the end of Key Stage 2. Results of the 1998 teacher assessments at the end of Key Stage 2 were much better than those in the 1998 tests. Pupils' performance in the 1998 teacher assessments in mathematics was above the national average for Level 4 and also above the national average for the higher Level 5. The school's explanation for the differences between these results and the test results is that this particular group of pupils had had little experience of working under test conditions. Inspectors uphold this view.
10. Attainment in lessons observed, scrutiny of pupils' work and discussions with pupils is in line with national standards at the end of Key Stage 1 and below national standards expected at the end of Key Stage 2. These findings reflect the improvement in mathematics performance in the 1999 national tests. Within the range of mathematics work seen during the inspection, many pupils at the end of Key Stage 1 demonstrate attainment related to shape, space and measure, number and using and applying mathematics which is in line with national standards. Many pupils at the end of Key Stage 2 understand how to round up decimals and, at the top of this key stage have generally good knowledge of their multiplication tables. They develop their own strategies when solving problems, can interpret tables and charts and are familiar with different ways of presenting data. Higher attaining pupils tackle relatively complex questions on problem solving in which they have to decide which mathematical operations are needed. There was no discernible difference in the performance of girls and boys. There are strengths

in some of the work on number which has been carried out at the end of Key Stage 2 but weaknesses exist in knowledge of multiplication tables in some of the lower

classes and in using and applying mathematics throughout the school. There is evidence to show that standards have improved in mathematics since the last full inspection and have been maintained since the review visit. Pupils' mathematical vocabulary is not well developed and younger pupils in Key Stage 2 do not know their multiplication tables well enough.

11. Progress of pupils in mathematics is satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. Progress is greatest when the class has a keen and enthusiastic teacher who sets a quick pace. Pupils with special educational needs generally make satisfactory progress in mathematics. Whilst pupils with higher prior attainment are also making appropriate progress, some lessons provide insufficient challenge for them. For example, many pupils at this school demonstrated to the inspector that they rise to the challenge of a really "hard sum".
12. Pupils' response in lessons seen was satisfactory overall in both Key Stage 1 and Key Stage 2. They generally behave well and concentrate, mirroring the enthusiasm of their teachers. In a minority of lessons that lacked sufficient challenge, pupils' behaviour was unsatisfactory and they wasted time. Pupils' attitudes to mathematics are generally positive and they show enjoyment for the subject. Relationships all round in mathematics lessons between pupils and with their teachers are good.
13. The overall quality of teaching is satisfactory in both key stages. Of the eight lessons seen, one was very good, two were good and three were satisfactory. There were two unsatisfactory lessons. The best lesson had a teacher who was brisk and businesslike in approach. This teacher expected the pupils to think and be wide-awake. He set high expectations and metered out time in small portions so that the pupils stayed working. In the less good lessons there was a slower pace, with low expectations and unsatisfactory class management. In lessons observed, teachers had at least satisfactory and sometimes good knowledge and understanding. Day-to-day planning based on the National Numeracy Strategy was at least satisfactory. Assessment procedures are generally inadequate. There is a scheme operating throughout the school to assess what pupils can do and to record the mark they obtained in order to help to plan future teaching. Day-to-day marking of pupils' work is inconsistent and pupils are not generally given a mark for work that they carry out. The standard of presentation of the pupils' work is variable.
14. The school has satisfactory resources for mathematics. Use of these resources to support lessons is satisfactory and supports learning. Teachers' day-to-day planning is satisfactory. The scheme of work covers the requirements of the National Curriculum. Whilst the co-ordinator is keen and enthusiastic, she currently does not have enough time to monitor and evaluate the teaching of mathematics throughout the school. There is some good practice in mathematics at this school but teachers have not yet been provided with opportunities to see this. Overall skills in numeracy are satisfactory throughout the school and the school has made an appropriate start to The National Numeracy Strategy.

## Science

1. On the basis of 1998 teacher assessment at the end of Key Stage 1, pupils' attainment was broadly in line with the average for similar schools, and below that for schools nationally. On the basis of 1998 national test results, attainment at the end of Key Stage 2 was very low in comparison with the national average. The percentage of pupils attaining the higher Level 5 at the end of Key Stage 2 was well below the national average. Pupils' performance in Key Stage 2 tests was very low in comparison with schools with pupils from similar backgrounds. The average attainment of Key Stage 2 pupils in the three years 1996 – 1998 was very low in comparison with schools with pupils from similar backgrounds. Over the three years 1996 – 1998 there has been a trend towards boys scoring higher than girls on teacher assessment. Whilst the proportion of pupils reaching Level 4 and above in the

teacher assessments was below the national average, the proportion reaching Level 5 and above was close to the national average. This particular group of pupils had had little experience of working under test conditions but coped well with teacher assessments. Results of the 1998 teacher assessments at the end of Key Stage 2 were much better than in the 1998 tests.

2. On the basis of lessons observed, scrutiny of work and discussions with pupils, attainment by the end of Key Stage 1 and 2 is in line with national averages. The difference between the inspection judgement and the 1998 Key Stage 2 statutory assessments is supported by the 1999 provisional national test results where the percentage of pupils achieving Level 4 or above rose from the 1998 total of 13% to 63% for 1999. If this trend continues the school will be well placed to achieve their target of 70% of pupils achieving Level 4 or above by the year 2002. Since the last full inspection in 1994 and the review in 1997 the school has made strenuous efforts to improve the quality of planning and teaching in science. This strategy has been successful and is allowing more pupils to attain standards in line with national averages.
3. By the end of Key Stage 1 pupils have a satisfactory attitude towards science and are keen to ask questions and relate their knowledge of science to their home and general environment. They begin to use correct scientific terms and understand simple experimental procedures. Pupils handle equipment with care and co-operate when sharing resources. They draw simple conclusions from their work. Pupils have a satisfactory knowledge of humans and plants as organisms and have a grasp of what plants and humans need in order to grow. They have a satisfactory understanding of simple reproductive processes in plants and understand the plant-seed cycle. Pupils sort and group materials according to their properties. At the end of Key Stage 1 pupils understand the differences between natural and man made materials, can give examples of each with confidence and describe their texture.
4. Pupils in Key Stage 2 develop good questioning skills, have a good level of recall of the work completed in Year 5 and are developing a satisfactory ability to obtain evidence to test hypotheses. At the end of Key Stage 2 pupils have a clear understanding of various materials and their properties and understand the concept of a fair test. They understand the principles of insulation, and from their study of electricity they explain the effect of different materials as conductors and insulators. They construct circuits to demonstrate the effects of different materials on current flow. High attaining children, whilst achieving good results in science are not always sufficiently challenged.
5. Pupils make satisfactory progress through Key Stage 1 and good progress through Key Stage 2. Pupils with special educational needs also make satisfactory progress across both key stages. There were no significant differences between boys and girls at the end of Key Stages 1 and 2. Pupils developed a more systematic approach to the subject as they progressed through the key stages and by Key Stage 2 demonstrated an ability to draw on previous knowledge when conducting investigations. Co-operative work and the sharing of resources became increasingly mature as did the quality of scientific conversations with the pupils. Pupils were increasingly able to discuss their work and demonstrate knowledge and understanding at Key Stage 2.
6. Across both key stages all pupils showed a positive response to their work. Concentration levels and perseverance with tasks was generally satisfactory although some individuals could easily disrupt a good working environment. Pupils were generally attentive, and eager to take part and ask questions. They clearly enjoyed their science lessons.
7. The quality of teaching was satisfactory in all the lessons observed at Key Stage 1 and good in most lessons at Key Stage 2. In the best lessons, clear objectives and expectations were set at the beginning, and a pleasant and supportive atmosphere created. Planning took account of differing abilities in the class. In these lessons pupils worked with confidence, being sure about what was expected of them. In Year 6 lessons, the teacher had a good level of knowledge of science and transmitted her enthusiasm to the children. Teachers in the best lessons also provided supportive and constructive evaluations of pupils' responses. Less successful lessons lacked organisation. Instructions were not given clearly and the pupils became confused.

8. The curriculum meets statutory requirements and is well planned to provide breadth and balance across all the attainment targets. The subject has adequate resources held in the classrooms and a central store. Science is supported by a co-ordinator who carries out his duties conscientiously and efficiently. Key stage meetings are held regularly to monitor the delivery of the curriculum and the pupils' attainment but there is not enough time available for the co-ordinator to monitor the teaching of science.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

1. Attainment at the end of Key Stage 1 is in line with national standards but at the end of Key Stage 2 it is below national standards. By the end of Key Stage 1, pupils use information and communications technology to assemble text and symbols. They generate text and pictures and save and retrieve information with some assistance. For example, in a Year 2 lesson, pupils had produced appropriate programmes for the school's summer fair, which included both text and pictures. By the end of Key Stage 2, pupils' attainment in control, monitoring and modelling is below national standards. They are not being given the opportunity to develop these key skills. Standards have improved since the last inspection. However the subject does not meet statutory requirements owing to the absence of the required aspects of control, monitoring and modelling.
2. Progress is satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. In Key Stage 1, there is a lack of progress, in cross-curricular links with other subjects. Pupils in Key Stage 2 make unsatisfactory progress in multimedia work. For example, in work on combining a previously drawn image with relevant text, Year 6 pupils did not demonstrate that they had built up the necessary skills through the key stage.
3. Pupils' response is good. They show eagerness for and interest in this subject. When the teacher is instructing knowledgeably, the pupils want to know how to carry out particular operations and they listen attentively. They are not afraid to volunteer their own suggestions and work well together.
4. Teaching is satisfactory overall in both key stages. Information and communications technology is taught in some classes as a discrete subject on the timetable. In the best lesson seen, the teacher demonstrated good knowledge and understanding. Expectations were fairly high and the pace was appropriate.
5. The co-ordinator for this subject is knowledgeable and keen to spread her skills through the school. Whilst she has already provided in-service training for colleagues, she has not yet been provided with time to monitor and evaluate the work of colleagues in this core subject, which is affecting standards. There are appropriate computers in every classroom which are not yet networked. Creation of an information technology suite is underway. Whilst there is an appropriate range of cross-curricular software, insufficient material is available for the pupils at the end of each key stage. Improvements have been made since the last full inspection in planning of this subject and in teachers receiving further training. A scheme of work is now in place, the lack of which was referred to in the subsequent review visit.

### **Art**

1. Standards of achievement in both key stages are in line with national expectations. This represents an improvement since the last full inspection in 1994. At the end of Key Stage 2, pupils work competently and confidently in a variety of two-dimensional mediums, and have experience of some three-

dimensional work. They use pencils, charcoal and pastels regularly, and draw accurately. They use poster and water-colour paints, and mix colours well. At Key Stage 1 pupils make observational drawings using pencil and crayons and mix paints to obtain secondary colours, tints and shades. Good progress is made with investigating and making skills in two-dimensional mediums, although provision for and, therefore, progress in three-dimensional work is more restricted. There was little evidence of large scale work in the school or in the collection of saved work from the previous term.

2. Progress in knowledge and understanding is satisfactory, and pupils are introduced to the work of a variety of artists and craftspeople throughout both key stages. Older pupils in Key Stage 2 were examining the work of William Morris before undertaking observational drawings of flowers. Vincent van Gogh's 'Sunflowers' served as an inspiration for some Key Stage 1 children's painting. The art of other cultures is used at some points in the year, both in the art curriculum and in work undertaken in other subjects. Good links were seen between geography and art in one Key Stage 2 lesson, when children first learned about the fruit and vegetables produced in St Lucia, and then sketched them.
3. In the lessons seen, teaching was never less than satisfactory. In one of the four lessons it was very good. Very good teaching was characterised by systematic teaching of art skills through demonstration, sensitive intervention in children's work and good planning, making links with other curriculum areas.
4. Pupils' response to art lessons is generally good. They concentrate well, and the majority have positive attitudes. A small number of pupils in one class apologised for the standard of their work and said they found drawing difficult. They nevertheless worked hard and persevered.
5. Resources for art are satisfactory, with a suitable range of materials and artefacts provided for each key stage. The co-ordinator has recently revised the programme of work for the whole school. She has no time allocation for monitoring or developing the subject, or working in other classes. Evidence of the use of information technology to support art work was seen in Key Stage 1. Displays of art in the school are varied and well presented. The developments seen since the last inspection include improvements in standards, teaching and resource provision.

### **Design and technology**

1. Only one lesson of design and technology was taking place in the school at the time of the inspection. A scrutiny of work recently carried out at the school shows that progress is satisfactory in both key stages. Examples were seen of satisfactory progress in designing and making. These included designing and making a fruit salad in Year 1 and torches in Year 4. Younger pupils were developing satisfactory skills in working with a variety of materials to produce purses and handbags whilst older pupils had made an appropriate variety of "pop-up" mechanisms and fabric slippers. Work on designing is in need of further development.
2. Pupils respond well and show enthusiasm for the subject. They enjoy their work and are keen to discuss it.
3. The one lesson observed had very good teaching with clearly stated learning objectives. Classroom management was good.
4. The co-ordinator is keen and enthusiastic and has attended relevant in-service training. Resources are satisfactory and are stored appropriately. She is not provided with time to monitor the development of the subject through the school. Since the last full inspection standards have been maintained.

## **Geography**

1. Based on observations, scrutiny of work and discussions with pupils, progress in Key Stage 1 and Key Stage 2 is satisfactory. As they move through the school the pupils build up an appropriate geographical vocabulary. Pupils in Key Stage 2 can recall and discuss details of their work in previous years. Pupils with special educational needs also make satisfactory progress. Because of timetable constraints only three geography lessons were observed, one at Key Stage 1 and two at Key Stage 2. At the end of Key Stage 1 pupils had a clear understanding of differences in the construction of houses around the world and could discuss basic variations in living conditions. At the end of Key Stage 2 pupils understood some principles of house construction and the reasons for the use of different materials and could give examples of different building materials. They understood the differences in living conditions in other countries and could discuss these. Year 5 have begun a study of St Lucia and have produced some high quality displays about the country.
2. In the lessons observed, pupils' responses were good. They showed enthusiasm and were generally willing to learn. They talked confidently and positively about their work and demonstrated an increased maturity in their responses as they progressed from Key Stage 1 to Key Stage 2. The pupils enjoyed their geography lessons.
3. Teaching in geography was satisfactory overall with some good practice in Year 5 where the teacher involved the pupils fully through the use of artefacts supported by good use of visual aids. This lesson had good management and control achieved through pupil involvement and good pace where the teacher changed task and approach in line with the pupils' concentration span. Teaching at Key Stage 1 is satisfactory with effective reviews of previous work and presentation of new material. Lengthy discussion and exposition in one lesson observed resulted in a loss of interest and concentration by the children and subsequent poor behaviour. Planning in geography was generally satisfactory throughout the school.
4. Geography is well supported by a co-ordinator who carries out her duties conscientiously. She is unable to monitor the teaching of the subject, but has an oversight of record keeping and the tracking of a sample of children in order to monitor attainment and progress. Resources for geography are satisfactory and are generally kept in the classrooms.
5. Since the last full inspection and subsequent review a scheme of work and policy have been introduced, these are satisfactory and serve to cover the required National Curriculum. Geography now meets the statutory requirements.

## **History**

1. Owing to timetable restrictions, only four lessons were observed, two in each key stage.
2. Pupils in both key stages make satisfactory progress. Over both key stages pupils have developed their historical vocabulary and the ability to appreciate the significance of different forms of evidence. At the end of Key Stage 1 pupils develop their awareness of life in the past and handle artefacts sensibly. They are able to answer questions related to the past and how we used to live. In Year 1 where pupils discussed household items from c.1900, they handled them with great care and responsibility. At the end of Key Stage 1 pupils understood the concept of famous people from the present and the past. They could analyse pictorial evidence as a basis for simple discussion of differences noted between past and present. At the end of Key Stage 2 pupils could demonstrate a maturing ability to organise and communicate their findings and were able to discuss previous work on the Romans, Vikings, Victorians, Tudors and Egyptians with some confidence. By the end of this key stage pupils had acquired a satisfactory range and depth of historical knowledge and understanding. Pupils with special educational

needs make satisfactory progress.

3. Pupils at both key stages enjoyed the topics they studied in history, and their attitude to learning was generally positive and sometimes very good. In Key Stage 1 there were variable levels of concentration, but behaviour was generally good and the majority of children remained working and listened carefully to instructions. In Key Stage 2 pupils were enthusiastic and attentive. They were keen to answer questions and generally demonstrated a positive attitude to their work. They co-operated well together and shared resources sensibly.
4. Teaching was satisfactory at both key stages with some good practice observed in Year 1. The best lessons were characterised by careful planning of content and resources, good lesson pace and effective use of time. Lessons were generally well prepared and teachers used a range of appropriate artefacts and visual aids to assist the pupils' learning. Work designed for higher attaining pupils was evident in the teachers' planning but rarely challenged higher attaining pupils in practice.
5. History is supported by a co-ordinator who carries out her duties efficiently but does not have enough time to monitor the teaching of history throughout the school. The subject would benefit greatly if time were made available for the co-ordinator to visit other classrooms to help spread good practice. Resources are adequate and maintained in the classrooms. The displays and artefacts around the school are of good quality and support the pupils' learning effectively. The co-ordinator concentrates her efforts on Key Stage 1 with the head of Key Stage 2 taking an oversight for Key Stage 2 history. The curriculum is broad and balanced and is a strength of the subject. The co-ordinator is in the process of incorporating the newly published scheme of work into the history scheme and curriculum map and this should help to raise achievement in the subject.

## Music

1. Pupils make unsatisfactory progress with music throughout both key stages. Standards are satisfactory in the Reception class, where children sing regularly and are given regular access to a range of percussion instruments. During Key Stage 1 there are some opportunities for singing and composition using a range of instruments, and some provision for musical appreciation. In Key Stage 2 provision for music is limited, although children sing regularly. There is little opportunity for use of instruments, composing or improvisation. Provision for listening and appraising is appropriate. Pupils' knowledge of musical vocabulary is not extensive in Key Stage 2, although in Key Stage 1 several could name a range of percussion instruments from Africa. Children appeared to enjoy the music lessons they had, participating enthusiastically particularly with rhythm work.
2. There is a school choir which is run by the music co-ordinator and a member of the Governing Body who is an accomplished pianist. Choir members are drawn from Key Stage 2 classes, and their musical experience exceeds that of other pupils in the school. Challenging and interesting vocal activities were presented during choir practice, which resulted in good progress for pupils. Choir members take pride in their performances and show a great deal of enthusiasm. Hymn singing and experience of church music enhance spirituality in choir members.
3. Teachers' knowledge of music is unsatisfactory. Nevertheless some satisfactory teaching was observed in both key stages. This was characterised by careful planning and organisation of resources. There was no evidence of assessment being used to help children progress.
4. Music is co-ordinated by a non-specialist who is enthusiastic but whose subject knowledge in music is barely satisfactory. She has not had any in-service training, and is given no time to monitor the subject throughout the school or appraise the in-service needs of her colleagues. There is a good range of resources for music, many of which are not used at the present time. There are plans to distribute some instruments throughout the classes so that teachers and pupils can have more regular access to them.

5. There are few indications that any improvements have been made since the last full inspection in 1994. Indeed the key points for action still remain, and are now a matter for attention.

### **Physical education**

1. Since the last full inspection and the subsequent review, the physical education co-ordinator has developed a clear policy for the subject and a broad and balanced curriculum and scheme of work. Physical education now satisfies the statutory requirements. Swimming is included in the Year 3 and Year 4 programmes. For the coming academic year, Y3 will attend swimming lessons once a week for the whole year, and Y4 for half the year. The number of pupils who can swim 25 metres or more was low at the time of the inspection and the school will need to give this aspect of the curriculum a high priority. A satisfactory range of small games equipment is now in place.
2. Due to timetable restrictions only indoor lessons were observed, one at Key Stage 2 and three at Key Stage 1. Progress is satisfactory across both key stages. At the end of Key Stage 1 pupils can control a small and medium sized ball in rolling, throwing and catching activities to a standard in line with the average expectations for this age group. Pupils work co-operatively and safely with a partner. At the end of Key Stage 2 pupils can handle a ball skilfully in competitive situations and co-operate in groups using apparatus with care. Pupils with special educational needs make good progress and are fully integrated into the structure of lessons.
3. Pupils' responses to physical education lessons were enthusiastic and positive. They listened carefully to instructions and tried very hard to attain a high standard. Some high attaining pupils were insufficiently challenged. The majority of pupils were well motivated, worked well in mixed groups and supported each other.
4. Teaching across both key stages was satisfactory with some good practice in Key Stage 1. In Year 1 and Reception lessons the teachers promoted high standards of behaviour and response from the pupils through clear, calm and well planned explanations and expectations. The pace of the better lessons was well matched to the concentration span of the pupils and the teacher took an active part in the lesson with good use of demonstrations. In a Reception class lesson the class teacher took frequent opportunities to foster the moral and social development of the pupils. Less successful lessons were characterised by planning that lacked clear learning outcomes and inadequate teaching of basic skills before practices were organised. Some activities observed involved the pupils queuing and waiting turns to take part which resulted in a loss of concentration and a subsequent reduction in standards of behaviour. All teachers included a warm up in their planning, but this was often too brief with insufficient explanation given as to the value and relevance of this activity.
5. Physical education is supported by a co-ordinator who has put in place a broad and balanced curriculum and policy. The subject co-ordinator carries the responsibility for an oversight of the curriculum, resources and staff training but has little opportunity to observe other members of staff teaching aspects of physical education to help spread good practice. Resources are adequate for gymnastics, games and dance, although younger children find moving the gymnastic mats difficult due to their weight and size. The indoor gymnastics apparatus is checked regularly. Outdoor facilities include two playgrounds. The junior playground is marked out for netball and rounders and has a safe surface but has sunk towards the middle.
6. At the time of the inspection there were no extra-curricular clubs or activities in place, although there are plans to introduce clubs for football, netball, cricket and rounders. The current lack of extra-curricular sporting clubs is not helping pupils' attainment, progress and development of social and personal skills.
7. The physical education policy is now due for review as is the audit of resources where a full inventory is



needed.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

1. The team consisted of four inspectors, including a lay inspector, who spent a total of fourteen inspector days in school. The inspection team:
  - . spent 48 hours observing 50 lessons and reviewing pupils' work;
  - . attended a sample of registration sessions, assemblies and a range of extra-curricular activities and had lunch with the pupils on several days;
  - . observed pupils' arrival at and departure from school;
  - . observed all teachers at least five times;
  - . had discussions with the Headteacher, teaching and non-teaching staff, the Chair of Governors and other governors;
  - . reviewed all the available written work of a representative sample of three pupils from each year group;
  - . held informal discussions with many pupils;
  - . analysed a large amount of documentation provided by the school both before and during the inspection, including:
    - . the school prospectus;
    - . school policies;
    - . the Governors' Annual Report to Parents;
    - . minutes of governors' meetings;
    - . financial statements;
    - . the School Improvement Plan
    - . subject policies and planning;
    - . pupils' reports and records, including special educational needs records;
  - . held a meeting attended by 20 parents and considered 46 responses from parents to a questionnaire asking about their views of the school.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	190	2	54	77

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	23.8

#### Education support staff (YR – Y6)

Total number of education support staff	6
Total aggregate hours worked each week	137

#### Average class size:

27
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### Financial data

Financial year:	1998
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	£
Total Income	435,327
Total Expenditure	415,956
Expenditure per pupil	2,178
Balance brought forward from previous year	17,993
Balance carried forward to next year	37,364

**PARENTAL SURVEY**

Number of questionnaires sent out:

135
46

Number of questionnaires returned:

**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	21.7	58.7	10.9	6.5	2.2
I would find it easy to approach the school with questions or problems to do with my child(ren)	28.3	52.2	10.9	8.7	
The school handles complaints from parents well	10.9	52.2	7.4	8.7	2.2
The school gives me a clear understanding of what is taught	26.1	54.3	10.9	8.7	
The school keeps me well informed about my child(ren)'s progress	32.6	45.7	15.2	6.5	
The school enables my child(ren) to achieve a good standard of work	26.1	50.0	17.4	6.5	
The school encourages children to get involved in more than just their daily lessons	21.7	60.9	10.9	6.5	
I am satisfied with the work that my child(ren) is/are expected to do at home	19.6	63.0	10.9	6.5	
The school's values and attitudes have a positive effect on my child(ren)	21.7	63.0	13.0	2.2	
The school achieves high standards of good behaviour	26.1	60.9	8.7	2.2	2.2
My child(ren) like(s) school	45.7	43.5	8.7	2.2	