

INSPECTION REPORT

Final Draft

Kilmorie Primary School
London SE 23

LEA area: Lewisham

Unique Reference Number: 100718
Inspection Number: 186729

Headteacher: Mr. David Morris

Reporting inspector: Mrs. Hazel Callaghan

Dates of inspection: 22nd – 25th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	County
Age range of pupils:	3 to 11 Years
Gender of pupils:	Mixed
School address:	Kilmorie Road London SE 23 2SP
Telephone number:	0181-291-1250
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Appropriate authority:	The Governing Body
Name of chair of governors:	Neil Brady
Date of previous inspection:	15 th – 18 th January 1996

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Juliet Baxter, Lay Inspector		Pupils' attitudes ,behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community The efficiency of the school
Peter Howlett, Team Inspector	English Art	The curriculum and assessment
Jean Hayes, Team Inspector	Equal opportunities Science Design and technology Physical education Religious education Swimming (S)	
James Walsh, Team Inspector	Special educational needs Mathematics History Geography	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- Pupils make good progress in science and attain a high standard. Attainment in mathematics is good at Key Stage 1 and often good at Key Stage 2.
- The quality of teaching throughout the school is good. It is often very good, which has a significant impact on raising standards.
- The leadership and management in the school are very good.
- The ethos of the school is based on mutual respect; consequently relationships throughout the school are very good. Pupils develop high self-esteem and they enjoy school. They are well cared for and they feel valued.
- The way in which the school supports the pupils and their families is outstanding. Very good links have been forged with both parents and the local community.
- Pupils with special educational needs and those who have English as an additional language make good progress in their learning.
- The school's provision for pupils' moral and social development is very good.
- The provision for extra-curricular activities is very good.

Where the school has weaknesses

- I. The school has not developed sufficient whole-school procedures for assessing and recording pupils' attainment and progress.
- II. Pupils' attainment and progress in religious education are below those expected at Key Stage 2.
- III. Pupils make insufficient progress in developing the skills of writing.
- IV. There are no links between the curricular planning in the Nursery and that in the Reception. Therefore, children's learning does not progress smoothly through the first years of schooling.
- V. The school does not provide a daily act of worship as required.

This is a good school and its strengths considerably outweigh its weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the previous inspection

The school has addressed most of the concerns raised in the previous report. The curriculum is now broad and appropriately balanced. All aspects of the National Curriculum are taught and all subjects now have policies and schemes of work. The school effectively monitors the quality of education provided and the use of its financial resources. Teaching staff are well trained and their expertise is used effectively to support other colleagues. Concerns over the higher attaining pupils not being sufficiently challenged have been addressed. In two aspects only the school has not improved sufficiently. Whole-school procedures for assessing and recording pupils' attainment and progress have not been clearly developed and consistently implemented. The school is still not providing a daily act of worship as required. The school's capacity for further improvement is good.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>Well above average</i>	<i>A</i>
			<i>Above average</i>	<i>B</i>
			<i>Average</i>	<i>C</i>
English	C	B	<i>Below average</i>	<i>D</i>
Mathematics	B	A	<i>Well below average</i>	<i>E</i>
Science	A	A		

This table shows that pupils at the end of Key Stage 2 attained standards that were average in English, above average in mathematics and well above average in science compared to pupils' attainment found nationally. In comparison to schools that have a similar proportion of pupils eligible for free school meals, standards are above average in English and well above average in mathematics and science. This is an improvement on standards in 1998 and on those of the previous inspection.

During the inspection, standards in English and mathematics were not as high as those achieved in the 1999 tests owing to the much larger proportion of pupils with special educational needs in this cohort of pupils in Year 6. Nevertheless, standards in English were judged as good in speaking and listening, in line with those expected in reading, but below expectations in writing. Standards were broadly in line with those expected in mathematics and above expectations in science at Key Stage 2.

During the inspection, pupils at Key Stage 1 were judged to be attaining standards that were broadly in line with those expected in speaking and listening, and writing. Standards in reading, mathematics and science are above those expected at this time of year.

Children under five in the Nursery and the Reception class, make overall satisfactory, and often good, progress in their learning. They attain standards that are often above those expected in literacy and mathematics.

Quality of teaching

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

This table shows the judgements taken from lessons observed during the inspection. However, pupils in Years 2 and 3 are taught together in mixed age classes and consequently the teachers in these classes have an impact on both key stages, which makes this table rather difficult to complete with accuracy.

The quality of teaching observed throughout the school and the Nursery is good, overall. Ninety-eight per cent of all lessons observed were satisfactory or better. Fifty-five per cent were good or better, and of that 17 per cent were very good and one per cent, excellent. In the numeracy and science lessons, teaching throughout the school is good, overall. The teaching in literacy lessons is also mostly good. However, there is insufficient guidance to individual pupils on how to improve their writing skills and the monitoring of pupils' progress in reading is inconsistent. Consequently, the quality of English teaching is judged as satisfactory, overall.

The quality of teaching of children under five is at least satisfactory and often good. No unsatisfactory teaching was observed at Key Stage 1 and the majority of the lessons were good or better. At Key Stage 2, the majority of lessons observed was good, very good or excellent. Only two lessons were unsatisfactory.

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	The vast majority of pupils behave well in lessons, around the school and at playtimes. They are polite and courteous to adults and each other.
Attendance	Attendance is unsatisfactory but steadily improving. There is very little lateness and lessons start promptly.
Ethos*	Very strong ethos under-pinned by the staff's commitment to equal opportunities and respect for all members of the school community. An evaluative school that seeks to constantly improve standards.
Leadership and management	Leadership from the headteacher, senior management team and governors is very good. The management of school development is also very good. All staff work well as members of a strong team.
Curriculum	There is a broad well-planned curriculum with developing strengths in investigative work in mathematics, science and design and technology. Procedures for assessing and recording pupils' attainment and progress are unsatisfactory.
Pupils with special educational needs	The provision for pupils with special educational needs is good and pupils make good progress. Pupils who have English as an additional language also make good progress.
Spiritual, moral, social & cultural development	Provision for pupils' moral and social development is very good, their cultural development is good and pupils' spiritual development is satisfactory.
Staffing, resources and accommodation	Professional development for staff is very good. Support staff are experienced and provide good levels of help for pupils. Good use of resources contributes to pupils' learning. Pleasant learning environment.
Value for money	Good

*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

- VI. Most parents are pleased with the standards that the pupils attain and their overall progress.
- VII. Parents are very supportive of the ethos for learning in the school and the values it promotes.
- VIII. Parents are delighted with the care and support their children receive. Pupils develop high self-esteem and confidence.
- IX. Parents are pleased that their children are respected and treated as individuals so their needs are well met especially those with special educational needs and behavioural difficulties.
- X. All parents at the meeting were delighted with the standard of education provided by the school.
- XI. All parents at the meeting were very pleased with the school's welcoming and friendly atmosphere and the good partnership between parents and the school.
- XII. Children enjoy school

What some parents are not happy about

- XIII. A few parents feel that homework does not ; feel that the quantity and regularity of homework is

Evidence from inspection confirms the parents' positive comments. This is a good school that promotes a very positive ethos where all pupils are valued, respected and well cared for. The provision of homework is inconsistent in its quantity and regularity. The school is aware of the concern and is in the process of discussing its provision with parents.

KEY ISSUES FOR ACTION

In order to raise standards further the governors, headteacher and staff should:

Devise and consistently implement whole-school systems for the assessment and recording of pupils' attainment and progress, including:

- XIV. the provision of clear assessments of pupils' knowledge and skills of writing in order to identify areas of weakness and provide targets for future progress;
- XV. the clear identification of what pupils already know and understand in religious education and then providing them with the appropriate activities in order to raise their standards of attainment;
- XVI. the involvement of pupils' in the evaluation of their own work and provide individual targets to promote their best progress.

(see paragraphs 40, 44, 48, 53-54, 62 and 112)

Ensure that the provision for children under five in Reception is relevant to their needs in terms of their age and maturity as well as their attainment by:

- XVII. providing a continuous development of a relevant curriculum for all children under five ;
- XVIII. ensuring there is an appropriate balance between the formal aspect of learning in lessons and the provision of structured play activities, in order to stimulate and promote children's learning in the Reception.

(see paragraphs 35, 45, 101)

Provide a daily act of worship. This was an issue from the previous inspection.

(see paragraphs 57 and 74)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- XIX. Raise teachers' expectations for the presentation of pupils' work. (see paragraph 39)
- XX. Ensure consistent good quality in the marking of pupils' work. (see paragraph 44)

INTRODUCTION

Characteristics of the school

1.The school was opened ten years ago, created from an old secondary school building. The four-storey building has the school on the ground floor with the Lewisham Professional Development Centre upstairs. The area around the school is both socially and ethnically diverse. It is in a highly populated residential area with a mixture of owner occupied dwellings, both houses and flats, rented accommodation, local authority houses, a refuge and two homes for pupils in care.

2.There are 292 pupils on roll, which is similar to the previous inspection. The 139 boys and 153 girls are taught in eleven classes by nine full-time teachers, nine part-time teachers and the headteacher. Four classes are taught by two teachers working in each class as a job share, which the school and parents feel is a very positive aspect of the school. In Year 1 and Year 6 pupils are taught in two classes specifically for their age group, but in other years pupils are in mixed-age classes. There are three classes of mixed Years 2 and 3 pupils and three classes with pupils from both Years 4 and 5. Many parents at the parents' meeting see these mixed age classes as a positive feature as younger pupils learn from the good role models of the older children in the class.

3.The school has a changing population in Key Stage 2. Only forty-five per cent of pupils spend their whole primary education at the school. Most changes occur in Years 3-6 with many pupils leaving to obtain places at what are seen as 'good' secondary schools or for the family to move out of the area. Pupils are then admitted from other local schools and from further afield. Some have emotional and behavioural difficulties and have been previously permanently excluded. Some are refugees and some come to live at the local refuge. Other pupils take up the available places because the school has a good reputation. This mobile population has a significant impact on the standards attained by the pupils in Key Stage 2.

4.Seventy-seven pupils are eligible for free school meals (26.3 per cent of the school population) which is above average. Twenty-seven pupils are on the special educational needs register on Stages 3-5 (41 per cent) which is very high. Six pupils have statements of special educational needs (2 per cent) which is also fairly high. One hundred and ten pupils come from other ethnic groups (38 per cent), of whom 33 pupils have English as an additional language (11.3 per cent), which is a much greater proportion than in the majority of schools. Of these pupils, 20 (6.8 per cent) are supported by ethnic minority achievement grants.

5.Pupils under five are taught in the Nursery on site and in the Reception class. Children are admitted in the Nursery in the January or September of the year in which they are four and they attend half-days. There are 25 children in the morning sessions and 25 in the afternoons, taught by a full-time teacher, full-time nursery nurse and, at some periods of the year, a part-time classroom assistant. This year there is a very high proportion of children who have English as an additional language (40 per cent) and two have already been identified as having special educational needs. Not all children transfer to the main school. Children are admitted in accordance with the Lewisham policy. Children transfer to the main school either in September or January in the term before their fifth birthday.

6.The attainment of pupils transferring to the Reception class is very wide and changes from year to year. Some cohorts have a much higher proportion of pupils with special educational needs than others, for example this Year 1 and Year 6. Overall the attainment on entry to compulsory education is judged as average, although there is often a much higher proportion of pupils with high prior attainment and much higher than average proportion with special educational needs.

7.When the school was created, the governors were clear that the school should aim for high academic standards 'but at the same time embody the broadest definition of education, and be open, welcoming and inclusive of parents, children and the community' – 'A Learning Community'. The school has a comprehensive range of aims, which are stated in the school prospectus. They are:-

- To provide and sustain a comprehensive curriculum so that every child may achieve the highest possible standards of attainment in literacy, numeracy, general education and self-expression.

- To teach children the skills, knowledge and attitudes they will need to be able to continue learning for the rest of their lives.
- To demonstrate that learning can be enjoyable, enriching and a fulfilling experience.
- To encourage individual development and innovation within a context of care, equality of opportunity and respect for all.
- To provide a physical, psychological and social environment that is at the same time safe and stimulating.
- To encourage all adults and children connected with Kilmorie to become partners in the learning community.

1.The school has set itself a wide range of targets for further review and improvement in the school development plan. The main priorities are:

- Raise achievement in literacy.
- Raise achievement in information and communications technology.
- Raise achievement for pupils with special educational needs, especially in mathematics.
- Develop the Early Years provision.
- Develop whole-school procedures for assessment.

1.The school's targets for Key Stage 2 National Curriculum tests are:

	English	Mathematics
1999-2000	70%	73%
2000-2001	72%	75%

9. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	20	25	45

9. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at N C Level 2 or Above	Boys Girls Total	17 23 40	18 23 41	20 23 43
Percentage at NC Level 2 or above	School National	89(84) 82(80)	89(79) 83(81)	96(88) 87(84)

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at N C Level 2 or Above	Boys Girls Total	18 23 41	20 23 43	20 22 42
Percentage at NC Level 2 or above	School National	91(84) 82(81)	96(91) 86(85)	93(91) 87(86)

.....

1

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	24	20	44

9. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at N C Level 4 or above	Boys	17	18	20
	Girls	15	16	20
	Total	32	34	40
Percentage at NC Level 4 or above	School	73(47)	77(45)	93(70)
	National	70(65)	69(59)	78(69)

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at N C Level 4 or above	Boys	17	19	21
	Girls	17	16	20
	Total	34	35	42
Percentage at NC Level 4 or above	School	77(42)	79(52)	95(70)
	National	68(65)	69(65)	75(72)

9. Attendance

Percentage of half days (sessions) missed Through absence for the latest complete Reporting year:			%
	Authorised	School	6.2
	Absence	National comparative data	5.7
	Unauthorised	School	1.2
	Absence	National comparative data	0.5

9.

9. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	4
	Permanent	0

9. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	18
	Satisfactory or better	98
	Less than satisfactory	2

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9. **PART A: ASPECTS OF THE SCHOOL**

9. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

9. **Attainment and progress**

2.Children under five are taught in the Nursery and Reception class. On entry to the Nursery at three years of age, children have a wide range of attainment including a good proportion of children who are above the expected standard, those with special educational needs and, this year, a large proportion of children who have English as an additional language. Some years there are significant changes in the attainment of different cohorts of children. Overall the attainment on entry to compulsory education is judged as average, although there is often a much higher proportion of pupils with high prior attainment and much higher than average proportion with special educational needs within the same cohort.

3.Children under five make, overall, satisfactory, and often good, progress in their learning. This year, children's attainment at five years of age in early reading skills and mathematics are above average and many children are already on their way to attaining Level 1 of the National Curriculum. In their knowledge and understanding of the world, in their creative and physical development and in their personal and social development children's attainment is in line with that expected. In the Reception class, children continue to make steady progress and satisfactorily build on the good start they have made in the Nursery.

11. **English, mathematics and science at Key Stage 1**

4.In the 1999 National Curriculum tests at the end of Key Stage 1, the proportion of pupils who attained Level 2 and higher was above average in reading, writing and mathematics. The proportion of pupils who attained the higher standard of Level 3 was average in reading and mathematics but below average in writing. When these standards in each subject are combined the school's average scores, as compared to those found nationally, were broadly average in reading and writing and well above average in mathematics. In comparison to schools which have a similar proportion of pupils who are eligible for free school meals, pupils attained standards that were well above average in reading and writing and very high in mathematics. The proportion of pupils who attained Level 2 and higher was above average in science. The proportion of pupils who attained the higher standard of Level 3 was also above average.

5.Standards in reading and writing are similar to that achieved last year in the National Curriculum tests and similar to those judged at the previous inspection. Standards are higher in mathematics and science than at the previous inspection and in last year's National Curriculum tests. During the inspection pupils were judged to be attaining standards that were broadly in line with those expected in speaking and listening, and writing. Standards in reading, mathematics and science are above those expected at this time of year.

6.Pupils make satisfactory progress through Key Stage 1 in developing their speaking and listening skills and in writing, but have made good progress in reading, mathematics and science. By the time they are seven, pupils express opinions and make evaluative comments. Pupils listen attentively and are responsive to the teachers' questions. The higher attaining pupils read with expression and good levels of comprehension; lower attaining readers use some phonic skills in reading unfamiliar words, but generally these pupils have a limited range of strategies for tackling new words. Pupils have made good progress in developing the appropriate mathematical and scientific knowledge and they are developing good skills of systematic enquiry and investigation. Overall, pupils make satisfactory progress in developing and using their literacy skills and good progress in developing their numeracy skills.

14. **English, mathematics and science, at Key Stage 2**

7.In the 1999 National Curriculum tests at the end of Key Stage 2, the proportion of pupils who attained Level 4 and higher was average in English, above average in mathematics and well above average in science. The

proportion of pupils who attained the higher standard of Level 5 was average in English, and well above average in mathematics and science. When these standards in each subject are combined the school's average scores, as compared to those found nationally, were broadly average in English, above average in mathematics and well above average in science. This is a big improvement on the previous year and on standards judged at the previous inspection. In comparison to schools which have a similar proportion of pupils who are eligible for free school meals, pupils attained standards that are above average in English, and well above average in mathematics and science.

8. During the inspection standards were not as high in English and mathematics owing to the much larger proportion of pupils with special educational needs in the cohort. However, standards in English were judged as good in speaking and listening, in line with those expected in reading, but below expectation in writing. Standards during the inspection were average in mathematics and above average in science. The school intends to hold booster classes for all three subjects this year as they did last year, and hope for equally good improvements in pupils' attainment. The school is well placed to meet its targets for the coming year.

9. The school has a changing population in Key Stage 2. Only forty-five per cent of pupils spend their whole primary education at the school. Pupils are admitted from other local schools and many have emotional and behavioural difficulties due to a variety of causes. This mobile population has a significant impact on the standards attained by the school in Key Stage 2 and consequently progress from one key stage to the other does not always match with the attainments achieved.

10. Pupils make satisfactory progress in reading, writing and mathematics through Key Stage 2. They make good progress in science, and in developing the skills of speaking and listening which are well promoted in most aspects of the curriculum. By Year 6, pupils have the confidence and vocabulary to take risks in generating their views and ideas. Their speaking skills are good. Pupils read confidently with appropriate understanding and the best readers read with good expression. They are developing their literacy skills satisfactorily and using them effectively in other subjects, such as history. They know how to use the index and content pages to search for information, but even the older pupils are generally unfamiliar with the standard organisation of non-fiction books and are not able to use a library index to locate specific books. In mathematics, pupils build satisfactorily on the knowledge acquired at Key Stage 1 and their numeracy skills are developing satisfactorily. In science, they make good progress in further developing their skills of systematic enquiry and investigation and build effectively on their knowledge and understanding.

11. The attainment of boys and girls over the years 1996-98 was well below average at Key Stage 2 in English mathematics and science. It improved significantly in 1999. Between 1996-98, girls were ahead of the boys in English, but similar to boys in both mathematics and science. However, girls have made much greater progress than boys over these three years. The school accounts for the boys' lack of progress by showing the greater mobility of boys than girls at Key Stage 2. Many of the new pupils who join the school in Key Stage 2 have emotional and behavioural problems and are already on the special educational needs register. Most of this group is also boys, which has an impact on the comparative attainment of boys and girls. There is no significant difference in the attainment and progress of the majority of pupils from the minority ethnic groups.

19. **Information technology**

12. The standards of attainment of pupils at the end of both key stages are in line with those expected and are good in a number of areas, particularly in the pupils' ability to communicate information through text and pictures. By the end of Key Stage 2, pupils are attaining above average standards by developing multimedia presentations, are average in their knowledge and skills of data handling but at present below in aspects of control, monitoring and measurement. Standards have been maintained since the previous inspection and in several areas they have improved.

13. Pupils make steady progress through the school in acquiring the appropriate knowledge and skills. They use their skills effectively to support other areas of learning, such as design and technology in creating designs, and in history when they use CD-ROMS and the Internet to access information as part of their research. Information technology has also been used effectively to broaden the pupils' social awareness by making links

with other countries and enabling older pupils to participate in the European Children's Parliament.

21. **Religious education**

14. Pupils' standards in religious education at the end of Key Stage 1 are in line with those expected in the Lewisham Agreed Syllabus. Pupils have a satisfactory range of knowledge but find it hard to respond to spiritual or religious aspects of stories in the light of their own experience. However, they do show an appreciation of how we are all unique, yet have many similarities. At Key Stage 2, standards are below those expected. Pupils' knowledge base is insufficient for their age group and there is little appreciation of what religion can teach us about moral values. The previous inspection reported that standards in religious education were below strength and narrow. The attainment results at present would indicate that there has been very little change, particularly at Key Stage 2.

15. The majority of pupils make satisfactory progress at Key Stage 1. However, at Key Stage 2, progress is unsatisfactory overall. At Key Stage 1, an improvement can be seen in the complexity of work tackled and the ability to write more about it. At Key Stage 2, during lessons the progress is satisfactory. However, there is generally not enough progression through the key stage. Year 4 pupils are working at a similar level to those in Year 6 on the theme of Advent. The lack of assessment information contributes to the lack of progress.

23. **The other foundation subjects**

16. In design and technology, history, geography, art and music, pupils at both key stages make satisfactory progress in acquiring the appropriate knowledge and skills, so they attain standards that are generally in line with those expected for their age and similar to those judged at the previous inspection. In some aspects of art and music, particularly at Key Stage 2, pupils' work is above the standard expected. In physical education, progress is good at both key stages and pupils attain standards that are often above those expected for their age especially in gymnastics and games. This is a significant improvement on the standards judged at the previous inspection.

17. Pupils who have English as an additional language make good progress through the school. Many who are admitted into the school with no knowledge of English quickly acquire a good vocabulary, which enables them to function socially and make progress in their learning. Most pupils are very well supported by other children and this has a very positive impact on the speed of their learning. The few pupils who have been identified as having special educational needs are well supported and make satisfactory progress overall. Those pupils who have been identified as underachieving make satisfactory progress. As their self-esteem rises so their progress improves. The attainment of pupils with special educational needs is in line with the standards expected for those pupils. Their progress is good overall. Their needs are identified and addressed by appropriate support measures.

25. **Attitudes, behaviour and personal development**

18. Children in the Nursery have settled well and work and play together confidently. They know and follow class routines and respond well to the adults around them. Most show good levels of independence and organise themselves satisfactorily, such as getting out construction equipment when they want it. When children are interested in their activities, they show good levels of attention and concentration. Younger children in the Nursery confidently ask for help when they need it and they play alongside each other, mostly, sharing resources and toys sensibly. In the Reception class, children have good attitudes to their work and are often eager to show what they know. They usually settle to their tasks without fuss and work with good levels of concentration. They have settled into the main school environment well. They recognise and follow both class and school daily routines. Children show satisfactory levels of attention in school assemblies and listen to each other's news and ideas with interest.

19. Attitudes on the part of the majority of pupils are enthusiastic and positive. Most listen attentively in lessons

and concentrate well when engaged in their classwork. They contribute well to plenary sessions and discussions, most being keen to participate and make a valid contribution. Most pupils work well independently, and when expected to work in pairs or groups they collaborate well. Pupils with special educational needs, including those with physical disabilities, are very well accepted by their peers. They are generally positive in their responses to lessons. Some pupils with emotional and behavioural problems find it more difficult to conform or be attentive however. On occasions, a minority of pupils become restless and displays negative attitudes towards their learning. This happens mainly when some teachers do not manage them with sufficient firmness. Pupils persevere well when they find work difficult. However, in some instances the presentation of their work is untidy and lacks a degree of discipline.

20. Standards of behaviour in and around the school were judged to be good in the previous inspection report and these standards have been maintained in the intervening years between the two inspections. Throughout the school day, pupils behave well and abide by the school's codes of conduct that they clearly understand. They know what is expected of them, and they respond positively to these expectations. Pupils are welcoming and friendly. They enjoy talking to visitors and display a warm and natural curiosity in what is going on around them. Pupils are polite and helpful, for example, by offering to show visitors round the school building and by holding doors open to allow adults to pass through. Bullying was not an issue at the time of the previous inspection and it is not an issue now. Parents and pupils are fully confident that should bullying occur at any time it would be fully and instantly dealt with by staff. There were four fixed-term exclusions over the previous year, and only one permanent exclusion in the school's history. The exclusion rate remains static.

21. Relationships throughout the school are very good and amongst its many strengths. The school's custom of allowing pupils to call all adults by their Christian names is unusual, and one which many might feel to be unacceptable. However, pupils have the greatest respect and affection for their teachers and the manner in which they address them serves to enhance relationships rather than weaken them. In a school with a rich mixture of different backgrounds, racial harmony is complete, and there is a constant celebration of this difference in the way pupils and staff respect the beliefs and values of others. Pupils with special educational needs, including those with physical disabilities, are warmly included in every school activity as a matter of course and regarded as a completely integral part of the school's population. Other pupils are very caring towards those with special educational needs and they are equally valued.

22. The school council meetings afford very good opportunities for personal development for those pupils from each year group, who are involved in its affairs. Pupils respond well to the range of tasks provided around the school, for example showing prospective parents over the premises, and pupils respond well to opportunities to show initiative and act responsibly. Older pupils spend time with younger ones. Inspectors observed the strong bond and friendship that was apparent during the shared reading between Year 6 pupils and children in the Reception class. Pupils readily raise funds for chosen charities to support those less fortunate than themselves. This year the school is the main organising school for a European Children's Parliament and has been involved in this event in past years. Participation in a Junior Citizenship scheme and in disability awareness lessons also contributes to pupils' personal development, which is very good throughout the school. Pupils exhibit satisfactory independent learning skills in science and mathematics and use information technology effectively to find information.

23. Pupils' generally positive attitudes, good standards of behaviour, together with their very good personal development and high quality relationships throughout the school, make a strong contribution to their standards of attainment and progress.

31. **Attendance**

24. Rates of attendance were published incorrectly twice in the previous inspection report. This made it difficult to compare current attendance and absence to the previous inspection. After some investigation it is confirmed that the finally agreed rate of attendance at the time of the 1996 inspection was above the national average for primary schools. However, during the previous reporting year of 1998/99 the rate dropped by several per cent to below the national average and is deemed as unsatisfactory.

25. Two factors are responsible for this considerable drop in the rate of attendance. Firstly, the school has been obliged to retain a pupil on roll, who in fact left some time ago, until such time as the pupil acquires registration in another school, and this retention is responsible for the higher than usual rate of unauthorised absence. Secondly, in the first days following transfer to a new computerised system of recording attendance, the school neglected to monitor the registration sheets sufficiently rigorously, and some sheets were being completed incorrectly and this error affected the final figure for the reporting year.

33. **QUALITY OF EDUCATION PROVIDED**

33. **Teaching**

26. The quality of teaching throughout the school and the Nursery is good overall. Ninety-eight per cent of all lessons observed were satisfactory or better. Fifty-five per cent were good or better, and of that 17 per cent were very good and one per cent excellent. This good quality of teaching has a very positive impact on raising pupils' standards of attainment

27. The quality of teaching of children under five is at least satisfactory and often good. Teaching in the Nursery is predominantly good. The teacher and nursery nurse plan together effectively to provide a good range of focused teaching, appropriately balanced with a good range activities for children to choose for themselves. The teacher and nursery nurse understand the needs of these young children, provide good support for them, and use skilled questioning to promote their interest and stimulate their ideas, knowledge and language. The teaching of children in the Reception class is, overall satisfactory, and sometimes good. There is an appropriate focus on the National Curriculum programmes of study to match the children's levels of attainment with opportunities for children to develop their personal and social skills through structured play activities. The Reception teacher has introduced the children to the literacy and numeracy hours effectively, which is having a positive impact on their learning, but insufficient focus is given to developing opportunities for pupils' learning through structured play.

28. No unsatisfactory teaching was observed at Key Stage 1 and the majority of the lessons were good or better. At Key Stage 2, the majority of lessons observed were good, very good or excellent. Only two lessons were unsatisfactory. There is very little detail in the previous report about the quality of teaching, but this is an improvement on the overall judgement. The previous concerns, which led to the key issue: 'To ensure classroom teaching skills are matched more appropriately to pupils' attainment and ability, including very able pupils, and to limit inappropriate behaviour', have been effectively addressed.

29. There are certain strengths in the quality of teaching that go across the age ranges and subjects. Teachers have generally good subject knowledge and they manage their pupils well, exhibiting high expectations for their good behaviour, attention and participation in the lesson. Teachers' relationships with their class are good which ensures a positive environment in which pupils can learn. For example, in a Year 6 literacy lesson, the teacher's enthusiasm and warm response to pupils' questions and ideas encouraged their greater efforts. Resources are used well to promote learning in several subjects, such as mathematics and history. For example, the use of Roman artefacts, photographs, books and CD-ROMS had a very good impact on raising pupils' interest and motivation in pursuing their research. In many lessons, teachers organised the activities well and the structure of the lessons was effective in building on pupils' knowledge and skills. This was observed in many literacy, numeracy, design and technology and information technology lessons.

30. In the most effective lessons, teachers' knowledge was good and they used effective demonstrations and clear explanations to support pupils' learning. The pace of the lessons was brisk and the momentum of learning was well maintained. These aspects were very apparent in the excellent physical education lesson. Many teachers monitor the pupils' work and provide good levels of support and assistance during lessons, which ensures the pupils make good progress.

31. A weakness in some of the lessons in the mixed age classes was due to the inappropriate match of work to the pupils' ages and attainment. This is not a serious concern, but in some lessons the teacher had not sufficiently taken into consideration the pupils' previously acquired knowledge and skills. This was apparent from pupils' patchy religious education knowledge, it was observed in mathematics lessons and in a few information technology sessions. Generally, teachers do not sufficiently stress the importance of careful presentation and the standards are often unsatisfactory. There were only two unsatisfactory lessons. Where teaching was less effective it was due to weaknesses in the management of pupils' behaviour and teachers' unsatisfactory expectations for the pupils' attention and effort.

32. The quality of teaching in the literacy hour is usually good. Teachers are secure in their knowledge, and lessons are planned effectively. In the best literacy lessons, teachers have high expectations for pupils' attainment and they make effective use of the plenary session to recap on the objectives for learning, consolidate pupils' understanding and celebrate their successes. However, there is insufficient guidance to individual pupils on how to improve their writing skills and the monitoring of pupils' progress in reading is inconsistent. Consequently, the quality of English teaching is judged as satisfactory, overall.

33. The introduction of the numeracy hour has been managed well. The quality of teaching in mathematics is good overall. This has a positive impact on pupils' progress, which has improved since the previous inspection. All teachers show good subject knowledge and understanding of all areas of mathematics. Lessons are well planned with clear learning objectives, effective questioning, good pace and momentum and appropriately challenging work for all pupils. Lessons have a positive introductory session in mental mathematics and end with an effective plenary session.

34. Throughout the school, the teaching for pupils with special educational needs is good. All teachers are well aware of the specific difficulties and needs of pupils with special educational needs. Where appropriate their work is planned with reference to their individual education plans. The work of the support assistants within the classroom is very effective and unobtrusive. The work in some subjects is planned on a more suitable level for those pupils, but more often it is the support assistants who help pupils access the normal work.

35. The quality of teaching of pupils who have English as an additional language is satisfactory overall. It is good in the withdrawal groups when pupils often have individual teaching. Class teachers are often well aware of the needs of these pupils and many have developed appropriate strategies to support them. However, this is not always the case, especially when the pupil has very little knowledge of English.

36. Most teachers monitor pupils' work and progress during the lesson and provide effective support and help when it is required. This on-going assessment is usually effective, but it does not build sufficiently to provide clear records of pupils' attainment and progress over time. Teachers also mark pupils' work regularly, but the quality of their comments is inconsistent and many teachers do not follow the agreed policy. Where practice is good, teachers make positive comments about the standards of the work, balanced by points for improvement and information on what has been achieved. These build to provide an effective record of pupils' progress. Homework is not consistently given, except in Year 6. Some parents expressed concern over the inconsistency of the quantity and regularity of the homework expected. The school is aware of this issue and is discussing the way forward with parents.

44. The curriculum and assessment

37. The provision for children under five is satisfactory overall. Detailed planning in the Nursery ensures that all aspects of the recommended six areas of learning are developed satisfactorily, but with an appropriate strong focus on language and literacy, mathematics and children's personal and social development. The Nursery is a stimulating environment in which to learn, and the outside area is used effectively as an extension of the classroom, providing activities which duplicate and further develop many of the day's objectives for learning. In the Reception class there is an appropriate focus on the National Curriculum programmes of study to match the children's levels of attainment, with opportunities for children to develop their personal and social skills through structured play activities. An additional room, used for children's self-chosen activities, is timetabled

satisfactorily, and the support of a learning support assistant enables these activities to complement the focus of learning in the classroom. This approach to learning for these young children is very appropriate, but not yet sufficiently planned to be fully effective. There are no links between the planning in the Nursery and that in the Reception class, and hence children's progress through the first years of schooling cannot be assured. The approaches to promote learning in the Nursery are not sufficiently carried into the Reception to ensure that these young children are provided with a relevant curriculum, not only for their abilities, but also for their age.

38. Curricular provision at Key Stage 1 and Key Stage 2 is good. The curriculum is sufficiently broad to promote pupils' intellectual, physical and personal development. The school has successfully addressed the shortcomings in curriculum provision since the previous inspection, and statutory requirements are now fully met. All subjects of the National Curriculum and religious education are taught in sufficient depth, and the school now offers a broad, balanced and relevant curriculum. There is now full coverage of design and technology, and religious education is taught in compliance with the locally Agreed Syllabus. Provision for pupils' personal and social development is a strength of the school. There is appropriate provision for pupils' sex education, though at present the school's policy on drug education is in draft form only. Pupils' spiritual development is not promoted sufficiently.

39. The time allocated to the core and foundation subjects is appropriate and provides a satisfactory balance between subjects. The school ensures that there is sufficient time to teach literacy and numeracy and this time is used effectively in most lessons. Although time for some subjects has been reduced in line with government guidance when the literacy and numeracy strategies were introduced, the school ensures that all subjects have sufficient time to be taught in reasonable depth. For example, there are good opportunities for pupils to develop their creative abilities in art, music and drama and their investigative skills in mathematics and science.

40. Curriculum planning is much better than at the time of the previous inspection. The school has worked hard since then to improve the quality of its planning, and now has sound policies in place for all subjects and has adopted appropriate schemes of work from various sources. Since the previous inspection the school has improved the co-ordination of planning and has developed a standardised approach to medium-term planning. This helps ensure consistency across the school. Teachers' planning is now clearly referenced to the National Curriculum programmes of study and provides teachers with a sound basis for planning the precise learning objectives of lessons. Teachers use these plans effectively.

41. The school has planned the introduction of the literacy hour carefully and has clear strategies in place for promoting literacy across the school. Senior management has supported and monitored the successful implementation of the National Literacy Strategy. The school has effective systems for supporting and monitoring teaching so that teachers plan their literacy lessons well and in a consistent manner. The National Numeracy Strategy has been well implemented and planning for numeracy is good.

42. There is a very good range of extra-curricular activities, including the school choir with approximately 60 members, a number of musical, dance and drama activities, as well as science, chess and football clubs. There is a high level of pupil participation. The school makes effective use of the locality, day visits and residential visits, and visitors to put learning in context and extend pupils' understanding.

43. The school has a strong commitment to ensuring equal opportunities for all. There is a clear policy and effective monitoring procedures to underpin this commitment. All pupils are given equal access, and equal opportunity, to benefit from the full curriculum. The school ensures that all pupils are valued as individuals. Its policy statement guides practice in all aspects of the life of the school. Curricular provision for pupils with special educational needs is good and their attainment is generally well assessed. Where appropriate the curriculum for pupils with special educational needs is modified to meet the needs of their individual education plans. This is especially seen in the case of pupils with statements of special educational needs who have severe disabilities. For some activities they are able to join in with the rest of the class. There are withdrawal groups and the teachers strive to keep a balance so that the pupils have access to the National Curriculum. The withdrawal groups are a strong factor in the good progress of these pupils. However, it does mean that some of the normal curriculum is missed. The Code of Practice and more recent recommendations are well upheld and pupils' progress is regularly reviewed. While the school does not have a written policy on the education of gifted pupils, provision for the higher attainers is also good as staff plan learning activities that are appropriate

to their ability.

44. The needs of pupils who have English as an additional language are quickly identified and the specialist teacher in close collaboration with the class teacher plans an appropriate programme of work. Individual work is well matched to that being taught in class lessons to ensure that the pupils make the best progress. Their attainment and progress are regularly monitored and recorded.

45. The school's assessment procedures meet statutory requirements. However, in practice, assessment procedures are both unsatisfactory and inconsistently implemented through the school. Despite some good practices within the school, assessment procedures at both key stages have weaknesses. The school undertakes tests and assessments of pupils' achievements and keeps computerised records of their standardised scores. These are effectively analysed to provide information about the relative standards of attainment at the end of the key stages. However, the school has yet to agree on consistent methods for recording pupils' progress in reading, writing, numeracy, science and information technology. Pupils' progress is not assessed and recorded on a sufficiently regular basis and there are few common systems for tracking pupils' progress. Teachers' planning does not sufficiently identify opportunities for assessment.

46. Teachers know their pupils well and in lessons they use a variety of effective ways to find out what pupils know and understand. However, there is insufficient guidance on how to make use of assessment information to help pupils improve. The marking of pupils' work is variable across the school. Where it is good, teachers' evaluative comments help pupils move on but few teachers do this effectively. Where it is unsatisfactory, pupils' work is superficially marked. In most classes teachers do not sufficiently involve pupils in assessing their own work and setting individual or group targets for improvement.

47. Teachers in both the Nursery and the Reception class monitor the attainment of the children satisfactorily, keeping detailed notes on individual progress on a regular basis. In Reception, the teacher makes good use of her marking of children's work. Comments made in the children's books provide information for parents, encouragement and targets for the children and an additional record of the child's progress for the teacher.

55. Pupils' spiritual, moral, social and cultural development

48. The provision for the spiritual, moral, social and cultural development of pupils is good overall.

49. Provision for pupils' spiritual development is satisfactory. The good displays of work, the high profile for music in the school and the very good school ethos support the pupils' spiritual development. However, the daily act of collective worship and the religious education programme do not effectively contribute to the pupils' spiritual development. Most assemblies are planned on specific themes and are based on the principles of sharing, respect for one another and being a special person. Pupils' achievements are celebrated through their good samples of work and the awarding of certificates for good effort. In some assemblies, pupils are given the opportunity to sing and to share their ideas, but there is little time given to a period of reflection. Prayers and worship are not included within the assemblies and the school does not meet the statutory requirements to provide a daily act of collective worship. This aspect has not improved since the previous inspection when the unsatisfactory provision was as a key issue. There are few planned opportunities for spiritual development in the curriculum, but during the inspection pupils were seen to have a sense of wonder and amazement during some lessons. For example, children in the Reception class showed delight and fascination when the like-poles of two magnets repelled each other. Older pupils in Years 4 and 5 showed a deep sense of wonder and curiosity when examining Roman artefacts.

50. The provision for pupils' moral development is very good. Pupils are taught the differences between right and wrong from their very earliest days at the school. All staff, parents and governors have high expectations of behaviour required in the school. A strong moral code is implicit throughout the life and work of the school and this is reflected in the very good relationships that are evident. All staff set very good role models of behaviour and treat pupils with great respect. Staff are always available to listen to pupils and to offer support

and guidance. Pastoral care is a strong feature in the school, particularly for pupils who have come from other schools during the year. Pupils are actively encouraged to relate very well to their peers, to teachers and other adults. They extend a welcome to all who visit the school. Each class has rules that advocate mutual respect, honesty and trust. These, and the school behaviour policy, are well known and promoted across the school. The personal and social educational programme promoted across the curriculum gives pupils the opportunity to discuss moral and social issues. For example, pupils in Year 6 were exploring, through role-play, the issues of loneliness and were suggesting ways of tackling this issue if it occurred in school.

51. Provision for social development is very good. It is well promoted throughout the school, through classroom activities, assemblies, lunchtime arrangements, extra-curricular clubs and visits beyond the school. Pupils in all classes take on regular monitor's tasks with enthusiasm. For example, pupils are given the opportunity to show prospective parents around the school. From an early age pupils are encouraged to work collaboratively and independently in their lessons. Older pupils look after younger children and support them in the playground and in weekly reading sessions. The mixed year groups encourage very good relationships between older and younger pupils. Residential visits for pupils in Years 4, 5 and 6 make a significant contribution to their personal growth and maturity. Younger pupils are already enjoying 'sleepovers' in the school as a means of preparation for future planned residential visits for their classes. Pupils with special educational needs and those pupils with English as an additional language are well integrated into the social life of the school. Pupils with special educational needs take a full part in all activities and have an opportunity to take responsibility. Social development is also encouraged through the school council, which then leads to pupils taking part annually in the European Children's Parliament. Pupils are also involved in the Junior Citizenship scheme. All these activities provide opportunities for pupils to develop the skills required to play a full part in society as responsible citizens. The school raises money for charitable causes and this further develops pupils' social awareness and compassion within the context of the wider world. The school's very good ethos provides the pupils with a safe caring environment in which to develop responsible attitudes and very good relationships towards each other.

52. The provision for pupils' cultural development is good. Pupils are given opportunities to strengthen their knowledge and to gain an insight into values of their own and other cultures through art, music, history and geography. For example, pupils learn to appreciate the music of a range of composers that they hear in assemblies. Through art and history they gain an understanding of famous black people who have had a positive impact on society. The good range of artefacts, used well throughout the school, gives pupils opportunities to learn and identify the diversity of cultures both in the past and in the present. Wider cultural awareness of different religions is not apparent particularly in Key Stage 2, as pupils are not given sufficient opportunities to study faiths and festivals in depth. There are many visits outside the school, including visits to museums, art galleries, places of interest and residential trips. Visitors into the school are many and include senior citizens who hear pupils read and members of the local community. Several sports groups run coaching sessions in school and this links effectively to the very good provision for extra-curricular activities. Displays around the school show a good sample of cultural experiences to support pupils' learning.

60. Support, guidance and pupils' welfare

53. The previous inspection report considered that the quality of learning and standards of achievement were enhanced by the school's efforts to provide a high standard of pastoral care and that judgement is endorsed by this inspection team.

54. Pupils' behaviour and personal development are well monitored through appropriate use of the 'behaviour box', the very good knowledge all staff have of their pupils and the very good opportunities provided to enhance pupils' personal growth. However, pupils' academic progress fails to be consistently and thoroughly monitored and this failure is linked to the lack of detailed assessment procedures in the school. This results in pupils not making best progress in their learning, especially in reading and writing. Support for pupils with special educational needs is good. There are good procedures for the identification and monitoring of these pupils. A number of external therapists and other experts work well with the school. Behavioural issues are included on the very specific, well-focussed individual education plans. New pupils and those with emotional and behavioural problems have the possibility of counselling. The school is monitoring the attendance of pupils

with special educational needs. Attendance is now being monitored thoroughly and effectively. Pupils who have English as an additional language are very well supported by the school and, in particular, by the recent appointment of a teacher to focus on this area of work and to assist pupils from ethnic minority groups who need support in their learning.

55.The provision for pupils' welfare is also very good. Strategies in place to promote discipline and eliminate bullying are very effective as demonstrated by pupils' good standards of behaviour throughout the school. Procedures in place for child protection are detailed and sensitive. All staff receive updated training annually to ensure the school is constantly well equipped to support pupils appropriately. The programme for pupils' personal, social and health education is well delivered through science and religious education lessons, supported by discrete lesson periods and circle time as appropriate. Health and safety is a prime concern of the staff and governors. The headteacher and premises officer undertake regular risk assessments around the school, supported by similar assessments undertaken by members of the governors' premises committee from time to time. Sufficient staff have up-to-date certificated training in first aid and there are plans for all staff to have emergency 'first response' training at some stage in the near future. Accident books are completed in clear and appropriate detail, fire drills are held at regular intervals to further ensure pupils' welfare, and safety is well promoted.

56.Not all children who join the Reception class come from the school's own Nursery class. Induction arrangements into the school are sensitive and ensure that the children make a speedy and happy start to their school lives. These arrangements consist of a number of visits by parents and their children, followed by staggered entry into the class at the beginning of the appropriate term. When pupils are ready to move on to secondary education the school has a considerable problem in that pupils transfer to as many as over twenty schools. However, there are opportunities for all pupils to visit the secondary school of their choice and heads of Year 7 in most of the schools visit Kilmorie to collect records and meet their prospective pupils.

64.

Partnership with parents and the community

57.The relationship between the school, its parents and with the local and wider community is as much a strength of the school as it was judged to be at the time of the previous inspection. In many respects it has improved.

58.Parents speak highly of what the school does for their children. An unusually high number of parents attended the pre-inspection meeting to speak of their support for the school and there were virtually no negative comments on the questionnaires. Parents are clearly welcome in the school, they are completely at home there as they come and go, and they know their views are welcomed and appreciated. Staff are always accessible and available to them and parents value this facility greatly. A large number of parents and their young children attend the school's main assembly each Wednesday, as witnessed during the inspection. Attendance at the meeting to discuss the governors' annual report to parents is frequently, and most unusually, in the region of 60 or more parents.

59.The ways in which the school supports its parents are outstanding. For families where both parents work full-time the daily breakfast and after-school clubs are an innovation, which ensure that their children are safe and well cared for. A play-scheme is in operation during all school holidays, crèche facilities are provided for all major school meetings and events and a playground supervisor is available at the end of each day to care for pupils whose parents have been held up in coming to collect them. Information and communications technology classes for parents after school and a 'book for breakfast' are planned extensions to the current activities that take place out of school hours. Support for pupils with special educational needs is good. There are good procedures for the identification and monitoring of these pupils. A number of external therapists and other experts work well with the school.

60.Communication with parents is good. Regular informative newsletters are sent home and three open evenings a year are arranged for parents to air concerns and learn of their children's attainment and progress. Annual reports to parents on pupils' progress are satisfactory and inform them what their children know,

understand and can do. However, these reports lack specific individual targets to support pupils' future development and improvement. Parents of pupils with special educational needs are fully involved as appropriate in annual reviews and in the formulation of individual education plans.

61. A number of parents help in the school and on trips and outings. Parents are satisfactorily involved with their children's learning at home although the setting of homework is inconsistent across the school. It was noted during the inspection that pupils' reading logs do not usually contain a dialogue between parents and teachers.

62. The home school association, 'Friends of Kilmorie', is very well organised and it works hard to provide a variety of social and fund-raising events throughout the year. All funds raised are spent to benefit the pupils, and include the playground improvement project and helping with the networking of computers throughout the school. The governing body's parental links committee, together with the appointment of a member of the teaching staff to the specific role of linking with parents and the community, are further positive features in this particularly strong aspect of the school's work.

63. Visitors to the school are constant and considerable in number. They include students on work experience, trainee teachers and elderly citizens who hear pupils read. The community police officer, fire brigade and ambulance service are also regular and popular visitors to the school. Sports groups run coaching sessions in the school. As part of the National Year of Reading the school produced 'The Kilmorie Book of Food' with the support of many contributions from members of the wider community. The school choir performs in the local shopping centre on appropriate occasions. These visitors and activities enhance the pupils' learning and further develop the pupils' understanding of the world around them and an awareness of citizenship.

64. The geographical area in which the school is situated is essentially a residential one and there is no commercial or industrial activity in the immediate neighbourhood. However, this does not detract from the school's very positive efforts to make and maintain very strong relationships with its local community, efforts that add much richness to the lives and education of all its pupils.

72. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

72. Leadership and management

65. The quality of leadership and management in the school is very good. The headteacher has a clear vision of the future development of the school. Together with the chair of the governing body, who was in post at the school's inception, he has developed a very strong emphasis on the importance of all parts of the school community working and learning effectively together. The headteacher is very ably supported by the experienced senior management team. The deputy headteacher oversees much of the day-to-day management of the school and has had a big impact on the development of effective teams through the school, who work well with each other. He has focused strongly on developing the pastoral care systems and staff development. The senior teacher, who is also very experienced as a deputy headteacher, focuses effectively on curriculum planning and ensures that the National Curriculum programmes of study are covered and that pupils' learning progresses effectively from year to year. The three work very closely together; their different qualities and styles of leadership make a very strong team that lead the school forward. The fourth new member of the senior management team complements their work. She focuses effectively on communications with parents and the local community. The strength of the leadership in the school, and the effectiveness of the whole staff, who work very well as a united team, ensures that the school's capacity for further improvement is good.

66. The headteacher and senior management team have, with the staff and governors, addressed most of the concerns of the previous report. The curriculum is now broad and appropriately balanced. All aspects of the National Curriculum are taught and all subjects now have policies and schemes of work. However, whole-school procedures for assessing and recording pupils' attainment and progress have not been clearly developed and consistently implemented. This is an area of development highlighted by the school, but the co-ordinator

responsible for this aspect has been absent from school on maternity leave. The school effectively monitors the quality of education provided and the use of its financial resources. The quality of monitoring in the school is good. Rigorous systems have been developed which provide effective monitoring of the quality of teachers' planning, coverage of the National Curriculum programmes of study and the quality of teaching. The professional development of all staff is very good. Teaching staff are well trained and their expertise is used effectively to support other colleagues. The school has done much to improve the planning for school assemblies and addressed many of the concerns in the previous report. It is still not, however, providing a daily act of worship as required.

67. The subject co-ordinators provide overall satisfactory leadership for their subjects. In mathematics, science, design and technology, music, physical education and information technology, the leadership is good, and is having a positive impact on curricular planning and pupils' progress. The provision for children under five is satisfactory overall. The school has gone through a period of change since the previous inspection and there have been changes in staff. The teachers in the Nursery and the Reception class are both new and the co-ordinator for "early years" provision has only just taken up this post of responsibility. The provision for children under five is seen by the school as an area for development. Many aspects show positive improvements but there are several areas within the provision that need further development and consolidation. Most have already been identified by the new co-ordinator and they are part of the current school development plan. The Nursery is a separate unit in the school. Children have very little opportunity to be part of the school community and the children's induction into the school is rather limited at present. There are no links between the planning in the Nursery and that in the Reception, which does not ensure that children's learning progresses effectively through the first years of schooling.

68. The management of special educational needs is good. The governing body has an appropriate policy for special educational needs and a separate subcommittee covers this aspect. The knowledgeable chairperson has established a good liaison with the school and makes a strong contribution to this area. The special educational needs co-ordinator manages the provision within the school in an efficient manner. There is good interaction with the member of the senior management team responsible for curriculum, assessment and raising achievement. The whole school is well aware of these pupils. The strong team of people dealing with special education needs work very well together. The very good ethos is characterised by a caring approach and respect for others and this engenders good self-esteem in the pupils.

69. The provision for pupils who have English as an additional language is satisfactory overall. The teacher responsible works closely with the class teachers to plan pupils' work so it effectively supports their learning in the classroom. Together they plan the targets towards which the child is working in order to improve. The teacher also has responsibility for planning the support for pupils of minority ethnic groups who are underachieving in their work. This provision is also effectively and sensitively managed and provides opportunities for raising the pupils' self esteem and for their success.

70. The governing body is strong, well informed, knowledgeable and influential in the development of the school. Governors support the school, monitor its progress effectively and provide guidance and advice on school development issues. They work in close partnership with the school, which enhances the quality of education provided. The ethos for the school is very strong. It is under-pinned by the staff's commitment to equal opportunities and respect for all members of the school community. It is an evaluative school that seeks constantly to raise standards.

78. Staffing, accommodation and learning resources

71. The school has a good number of appropriately qualified teachers to teach the curriculum. A positive feature of the previous inspection was the use of staff expertise to teach the curriculum, and this continues to be the case. The balance between experienced and newly qualified teachers is good. There is also a good gender balance on the staff. There are four job shares in four classrooms, which are smoothly organised with a beneficial effect on pupils' progress. The teachers involved provide a wide range of talents and expertise which they use effectively to support pupils' learning. There is a good match of number, qualifications and experience of support staff who work alongside the teachers and make an effective contribution to pupils' progress.

Provision of staffing for children under five is good and they are suitably qualified. Special educational needs staff are experienced and contribute effectively to the progress of identified pupils on the register. The school has additional part-time teacher support for those pupils who benefit from the ethnic minority achievement grant. The school is well served by administrative staff and a committed relief premises officer who assists with the football club, special educational needs support and many other aspects of school life. Staffing has been maintained well since the previous inspection although there has been staff turnover due to promotion and family reasons. It is clear that governors and senior staff have in place good recruitment procedures to ensure the high calibre of all the staff.

72. Arrangements for the professional development of staff are good. The induction programme for new and newly qualified staff is very good. Mentors support newly qualified teachers and good use is made of the induction programme organised by the local education authority. As part of the induction process, mentors provide regular written feedback to the newly qualified teachers on their quality of teaching. There is no formal appraisal system in place but the internal process of interviews, action plans and monitoring procedures are very good and linked directly to staff professional development and the school development plan. All staff have job descriptions which outline general duties as well as specific responsibilities. The arrangements for the professional development of all staff are very good. Additional training for the National Literacy and Numeracy Strategies has taken place. Support staff have had appropriate training in literacy and numeracy. Training has also been provided for those staff involved in giving the additional literacy support. As part of staff development, there is a consistent monitoring of teaching by the senior management team during each term.

73. The accommodation is good. It allows the curriculum to be taught effectively. The school is very clean and tidy, a credit to the premises officer and cleaning staff and to the care that all staff and pupils take with their environment. Many areas in the school have been redecorated during the previous summer term. The school has planned a rolling programme of repairs and redecoration. Classrooms provide sufficient space for both group and individual work. There are a number of specialist rooms for music and special educational needs. There is a very accessible medical room, which is used as a base for support staff when medicals are not taking place. The library is narrow and small but has an adequate range of non-fiction books. Owing to its size, it is not used effectively as a library, but pupils are given the opportunity to borrow books for researching information. The large school hall is well equipped with physical education apparatus and is also used for breakfast, school lunches and after-school activities. The administrative area is open plan and is very welcoming for visitors and everybody who works in the school. The outside areas are spacious and include a well marked playground, a separate area for ball games, a wild garden, a fantasy time garden for quiet activities and an extensive pergola backed by plants which provides good shade and log seating. All of these features enhance pupils' learning. This is a significant improvement since the previous inspection. There is also a challenging climbing wall for pupils to use, which links effectively to the outdoor pursuits area of activity in the physical educational curriculum. There is no field area available for games activities. The fence at the back of the school is in need of immediate repair. There is no designated outside play area for the children under five years of age who are in the Reception class which restricts their opportunities for learning through structured play activities.

74. Learning resources are satisfactory overall, with good resources in English, mathematics, science, art, music and physical education. Resources for children in the Reception class are unsatisfactory. In particular, there are very few games or activities to support children's learning in the literacy and numeracy hour. Resources throughout the school are easily accessible for the pupils and staff. The school has been successful in the bid to be part of the project for the National Grid for Learning. As a result of this the whole school has been cabled and every class has at least one computer that can connect to the Internet. Laptop computers are a useful addition to the information technology resources. Extra resources are borrowed from the professional development centre and the library loan scheme from Greenwich. There are good displays around the school and in the classrooms, which further underline the value placed on pupils' work. Effective use is made of visits out of school and visitors into the school to promote pupils' learning.

82. **The efficiency of the school**

75.The quality of the financial planning in the school is good. The headteacher, governors and the office manager manage the budget very efficiently. The school makes good use of funds provided for staff development. Funding for the pupils with a statement of special educational needs, along with additional funds from the school budget, are used appropriately to provide support staff. Staff and resources are used well for pupils with special educational needs. Funding from the ethnic minority achievement support grant is also well spent and good provision is made for those pupils who have English as an additional language and those of an ethnic minority group, who have been identified as needing support.

76.The governors' finance committee meets regularly and makes appropriate reports and recommendations to the full governing body. All spending decisions are appropriately linked to financial priorities within the school development plan. Strategic planning is good and the school looks about two years ahead in this area of its work. The effectiveness of the spending decisions taken by the governing body are evaluated and assessed regularly and effectively, for example the school's focus on the development of the mathematics has been followed closely by the governors .

77.Teaching, support and all ancillary staff are deployed effectively. The school's accommodation is used well with the exception of the library, which is due to undergo a change of use and purpose in the near future. Learning resources are used well and there is little waste, but the laptop computers need to be managed more effectively to provide a more useful resource.

78.Daily financial control and administration are very good. The office manager deals with the school accounts and all day-to-day money matters. Her work is of a high quality. She is ably supported by the administrative assistant who among her other duties, now undertakes the monitoring of school attendance records in conjunction with the deputy headteacher. The administrative officer provides good support to the school in his role of overseeing school contracts, for example catering and cleaning, and provides a valuable service to the school information technology network with his considerable knowledge and expertise in this area. The temporary premises officer works hard to ensure a clean and safe learning environment for pupils and staff. The school meals supervisor and her staff provide exceptional pastoral support throughout the school.

79.Unit costs are higher than average but the school's finances are well managed and spent effectively. Taking these costs into account, the good quality of teaching, the high standards of pastoral care, the very positive relationships with parents and the community, together with very good leadership and management, the school gives good value for money.

87. PART B: CURRICULUM AREAS AND SUBJECTS

87. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

80.Children under five are taught in the Nursery and Reception class. They are admitted into the Nursery at three years of age and transfer to the main school Reception class in the term before their fifth birthday. On entry to the Nursery, children have a wide range of attainment, including a good proportion of children with above average attainment, those with special educational needs and a large proportion this year of children who have English as an additional language. Some years there are significant changes in the attainment of different cohorts of children but overall they are judged as broadly similar to the average.

81.Children make steady and often good progress in the Nursery and by the time they are five most children have attained the standards expected in the six areas of learning; language and literacy, mathematics, knowledge and understanding of the world, creative and physical development and personal and social development. This year, children's attainment at five years of age in early reading skills and mathematics are above average and many children are already on their way to attaining Level 1 of the National Curriculum. In the Reception, children make satisfactory progress and build successfully on the good start they have made in the Nursery, although they have less opportunities to learn and develop their personal and social skills through structured play.

Personal and social development

82.Children in the Nursery have settled well and they work and play together confidently. They know and follow class routines and respond well to the adults around them. Most show good levels of independence and organise themselves satisfactorily, such as getting out construction equipment when they want it. When they are interested in activities they show good levels of attention and concentration. One group of children played together in the 'Baby Clinic' for more than half an hour, acting out their roles as mummies and nurses, whilst two others worked at the computers with good concentration and enjoyment. Younger children in the Nursery confidently ask for help when they need it and play alongside each other, mostly sharing resources and toys sensibly. All adults in the Nursery support the children well and encourage the development of their independence and confidence. They provide many opportunities for children to make choices for themselves and they have high expectations for the children to help clear away and tidy the room at the end of the sessions.

83.In the Reception class, children show good attitudes to their work and are often eager to show what they know. They usually settle to their tasks without fuss and work with good levels of concentration. They have settled into the main school environment well. They recognise and follow both class and school daily routines. They show satisfactory levels of attention in school assemblies and particularly enjoyed a Year 6 class assembly. Many of the Year 6 pupils they know well from their regular shared reading activity and they took great pleasure from seeing them 'on stage'. Children also listen to each other's news and ideas with interest in class discussion time. The teacher provides satisfactory opportunities to develop their social skills and the ability to share and co-operate with each other such as arranging a picnic together in the role-play area.

Language and literacy

84.Children in the Nursery, including those with special educational needs and those who have English as an additional language, make good progress in developing their speaking and listening skills. The teacher and the nursery nurse are skilled at modelling good speech patterns for children to copy and ask a wide range of questions to help children develop their vocabulary and understanding. Children enjoy stories and looking at books. Most of the older children and many of the younger ones understand the purpose of books and turn the pages correctly. They talk about the pictures and explain what is happening. Teachers promote children's language skills well by providing a wide range of activities, such as writing shopping lists and menus and retelling the story of 'The Hungry Caterpillar'. Many children recognise their own name from a small group of names and several of the older children attempt to write their name using recognisable letters.

85.In Reception, children continue to make good progress in developing their language and literacy skills. The teacher has introduced them to the literacy hour, which provides effective opportunities for children to develop their reading and writing skills. Higher attaining children are already reading independently and recognise

many common words. They have a good knowledge of the names and sounds of letters, which the majority of children are beginning to use to help them recognise new words and write their own sentences. Lower attaining pupils make good attempts at writing down their own ideas, using mostly marks and squiggles at present but they copy the teacher's writing with satisfactory letter shapes. There are, however, very few games or activities to support children's learning in the literacy hour. Satisfactory opportunities are made for pupils to develop their speaking and listening skills in 'circle time' and class discussions of the 'Big Book' text, and to promote their interest and enjoyment of books. Pupils in Year 6 and children in Reception gain great enjoyment from sharing books together and the younger children learn well from their older mentors.

Mathematics

The staff provide a wide range of mathematical activities and the children in the Nursery make good progress in developing their knowledge and skills. Older children in the Nursery recite to five accurately and many to ten, fairly accurately. Several recognise the written numbers. One boy recognises the number ten and knows it is made up of one and a zero. Even many of the younger children know common colours such as red, green, blue, yellow, black and white, and recognise and name shapes such as circle and square. They use their knowledge to play colour dominoes and complete simple jigsaw puzzles and number games. All children enjoy singing number songs such as 'Five Little Speckled Frogs'.

86. The teacher has introduced the numeracy hour effectively to children in Reception and they continue to make good progress in acquiring mathematical knowledge and skills. However, there are very few games or activities to further develop and extend children's learning in the numeracy hour. Many children complete simple addition and subtract sums with numbers under ten. Higher attaining children count, order and write numbers up to 100 fairly accurately, although some of the numbers are reversed. Most children complete simple patterns correctly and sort objects into appropriate sets. They have a good understanding of positional language, such as beside, in front and below. They correctly order objects according to their size, smallest to largest. Higher attaining children also have a secure understanding that the size of an object may not always indicate if it is the heaviest.

Knowledge and understanding of the world

87. Children make satisfactory progress in acquiring a range of knowledge and skills through an appropriate range of self-chosen activities and focused teaching. Many of the activities are linked effectively to learning about themselves; their senses of sight, touch, and taste. Children enjoyed making and then eating a delicious fruit salad. Many recognised and correctly named many of the fruits included and made satisfactory progress in understanding the concepts of hard and soft. Children talk about their families and friends. They build imaginative vehicles and homes using a variety of construction equipment. Many of them are very interested in working at the computer and are developing a good understanding of what is required in a number of simple programs. Several have a computer at home and exhibit very good information technology skills. They confidently move from program to program and show good skills in moving the cursor with the mouse to the correct spot on the screen.

88. In the Reception class, children make satisfactory progress in learning about the world around them and develop an early awareness of history, recognising toys that are old and those that are new through their topic work using Barney Bear. Little evidence was observed of their early designing skills, but children gave appropriate reasons for why their zoo put certain animals together. They have made good progress in science, recognising that some metals are attracted to magnets and some not. They found delight in experiencing the effect of putting the like poles of two magnets together when it was effectively introduced by the teacher. Children use the computers and listening centre with satisfactory confidence and interest and understand what the different parts of the computer are called and their functions.

Physical Development

89. The outside play area is well stocked with large wheeled toys, balls, hoops and climbing frames which promote the children's co-ordination and mobility. Children run, jump and skip with satisfactory balance and awareness of the space around them. They use pens, paint brushes, hammers and saws with growing accuracy to make models and pictures. They have experience of a wide range of materials so they can develop appropriate skills of using, cutting and sticking them. Their co-ordination is developing satisfactorily so that the oldest children cut the fruit into pieces for their fruit salad.

90. In the Reception class, children's physical development is promoted satisfactorily through regular physical education lessons. In the classroom, children's control of their pencils and crayons enables them to write letters, numbers and pictures with satisfactory results. Several colour their drawings carefully, but many still lack the care and control to produce a good standard.

Creative development

91. Children make satisfactory progress in developing their creative skills. They enjoy singing songs and reciting rhymes. Two girls worked together well making their own tunes using the keyboard and chime bars. They have satisfactory opportunities to make collages and paint pictures, for example the colourful paintings of a member of their family, which showed good expressions and body details. Teachers work with children to develop their ideas and appropriate vocabulary in role-play situations, such as going shopping.

92. In the Reception class, children have satisfactory opportunities to develop their creative skills through music and art lessons. Activities are provided to develop their imagination and appropriate vocabulary through role-play situations, such as preparing a picnic. The children's pictures of Goldilocks are bright and colourful, show good control of paint and brush and also details which make their pictures individual.

93. The quality of teaching of children under five is at least satisfactory and often good. Teaching in the Nursery is predominantly good. The teacher and nursery nurse plan together effectively to provide a good range of focused teaching, appropriately balanced with a good range activities for children to choose for themselves. The teacher and nursery nurse understand the needs of these young children, provide good support for them, and use skilled questioning to promote their interest and stimulate their ideas, knowledge and language. The teaching of children in the Reception class is, overall satisfactory, and sometimes good. There is an appropriate focus on the National Curriculum programmes of study to match the children's levels of attainment with opportunities for children to develop their personal and social skills through structured play activities. The Reception teacher has introduced the children to the literacy and numeracy hours effectively, which is having a positive impact on their learning, but insufficient focus is given to developing opportunities for pupils' learning through structured play.

101. **ENGLISH, MATHEMATICS AND SCIENCE**

101. **English**

94. The National Curriculum test results for seven-year-olds have been better than the national average over the previous three years in reading and are in line with the average in writing. In 1999, test results matched the national averages in both reading and writing. In writing the proportion exceeding the expected standard of Level 3, is less than the national average.

95. National test results at the end of Key Stage 2 indicate a rising trend in standards. In the three years to 1998, though results show improvement, performance in tests remained well below average. In 1999, pupils achieved well in tests; the proportion of pupils who achieved the expected standards was in line with the national picture as was the percentage of pupils who exceeded this and attained Level 5. In comparison to schools with a similar intake of pupils, standards were above average. Attainment in the current Year 6 is not as good as previous years and currently falls short of what is expected for pupils of their age, particularly in writing. This is due to the large proportion of the current cohort with special educational needs. The school's published targets for next year are in line with this year's national figures. The school hopes that the booster classes planned for next term will repeat the success of this year and so achieve its targets.

96. Pupils make satisfactory progress in acquiring literacy skills, though the rate of progress varies from class to class across the school. It is best in the Year 2/3 and Year 6 classes where teaching is good. Pupils with English as an additional language and with special educational needs receive good support from learning support staff

and make good progress. Higher attaining pupils make satisfactory progress overall.

97. Standards in speaking and listening are satisfactory at Key Stage 1 and good at Key Stage 2. Pupils' progress varies likewise. Pupils experience a range of teacher-led listening and speaking activities during literacy lessons and in other curriculum subjects. For example, there are useful discussions when evaluating their work in design and technology and when examining Roman artefacts in history. At Key Stage 1, pupils are encouraged to make contributions during class discussions. By Year 2, pupils can express opinions and make evaluative comments about other pupils' work in literacy sessions. Pupils listen attentively in assemblies as well as in class and are responsive to teachers' questions. Throughout Key Stage 2, pupils are willing to share their ideas with their peers and by Year 6 they have the confidence and vocabulary to take risks in generating their views and ideas. Their speaking skills are good.

98. In reading, pupils make satisfactory progress. Standards are above average at the end of Key Stage 1 and average at the end of Key Stage 2 owing to the higher proportion of pupils with special educational needs. Across the school pupils generally read from a variety of media during their school day. Groups regularly share the reading of the same book aloud in guided reading sessions during the literacy hour. Pupils in Key Stage 1 recognise an appropriate number of words and use their knowledge of letter sounds to assist their reading. The higher attaining pupils read with expression and good levels of comprehension and explain meanings, characters and events in their books. Lower attaining readers use some phonic skills in reading unfamiliar words, but generally these pupils have a limited range of strategies for tackling new words. Pupils in Year 2 use their knowledge of the alphabet satisfactorily to locate words in a dictionary or thesaurus. At Key Stage 2, pupils know how to use the index and content pages to search for information, but even the older pupils are generally unfamiliar with the standard organisation of non-fiction books and are not able to use a library index to locate specific books. Pupils read confidently with appropriate understanding and the best readers read with good expression.

99. Pupils make satisfactory progress in developing their writing skills. Standards are broadly average by the end of Key Stage 1, but are currently below average at Key Stage 2. In the literacy hour, pupils practise and use the formalities of grammar. Punctuation improves as pupil's progress through the school. The regular learning of spellings throughout the school is improving standards in writing. Pupils learn to write for a range of purposes and audiences and they regularly practise their handwriting, although standards of presentation are too low. Pupils have sufficient opportunities to use their literacy skills across the curriculum, although teachers make limited use of information technology to support pupils' learning. For example, there are insufficient opportunities for pupils to redraft their work using information technology. At Key Stage 1, pupils can spell simple words accurately and write a number of sentences in logical sequence with growing awareness of punctuation. Some write in a joined legible style. The higher attainers write sustained pieces in an organised manner with good use of descriptive language. By the end of Key Stage 2, pupils have a sound understanding of the features of a variety of writing forms. The higher attainers sustain their ideas in extended pieces of writing and write with good use of vocabulary and secure spelling. They write complex sentences using a variety of connectives and organise these appropriately into paragraphs. Many write in a clear cursive style but do not do so regularly. A large proportion do not currently reach these standards

100. The attainment of boys and girls over the years 1996-98 was well below average at Key Stage 2 in English. It improved significantly in 1999 but, between 1996-98, girls were ahead of the boys and they made much greater progress than the boys have over these three years. This is partly because the large proportion of pupils who join the school in Key Stage 2 are boys, many of whom have academic special needs and /or emotional and behavioural special needs. There was no significant difference observed during the inspection.

101. Pupils respond well in lessons and their behaviour is generally good which has a positive effect on their learning. They concentrate for suitable periods of time and try hard to complete tasks and show appropriate levels of perseverance. There is a calm working atmosphere in most classes. Year 1 pupils listen sensibly but are not good at responding to teachers' questions. By Year 2, most pupils are keen to give answers and contribute to class discussions. They listen in rapt attention to stories. Pupils co-operate in-group work, work well together and help one another and they work independently.

102. The quality of teaching is satisfactory overall based on the teaching observed in the literacy lessons, on

evidence from other English sessions and the many other aspects of English teaching.

103. Teaching in the literacy hour was good or very good in nearly half the lessons, satisfactory in most of the rest and unsatisfactory in one lesson. Good and very good teaching occurs most frequently in Year 2/3 and Year 6 classes. Teachers are confident with the new framework and have a satisfactory understanding of the organisational strategies of the literacy hour. In consequence, literacy lessons are well planned and organised. Teachers give clear explanations of what has to be done, challenge pupils with effective questioning and in most cases match activities well to pupils' levels of attainment. Most teachers maintain a brisk pace to lessons and their management of group activities is good. In the most effective lessons, teachers combine very good relationships and high expectations with effective strategies that check pupils' understanding, provide good quality feedback that takes their learning on. Teachers use a range of effective teaching strategies and their day-to-day assessment of pupils' progress is satisfactory. Teachers are sensitive and aware of individual learning needs and plan effectively to address them. Teaching of pupils with special educational needs and those who have English as an additional language is good, and the support given to low attaining pupils in lessons is good.

104. Teachers have good relationships with their pupils and manage them well. In the best lessons, management of pupils' learning is very good and pupils respond very positively to high expectations and challenge. Where teaching is unsatisfactory, teachers have difficulty in maintaining pupils' attention and the pace of learning slackens. The main shortcomings occur when whole-class introductions are too long resulting in pupils becoming restless and when plenary sessions are too hurried, giving insufficient time for pupils to consolidate what they have learnt. Generally, there is insufficient guidance given to individual pupils on how to improve their writing skills, the monitoring of pupils' progress in reading is inconsistent and teachers' expectations on how pupils present their work are too low;

105. Management of the subject is satisfactory. The senior management has supported and monitored the successful implementation of the National Literacy Strategy. The school has effective procedures in place for monitoring teaching and for supporting teachers in their planning. In consequence, there is consistency across the school and appropriate emphasis on teaching literacy skills. However, assessment procedures are unsatisfactory and practices are inconsistent. While the school uses a range of tests to gauge pupils' attainment, it has yet to introduce effective ways of recording pupils' progress in reading and writing. There is insufficient guidance on how to improve pupils' writing, and the marking of pupils' work is inconsistent across the school. In some classes, teachers make evaluative comments on pupils' work, but few teachers' use marking effectively to help pupils move on. Teachers do not sufficiently involve pupils in assessing their own work and setting targets for improvement. Resources provision is good. While book provision in classrooms is good, the school relies upon the local library service to supply many of its non-fiction books. The library is attractive but not spacious. While books are colour coded for easy access they are not classified under the Dewey Decimal system which would support pupils in their use of the systems in use at the public library.

113. **Mathematics**

106. In the 1999 National Curriculum tests and assessments, the proportion of pupils attaining Level 2 at the end of Key Stage 1 was above average. The proportion of pupils reaching the higher Level 3 was well above average. Results from previous years were also above average with a slight dip in 1997. When results are compared with similar schools, pupils' performance in mathematics is very high. Inspection evidence indicates that the majority of pupils are on course to attain standards above national averages by the end of Key Stage 1. Overall, standards have been maintained since the previous inspection.

107. The 1999 tests at the end of Key Stage 2 show that the percentage of pupils attaining the expected Level 4 was above average with the proportion of pupils achieving the higher Level 5 well above average. Performance figures from previous years show that pupils' attainment in mathematics was well below average in 1997 and 1998, with a significant improvement in 1999 which indicates that standards in mathematics are rising. When the results are compared to schools in similar circumstances the attainment of pupils at the end of Key Stage 2 is well above average. Evidence during the inspection indicates that attainment is in line with the national average and is similar to the findings of the previous report. Standards are not quite as high as in the 1999

tests because there is a higher percentage of pupils with special educational needs in the current Year 6.

108. Attainment at the end of Key Stage 1 is above national expectations. Pupils can add and subtract numbers confidently up to one hundred and beyond. They recognise the importance of place value when partitioning numbers. Pupils accurately recall the two, five and ten times tables. They show good skills in measurement and are able to use standard units for length, mass and time. They are familiar with the words 'numerator' and 'denominator' and can competently identify equivalent fractions. For example, pupils in Year 2 were able to find different fractional parts and then discovered a method to make the fractions equal. Pupils successfully add various coins together to make one pound and beyond. They know the names of two and three-dimensional shapes and can identify their properties. They draw different angles and accurately recognise right angles. By the end of the key stage, pupils' skills in mental mathematics are particularly well developed. This aspect is a significant improvement since the previous inspection.

109. Attainment at the end of Key Stage 2 is in line with national expectations. Pupils in Key Stage 2 are given a wider range of activities. They successfully apply the four rules of number and effectively use their knowledge and understanding to investigate and solve problems. For example, pupils in Year 6 identify number sequences and work out square and cubic numbers. In their investigative work pupils solve basic algebraic equations using symbols to represent numbers. Pupils work out the pattern in triangular numbers and then plot the relevant information on line graphs. Lower attaining pupils in Year 6 had slight problems in working out the sequence of triangular numbers. Higher attaining pupils convert fractions to decimals and then to percentages. Pupils show a clear understanding of measurement and use this knowledge to find perimeters and areas of two-dimensional shapes. Pupils can illustrate some of their work with the use of graphs and pie charts. The majority of pupils are able to interrogate the graphs and answer questions about them. By the end of the key stage, a good proportion of pupils are improving their skills in mental mathematics steadily.

110. Progress is good in Key Stage 1, and satisfactory overall at Key Stage 2 both in lessons and over time. During the inspection, progress in some lessons in Key Stage 2 was often good where pupils applied previous knowledge successfully or where they learned new topics and persisted in their work to apply their newly-acquired knowledge. Pupils with special educational needs and those who have English as an additional language make good progress. The school places a very positive emphasis on developing numeracy skills and in this area progress is good throughout the school. Pupils use their skills in other areas of the curriculum. For example, they use timelines and family trees in history, different routes in geography with the good use of co-ordinates and line graphs in science.

111. Between 1996-98 there was no significant difference between the attainment of boys and girls. They were both well below average at Key Stage 2. In 1999, the standards improved significantly for both boys and girls.

112. Pupils' attitudes to their mathematics lessons are good which have a very positive impact on their learning. They listen attentively, sustain concentration and work hard to complete tasks. Pupils work well on their own, in pairs and in groups. It is noticeable that in most lessons pupils show sensitivity towards others, sharing equipment sensibly and supporting each other as they work. Relationships between staff and pupils are very good. Behaviour is good in all lessons. Learning resources in lessons are used appropriately and carefully. From the scrutiny of pupils' work and in lessons pupils' work is not consistently well presented. It is generally untidy and figures are not neatly presented. The use of rulers with many pupils is not evident.

113. The quality of teaching in mathematics is good overall, has a positive impact on pupils' progress and has improved since the previous inspection. All teachers show good subject knowledge and understanding of all areas of mathematics. Lessons have a positive introductory session in mental mathematics and end with an effective plenary session. Lessons are well planned with clear learning objectives, effective questioning, good pace and momentum and appropriate challenging work for all pupils. On occasions work set for lower attaining pupils is over-challenging and does not match their ability. Day-to-day assessment is sound and teachers mark pupils' work as they move around the classroom. Teachers offer strong support to all pupils and there are satisfactory expectations of pupils' work. Support staff, when available, are used well to support pupils' learning. Pupils are well managed in all lessons. Good use is made of time and resources. The plenary session at the end of lessons is good and effectively reinforces pupils' learning. Where teaching is effective, there is good knowledge of the subject, explanations are clear, mathematical language is used appropriately,

challenging tasks are set and lessons are managed well. Where teaching is less effective, pace is slower and on occasions management of pupils is not consistently applied. Homework is provided in some classes but is not given in all year groups.

114.The curriculum is well planned and provides a firm basis for the development of pupils' mathematical experiences throughout the school. There is an appropriate policy and the school uses the numeracy framework as their scheme of work. There is good breadth and balance in the curriculum. The use and application of mathematics are well promoted, and with number work, are strengths of the curriculum. Shape, space and measures are well represented. Handling data is supported by the use of software in information technology. There are no significant weaknesses in the curriculum.

115.Assessment procedures are not fully established in mathematics, as this is a recent development. Pupils' achievements in key objectives are not consistently recorded across the school as part of the system of assessment. Information from these assessments which are recorded are not effectively used to inform curriculum planning for the individual needs of the pupils. Targets for individual pupils are being developed. Teachers mark pupils' work but there is a lack of regular marking in some classes in Key Stage 2.

116.Leadership in mathematics is good. The co-ordinator is very experienced, well qualified and works hard to motivate pupils and staff. He provides a high level of support through monitoring both teaching and planning in the subject.

124. **Science**

117.In the 1999 National Curriculum assessments at the end of Key Stage 1, the percentage of pupils reaching the expected standard or higher was above average. Ninety-four percent of pupils reached at least the level appropriate for their age and the percentage of pupils reaching the higher standard of Level 3 was also above the national average. When compared to similar schools, pupils' performance is well above average. This indicates an improvement on the previous year's results. Girls' performance is slightly ahead of boys in the latest results, but no differences were found in the inspection. The inspection evidence confirmed that the attainment is above average.

118.In Key Stage 2, results in the 1999 National Curriculum tests indicate that pupils' attainment at the expected level was well above average, when compared with all schools and similar schools. Ninety-three percent of pupils reached the expected level. The proportion of pupils who achieved the higher level was well above average. These results are a great improvement on those in 1998. The results are not confirmed by inspection observations, but attainment is still found to be above average. The reason for the difference is the greater proportion of pupils of lower ability in this particular cohort of pupils in Year 6. The attainment of boys and girls is similar. The general trend is that attainment levels are rising.

119.The previous inspection judged standards to be in line with national averages and highlighted the good use of language and investigative work. Since then there have been improvements in results at both key stages. The Year 2 assessment and Year 6 assessment and booster class, improved curriculum and good teaching have been important factors in raising the achievement levels. The good resources and continued emphasis on learning through investigative work are also having an important impact on achievement.

120.At the end of Key Stage 1, many pupils have above average experimental skills and knowledge. When experimenting, pupils use simple equipment and make predictions of the expected outcome. They observe well and record the results by means of charts. They read these accurately, for example to tell which paper towel is the most absorbent. Pupils all use simple measures such as spoonfuls, and the higher attainers read capacity markings on pipettes. They are well aware of what is necessary to guarantee a fair test. Pupils know that different materials are used for different purposes and explain why this is. They construct simple electric circuits and explain how a switch works by breaking the circuit. They realise that some materials are used as conductors of electricity whereas others are useful insulators. From the previous year's work pupils remember some basic conditions for life.

121. At the end of Key Stage 2, pupils achieve above average standards through regular practical science. They frame their own hypothetical questions for an investigation into what might affect the rate of fall of paper or card spinners. They realise that design, weight, height of drop and the material of the spinner are important variables and devise experiments in such a way as to vary only the factor to be tested. They solve some problems found during the testing. Conclusive results are produced in graphic form. Pupils know about the downward force of gravity and learn that up thrust is an upward force. They measure it in liquid by lowering known weights on a Newton meter. They are beginning to be aware of the balance of forces. Pupils demonstrate understanding of life processes. For example, they know that flowering plants are pollinated and the process of dispersal helps the resulting seeds spread. They appreciate the inter-dependence of living things and the environment. From their study of food chains, they realise that plants are producers and animals are consumers. Pupils know that decomposition returns vital minerals to the soil and have discovered that the plant nutrients potassium and phosphates are contained in potting compost. There is evidence of good work on materials from the previous year.

122. In Key Stage 1, most pupils make good progress. Pupils in Year 1 conduct simple investigations with magnets to see which objects the magnet will attract. They make predictions and carry out the test well. They discover that the magnet attracts metals including some pennies but not the aluminium can. By Year 2, pupils use measurements in experiments and record their results on charts. They draw conclusions from their experiments and explain why things happen.

123. In Key Stage 2, progress is good. In all year groups the lessons proceed at a good pace and pupils waste no time in writing their experiment plan. Pupils are quick and efficient at testing, as they are eager to discover a result. In the younger classes their teachers guide the pupils and planning is done together. However, by Year 6, the pupils can devise their own question, decide which factor to measure and what should be the outcome if their hypothesis is correct. They use past knowledge well and have firm insights in science. The pupils with special educational needs make good progress throughout the school.

124. Both boys and girls have good attitudes to their work, which has a positive impact on their learning. They enjoy science and are mostly well behaved. This is an improvement since the previous inspection. They listen carefully and use technical language confidently and fluently. A small minority of the pupils is distracted when listening. At Key Stage 2 the standards of written presentation are sometimes untidy. Pupils ask questions, generate ideas, solve problems and make decisions in small groups. During practical work they handle equipment carefully, share resources and co-operate well. Pupils' suggestions for investigations and how to overcome problems encountered demonstrate a good use of initiative.

125. The quality of teaching is generally good: a third of the teaching seen during the inspection was very good. This is an improvement since the previous inspection. At both key stages teachers have a thorough understanding of the subject, and their teaching methods and organisation are very efficient. At Key Stage 1 the management of behaviour is good and at Key Stage 2 it is often very good. These strong characteristics ensure good progress in learning. Teachers set high expectations and their planning is good. They use resources to good effect and circulate the classroom well to ensure each pupil is working at the task during brisk lessons. However, in some of the work samples, pupils' work is unmarked. Apart from Year 6 no homework is set. Opportunities to do more advanced graphical representation of data by hand or computer are under used.

126. The curriculum for science is broad and balanced and it makes a good contribution to literacy by giving opportunities for discussion, learning technical vocabulary and written experience in a scientific genre. The subject also enhances numeracy skills, in particular in counting, measuring and some data representation. Links are strong with other subjects, for example, in design and technology the collection of insects led to designs for toys and artwork is seen in observation and sketching.

127. The co-ordinator has a science degree and is well-trained in primary science. She has established a good working policy for science. The scheme of work is good. It is based on national guidelines, which have been adapted to fit the mixed-age classes in this school. The teachers' half-termly curriculum maps are well constructed through joint planning and these are checked by the co-ordinator. Lesson plans are effective and contain clear objectives and expected learning outcomes. Teaching has been monitored by the co-ordinator in

all but two year groups so far. The co-ordinator uses this information to monitor, evaluate and review her subject and makes clear action plans for development. However, although the curriculum is strong, there are weaknesses in assessment in all years except Year 2 and Year 6, as these other years have no agreed assessment procedures. This means that the co-ordinator cannot monitor all progress and teachers cannot ensure the best match of work to pupils' prior standards. There are plans to strengthen teachers' skills in assessment, but not to introduce a whole-school system of assessment and recording for science.

128.The wild garden is a useful resource and plans are made to restore the pond. There is an extra-curricular science club, which is always over-subscribed. Visits to the Science and Horniman Museums, Horton Kirby Woods, Greenwich Observatory and London Zoo are also excellent features.

136. **OTHER SUBJECTS OR COURSES**

136. **Information technology**

129.The standards of attainment of pupils at the end of both key stages are in line with those expected and are good in a number of areas, particularly in the pupils' ability to communicate information through text and pictures. Standards have been maintained since the previous inspection and in several areas they have improved.

130.Pupils, including those with special educational needs and those who have English as an additional language, make steady progress through the school in acquiring the knowledge and skills required. Pupils develop good skills of word processing through Key Stage 1. By the end of Year 2, they understand and use the "caps lock", enter and delete keys appropriately, load the programs and save their work to disk, providing an appropriate file name, so they can identify it from the others in the class. Many pupils change the size and shape of the text to make simple labels. Most pupils have the opportunity in Key Stage 1 to combine a photograph of themselves with a title. Pupils' knowledge of word processing and the communication of information in various forms are well developed through Key Stage 2. Pupils in the mixed Year 2 and 3 classes, develop their knowledge of an art program satisfactorily to produce illustrations of their puppet designs. They make choices about the appropriate tools available to create the most effective design, using various shapes, thickness of line, coloured and textured backgrounds and in-fills. By Year 6, pupils have made good progress and are developing the skills necessary for making multimedia presentations using text, pictures and sound. During the inspection, the pupils were planning their flow diagrams to link graphics and text using buttons that will enable them to switch from frame to frame. Many of the finished presentations last year were of an above average standard.

131.In the aspects of data handling progress is good at Key Stage 1. Pupils in Year 1 are already entering information about their favourite colours and printing out the information displayed on simple graphs. These skills are satisfactorily developed in Key Stage 2 so that pupils collect information on a wide variety of subjects including their heart beat rates, which are presented in a variety of ways so the information can be changed and interpreted. Older pupils are not yet designing their own spreadsheets so that information can be interrogated in order to answer questions and find out information. The skills of control are unsatisfactorily developed through the school at present. There is no evidence of pupils in Key Stage 1 developing the appropriate skills of providing a set of commands to make a floor robot or other mechanism move. In the mixed Year 4 and 5 classes, Logo has started to be used and pupils have effectively developed commands to draw their own initials. Some of the higher attaining pupils have created geometric shapes. One boy almost managed a perfect pentagon. No work on the monitoring or measuring of external events, such as wind speed, have been taught as yet but is covered in the scheme of work for pupils in Years 5 and 6 later in the year.

132.Pupils of all ages are interested in using the computers, tape recorders and other information technology equipment. Pupils are delighted when they receive an Email. They show good levels of perseverance when learning new skills, such as trying to create a realistic design for their puppet. They respond very well to their tasks and show good levels of attention and concentration, which has a very positive impact on their learning. They enjoy experimenting with a new aspect of a program to see what it will do. Pupils readily give support to

others less confident than themselves, and in one class the older Year 3 pupils worked satisfactorily with their class mates in Year 2 to share their knowledge. Two pupils in Year 6 gave up their lunchtime to show others in their class how to use the music synthesiser to produce music using the electronic keyboard. All pupils show respect and care for the equipment.

133.The quality of teaching through the school is satisfactory overall. In Key Stage 2, it is frequently good. Most teachers have secure subject knowledge for the tasks they are teaching and plan their lessons well. Pupils are managed effectively, and teachers have high expectations of pupils' good behaviour and attention. Teachers in the same year group plan the work together and are well supported by the use of 'Learning Pathways', which clearly develop the pupils' knowledge and skills through a unit of work. In the most effective lessons, the teachers manage the use of computers well. They provide clear instructions and demonstrations, and recap on new knowledge and skills to ensure pupils understand clearly. They often use pupils' past work and knowledge to demonstrate new ideas and adaptations. Where lessons are less successful, teachers lack confidence and do not sufficiently plan the stages of the lesson to ensure good progress in pupils' learning. In some lessons teachers had not taken into consideration pupils' previously acquired knowledge and skills. In one lesson, the pupils made unsatisfactory progress in their learning, owing to the late arrival of laptops from another lesson, compounded by the fact that fewer computers arrived than expected.

134.The curriculum for information technology is broad and satisfactorily balanced. The planning, based on the government provided scheme of work, covers all aspect required, although not all elements have been taught so far. The school has been linked to the National Grid for Learning and all classes have their own Internet link. This provides good opportunities for the pupils in Key Stage 2 to contact other schools around the world and also to be part of the Children's Parliament, which promotes their awareness of citizenship. Links with other subjects are developing satisfactorily. Pupils use CD-ROMs to research aspects of their work in history and geography and there are a few simulation programs which also enable pupils to learn about periods of time in history. Word processing skills are used to support and further develop pupils' literacy skills, but there is less focus on supporting learning in science and mathematics.

135.In some classes pupils have started to keep diaries of what they have achieved. In Year 6, these accounts are beginning to be self-evaluative, but these procedures are still very new. There is no whole-school system for recording pupils' attainment or progress or agreed levels of assessing what pupils know, understand and can do in information technology.

136.The new co-ordinator, with the support of the deputy headteacher, provides good support for staff and effective leadership in the subject. The co-ordinator has clearly highlighted the next areas for development that are needed for the subject to further improve. The quantity and quality of resources are satisfactory and much improved since the previous inspection, but the school needs to rethink how the laptop computers can be best managed so they are of the most effective use in promoting pupils' learning. The availability of equipment to support pupils' learning of control in Key Stage 1 is unsatisfactory.

144. **Religious education**

137.Pupils' standards in religious education at the end of Key Stage 1 are in line with those expected in the Lewisham Agreed Syllabus. Pupils recognise that the Bible is special to Christians and as such an object of deep significance. They visit the church, know the Bible is kept on the lectern and tell how it is used. They appreciate symbols such as the Cross and Star of David. They can describe a christening and some have remembered the word 'font'. They recognise that all the objects in a church have a special function and it is a place for quiet and prayer. They know that the Jewish sacred book is called The Torah. They can describe the Hindu festival of Diwali. They remember the shape of the Menorah and can describe the process of lighting the candles during the Jewish feast of Hanukkah. Pupils find it harder to respond to spiritual or religious aspects of stories in the light of their own experience. However, they do show an appreciation of how we are all unique, yet have many similarities. On hearing the story of the lost sheep they appreciate how each of us is special.

138.At Key Stage 2 pupils' standards in religious education are below those expected in the Lewisham Agreed

Syllabus. At the end of the unit on Buddhism pupils find it difficult to clearly remember the main tenets of that religion. They can tell the basic details of the Christmas story and remember the events of Palm Sunday. As required by the syllabus, the pupils display insight into what we may learn from religions. They appreciate that if people follow a set of rules, for example Buddhism, they may lead calmer lives. Some work samples from the previous year show that Year 6 consider what it might be like to take part in their Last Supper. However, the knowledge base, which these pupils have is insufficient for their age group. There is little appreciation of what religion can teach us about moral values. The previous inspection reported that standards in religious education were below strength and narrow. Pupils' standards at present indicate that there has been very little change.

139. The majority of pupils make satisfactory progress at Key Stage 1. However, at Key Stage 2, progress is unsatisfactory overall. The progress of pupils with special educational needs and those who have English as an additional language is in line with the other pupils. At Key Stage 1, progress is satisfactory in lessons; pupils finish their work and gain knowledge. Over the key stage an improvement can be seen in the complexity of work tackled and the ability to write more about it. In Key Stage 2, during lessons the progress is satisfactory. Pupils make suggestions during discussions on Advent and choose symbols for their Jesse Tree or Advent Calendar designs. In Year 5, pupils remember the salient points and add to their knowledge in the next lesson. One class practised and performed a reflective assembly on the theme of 'Words'. However, there is generally not enough progression through the key stage. Year 4 pupils are working at a similar level to those in Year 6 on the theme of Advent. The lack of assessment information contributes to the lack of progress. When assessment levels are known, then appropriate work is set to move pupils forward.

140. At both key stages the quality of teaching is satisfactory overall. However, it is noticeable that the flair and enthusiasm seen in other subjects is generally missing for religious education. At Key Stage 1, the teachers use good resources and lessons proceed at a brisk pace. The visit to the church is particularly valuable and produces sound learning. Pupils are helped in their understanding of the significance of religious objects by sharing things that have a special meaning for them. Teachers in Key Stage 1 have good skills in ongoing assessment in class. This makes sure everyone is working and tasks are completed. They are skilful in their use of questioning to test knowledge and extend learning. At Key Stage 2, good teaching skill is seen in the firm management of the pupils' behaviour; this allows a quiet contemplative, working atmosphere. Pupils then have the opportunity for reflection and learning knowledge. Good organisation is also seen in most classes and smooth classroom routines allow tasks to be completed. These strong points in the teaching seen during the inspection should produce good progress amongst the pupils. However, it is not underpinned by accurate assessment information so as to match work accurately. There is an over-reliance on discussion and not enough written work is undertaken to help pupils retain knowledge. Therefore, progress is hindered. There is also a weakness in ensuring that work effectively builds on what pupils already know and understand.

141. Religious education makes a satisfactory contribution to literacy by way of discussions and a weaker contribution in written work. It is more strongly linked with art as the only recording seen this year has been in decorated pop-out booklets and paintings. Some good pottery models of creation gardens are made in Year 1. There is no evidence of the use of information technology or numeracy within religious education.

142. The co-ordinator has held this responsibility for barely a year and has had other school policies to develop during that time. She gives direction to religious education, but has not, herself, received enough training in this subject. There has been no in-service training for teachers either and this is an important factor in the unsatisfactory attainment at Key Stage 2. The co-ordinator has mapped the Agreed Syllabus requirements for the next three years at school, ensuring good coverage as the linked year groups change. She monitors teachers' planning and gives advice. However, the absence of assessment and recording procedures throughout the school in this core subject is the main reason for the unsatisfactory progress at Key Stage 2. Pupils are not assessed on their knowledge at the end of the units. This means that teachers cannot ensure that pupils are gaining knowledge at the appropriate level. Poor progress is undetected and satisfactory background knowledge has not been built upon for older pupils. The collection of samples of work has begun.

150.

150. Art

143. Few lessons in art were observed during the inspection. However, the many examples of art displayed around the school and the school's photographic collection provide sufficient evidence to show that pupils reach appropriate standards for their ages and sometimes exceed them.

144. At Key Stage 1, pupils make good progress in the development of their skills, creativity and manual dexterity. Pupils can represent what they see and touch using a range of material and techniques. These include use of colour mixing, pastels and crayons. They experiment with colour mixing before applying the paint and use chalks to blend colours together to create colourful images. Pupils in the Year 2 /3 classes reach good standards in designing three-dimensional models and sculptures to show knowledge of shape, form and texture. They work in a range of materials, using paper and pencils before using a variety of techniques to build up images in clay, for example, face shapes and heads in the style of the Easter Island sculptures. Pupils show good control of tools and good progress in developing of techniques for joining in clay. Many work to a high standard.

145. At Key Stage 2 pupils continue to work with a range of materials and methods in painting, sketching and drawing and there are also good opportunities for three-dimensional work and for the handling of a variety of materials such as paint, clay, papier mache and textiles. They understand some of the elements of art such as line, tone colour and shape. The quality of water colour paintings in Year 4/5 classes show that pupils can apply techniques of mixing and matching colours to good effect, showing sensitivity and imagination. Year 6 pupils explore the different qualities in tonal drawings by using sketching pencils. Pupils' skills in recording what they see through observational drawings are well developed and by Year 6 many reach good standards. Many pupils draw from direct observation giving appropriate attention to accuracy and fine detail in their work. Pupils are not afraid to experiment and are encouraged to review and evaluate their work. Pupils make collages using a variety of paper, card and fabric, for example, portraits using materials from nature in the style of Arcimboldo. In embroidery, Year 6 pupils are introduced to the work of other textile artists including the Mola Indians and show competence in experimenting with a number of textile techniques.

146. Pupils' work is influenced by the work of artists from different cultures. They make satisfactory progress in developing their knowledge and understanding of western art. Pupils have a satisfactory awareness of the work and styles of other artists such as Picasso, Degas and Henry Moore. Pupils' knowledge and understanding of art are promoted by the school through assemblies, artists in residence and visits to art galleries including the local Dulwich Gallery. Opportunities for cross-curricular links are identified, for example in history and design and technology. The school has a kiln and a pottery club and there are examples of pottery artefacts created to a good standard by pupils.

147. Pupils take an interest and pleasure in their artwork. In lessons they show good levels of concentration, persistence and attention to detail. They observe carefully and are patient in their use of techniques and brush skills to achieve their effect. They co-operate well in sharing equipment and are appreciative of each other's work.

148. Teaching is good in the Year 2/3 classes, where teachers' expertise is good and at least satisfactory elsewhere. In observed lessons, teachers explain the content of each lesson with care and give clear demonstrations of practical techniques. Teachers have a secure subject knowledge and devise relevant activities from which to teach artistic skills. Lessons are well planned and organised using a wide range of resources. Expectations of work quality are good particularly in the Year 2/3 classes. The use of sketchbooks to record ideas and observations, and to practise techniques are underdeveloped.

156. Design and technology

149. Pupils make satisfactory progress in acquiring the knowledge and skills of design and technology. Pupils are attaining similar to standards to those expected for their age at Key Stage 1 and they are above those

expected at Key Stage 2, which is an improvement on the findings of the previous inspection, where standards were considered variable. Since the previous inspection the school has improved the quality of the curriculum and the staff and co-ordinator have worked hard to improve standards.

150. In Key Stage 1, pupils make satisfactory progress overall in acquiring designing and making skills. In Year 1 pupils make a paper mock-up for their hand puppet in order to test for size. They use a basic template invented by the teacher. They can then improve their design by adding on features such as rabbits' ears or cats' ears. Year 2 make several designs and write out their own plan for making the puppet using their drawing as a base.

151. Pupils, including those with special educational needs and who have English as an additional language, make good progress in Key Stage 2 in designing and making, including developing sound evaluation, planning and organising skills. In Year 4 and Year 5 pupils use both designing and making skills. They study musical instruments to find out how they work. Then they invent their own designs. They construct their instruments and make suggestions for improvements. These are mostly to do with the strength of the finished instrument. Year 6 use sketches of mini beasts as patterns to design toys. They design gussets or bands to turn their two-dimensional sketches into three-dimensional toys. They consider the situations in which their product might function and suggest materials or adaptations in a range of toys to suit specific purposes. Pupils with special educational needs make satisfactory progress throughout the school.

152. Pupils' attitudes are mainly good. Many work successfully together in small teams, share resources and make joint decisions. Older pupils have a good sense of responsibility and are aware of users' needs and preferences. They appreciate the impact of technology on everyday life and the need to care for the environment.

153. The quality of teaching is good. The practical lessons are well organised and teachers set high expectations. Planning is thorough and time and resources are used well. Discipline is strict and safety measures are well enforced. Ongoing assessment during the lessons is satisfactory and teachers have sufficient knowledge. The very good writing formats are a great help to progress as they prompt pupils to design and evaluate effectively, consider materials and make improvements. Teachers plan design and technology lessons so they make a good contribution to pupils' literacy skills through discussion and writing. Measuring and calculating further develop pupils' numeracy skills and there are strong links with art, music and science.

161. **Geography**

154. Pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress in acquiring geographical knowledge and skills, so that they attain standards that are in line with that expected for pupils of a similar age by the time they reach the end of Key Stage 2. Standards are broadly similar to those at the time of the previous inspection. In the current inspection judgements are based on lesson observations, scrutiny of pupils' work, displays around the school and co-ordinator interviews.

155. Pupils in Key Stage 1 begin to show an awareness of their own locality and a contrasting locality. They link their geography to the travels of 'Barnaby Bear' and study the climates of different countries. Pupils choose appropriate clothes to bring to hot and cold climates. Pupils in Year 2 are given the opportunity to visit Horton Kirby, which is a contrasting settlement, as part of a fieldwork exercise. Through this visit and looking at a range of maps, pupils begin to identify different features on local and ordnance survey maps. For example, pupils in Year 2 compare a rural and city area, distinguishing the localities by identifying symbols, places and other main features that are relevant to each environment.

156. At Key Stage 2, pupils have a sound understanding of the local environment. Through the study of world events, they learn about the effects of changes in the environment. Pupils investigate hurricanes, flooding, settlements and weather. Pupils investigate the sources of rivers and the importance of rivers in transport. They look at village settlers and, as part of a contrasting locality, they study a mountain environment. By the

end of Key Stage 2, pupils are becoming more aware of places and themes but their geographical skills are not as well developed across the key stage. The school is aware of this shortcoming in the curriculum.

157. Pupils make sound progress both in lessons and over time. Pupils with special educational needs and those pupils who have English as an additional language make good progress when they receive additional support during lessons. Most pupils gradually acquire sound knowledge of other countries as well as their own. Pupils use their literacy skills well in recording their information in writing. They also develop their numeracy skills through activities centred on map making skills.

158. Pupils' attitudes to learning are good. They listen carefully and respond appropriately, asking sensible questions. Pupils organise themselves and settle quickly to work. This was evident in Year 2 when pupils showed eagerness and enthusiasm to begin their work identifying map symbols. Presentation of work is generally untidy throughout the school. This needs to be addressed. Pupils' behaviour is good in all lessons observed.

159. The quality of teaching is satisfactory overall. Teachers have a good knowledge and understanding of geography. They question skilfully and encourage pupils to ask questions. Teachers plan carefully and give pupils opportunities to access relevant geographical information from the Internet in Key Stage 2. Clear instructions are given to pupils in all lessons and teachers spend time with each group to check for knowledge and understanding. Good use is made of time and resources.

167. **History**

160. The previous inspection reported that standards in history were appropriate and in line with expectations. Evidence from this inspection indicates that standards have been maintained and are in line with that expected for pupils of a similar age. No history lessons were observed at Key Stage 1 during the inspection and so judgements at the key stage are mainly based on teachers' planning, scrutiny of pupils' work, displays and interviews with the co-ordinator.

161. In Key Stage 1, pupils learn about the past and about changes over time. They look at history through stories and begin to recognise differences in time by looking at timelines. Pupils examine different toys in the past and make comparisons with toys in everyday life. During 'Black History Month', pupils studied the life of Mary Seacole and how she helped soldiers during the Crimean War. Through this story they reflect on how famous people have contributed to history in the past.

162. Pupils at Key Stage 2, study the Romans in depth and during this key stage undertake the other units of study including the ancient Greeks, Tudors, Victorians and Britain since the 1930. Pupils also study local history at the end of the key stage. Through the study of the Romans, pupils look at artefacts carefully as they enquire how people lived at this time. For example, pupils in Year 4 examined a selection of Roman artefacts and then skilfully researched the materials by using books and the CD-ROM to discover how these objects were used during this period of history. They effectively link their study with a successful visit to the London Museum. During 'Black History Month' pupils study family trees and creatively record memories of their grandparents arriving in Britain for the first time. Older pupils in Year 6 use a wider range of resources looking at artefacts, pictures and photographs to discuss and record the implications of this historical evidence. By the end of the key stage, pupils are beginning to evaluate primary and secondary resources of evidence as a means of historical enquiry.

163. Overall progress is satisfactory both in lessons and over time with some examples of good progress in Key Stage 2. Where progress was good, pupils were beginning to organise their methods of selecting information and recording their knowledge effectively in writing. Pupils with special educational needs and those with English as an additional language make good progress when they are supported in the classroom. As pupils move through the school, they draw on their historical knowledge of past times and periods studied.

164. Pupils' attitudes to learning are good. Pupils are interested in history and enjoy learning about the past and discussing events in the past. They relate well to one another and willingly share historical materials. The presentation of work is not consistently neat and tidy in handwriting and drawings in most year groups. Behaviour is good overall.

165. No teaching at Key Stage 1 was observed during the inspection. In the few lessons observed in Key Stage 2, teaching was good. No judgements on teaching were reported in the previous inspection. Teachers' knowledge and understanding of the subject are good. Planning is good and draws on a range of resources to support pupils' learning. Teachers use questions well to challenge pupils' understanding and to develop their skills of historical enquiry. As part of day-to-day assessment, teachers move around the room supporting groups and individuals, which is beneficial to pupils' learning. Teachers make good use of visits to museums, places of interest, the locality and residential trips. Information technology is used well in history and the subject contributes effectively to pupils' spiritual and cultural development.

Music

166. In observed lessons, pupils reach the expected standards for their age and they sometimes exceed these levels at Key Stage 2. They sing well particularly throughout Key Stage 2, keeping in tune and showing awareness of musical phrasing and expression. At both key stages their skills in listening to and appraising the performances of others are satisfactory. They practise and perform their own compositions to appropriate standards.

167. At Key Stage 1, younger pupils sing from memory and describe in simple terms the sounds they make. Year 2 pupils compare sounds using simple musical terms, know that beats need to be regular and tap out a regular rhythm on a variety of tuned and untuned percussion instruments. At Key Stage 2, pupils compose pieces of music in small groups and record their compositions on paper. They can clap to basic rhythm patterns, improvise over a steady beat and are learning to use their grasp of rhythm patterns to compose pieces of music. They use appropriate notation to write down their own compositions. By Year 6, pupils work in groups to produce their own compositions making expressive use of the musical elements.

168. Pupils respond well. They enjoy their music lessons and participate enthusiastically. They concentrate well on tasks, work hard on their performances and willingly practise to improve. They listen quietly when others are performing and are keen to perform themselves. Older pupils collaborate effectively and work well together in producing their joint compositions.

169. Pupils make satisfactory progress in Key Stage 1 and good progress at Key Stage 2. They make good progress in group performances because they are given ample opportunities to practise and refine their playing and their teachers make strong demands on them. Their progress is helped by the range of opportunities available for pupils to perform in class, in school assemblies and in the wider community. Pupils are introduced to the work of different composers, to different styles of music like jazz, reggae and classical, and music from other cultures, such as African dance music and Japanese drummers. In addition, there is a very popular and successful choir and a variety of extra-curricular clubs.

170. In observed lessons teaching was satisfactory at Key Stage 1 and was good at Key Stage 2. The quality of teaching has improved since the previous inspection. Planning is effective and lessons are well structured and provide an interesting range of activities to promote pupils' learning. Lesson plans follow a detailed scheme that helps ensure consistency between classes and provides a range of opportunities for pupils to successfully build upon their previous learning. Teachers' subject knowledge is secure and their expertise enables them to assess and help pupils improve their performances. Teachers make effective use of the good range of resources. In the best lessons, teachers' high expectations, enthusiasm and very good management of the class enables pupils to make good progress.

178.

Physical education

171. Since the previous inspection the school has improved its provision for physical education and now provides a good curriculum throughout the school. In particular, pupils' attainment and the quality of teaching have improved.

172. Through both key stages, standards of attainment are above those expected for pupils of similar age in gymnastics and games. It was not possible to see dance due to the timetable. Athletics, swimming and outdoor pursuits take place at the appropriate time of the year. Pupils in Year 2 have quick reactions and can change direction or movement in response to a signal. They recognise the effects of exercise on their bodies as they appreciate their heart is beating faster in vigorous activity. They are competent at simple games in twos and threes and manage a four against four game very well. Pupils in Year 6 find imaginative solutions to sequences performed along zigzag pathways. They practise and improve their movements and show good quality jumps in work on flight. They incorporate symmetry into balances and travelling.

173. Pupils make good progress throughout the school because the scheme of work is planned to enable pupils to revisit skills regularly, practising and extending their knowledge as they move through the school. Pupils with special educational needs, and those who have English as an additional language, make good progress and they are well supported by classroom assistants. They take a full part in activities. In Year 1, pupils hit the target with their beanbag and move further away to increase the challenge. Year 2 pupils improve at marking and dodging. Year 3 pupils demonstrate a very good awareness of the strategies needed to succeed at mini-netball by marking opponents closely and passing accurately. Year 4 and Year 5, in one class seen, pupils improved through joint evaluation, and were rightly pleased with their final sequences. Pupils in Year 6 start out with relatively simple sequences on the apparatus and finish with a rich variety of ideas, which they demonstrate very well.

174. Pupils have positive attitudes to physical education. They try hard to improve their performances. Pupils work collaboratively in gymnastics and games and develop a good sense of fair play and team spirit, which effectively contributes to their moral and social development. In most classes the behaviour is good, but there is some inappropriate talking in each key stage.

175. The quality of teaching is good in most classes. In Key Stage 1 the use of time and resources is very good. This is seen in the way pupils are kept moving at games skills on particularly cold days. Throughout the school the teachers have good subject knowledge which informs their thorough planning. High expectations are set and smooth organisation ensures lessons proceed at a good pace. On-going assessment leads to good coaching during the lessons. Discipline is generally good. All these skills have contributed to the good progress. Where progress is not so good it is because inappropriate talking is allowed. Not all pupils can be trusted to hold evaluative discussions. This leads to poor quality and heaviness of movement. Other teachers restrict shared evaluation, if they think pupils will not be sensible. They ask pupils to evaluate during demonstrations, which results in further improvement. Apparatus is mostly lifted well and moved carefully and silently, but this is not always the case. Good safety procedures are observed.

176. Physical education makes a good contribution to pupils' linguistic skills. Pupils develop good speaking and listening skills. For example they listen to instructions in order to perfect sequences of movement for gymnastics and in learning the rules of team games. They use technical language when describing the quality of movements and explain how these could be improved. Mathematical experiences are given in counting and spatial awareness.

177. Accommodation for physical education is satisfactory indoors and outside. The school has a good-sized fenced games area in the playground, but no grassed area. The local swimming pool is used well. An after-school football club is held and Saturday matches played. A playground wall has been adapted for climbing. Residential trips are used to introduce outdoor pursuits and a sports day is held in summer.

185. **PART C: INSPECTION DATA**

185.

SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out by a team of five inspectors. During the inspection 99 lessons or parts of lessons were observed, taking a total of 62 hours.

Samples of pupils' work were examined for each class for the current academic year. In each class inspectors listened to a sample of pupils read and discussed with them aspects of their work.

Inspectors attended school assemblies and registrations in all year groups.

A comprehensive range of school documentation, including the school development plan, teachers' records, all curricular planning documents, the records kept on pupils, sample reports sent to parents and the school registers were inspected. The budget figures and most recent audit report were examined.

Discussions were held with members of staff, governors, parents and administrative assistants. A parents' meeting held prior to the inspection was attended by 42 parents, at which they expressed their views about the work of the school. The responses of 50 questionnaires completed by parents were taken into account.

185. **DATA AND INDICATORS**

185. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of special educational needs	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR- Y6	286	6	121	77
Nursery Unit/School	25	0	2	0

185. **Teachers and classes**

185. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	12
Number of pupils per qualified teacher:	19.93:1

185. **Education support staff (YR – Y6)**

Total number of education support staff:	14
Total aggregate hours worked each week:	265.6

185. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	25

185. **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	2
Total aggregate hours worked each week:	44
Average class size:	26.6

185. **Financial data**

Financial year:	1998-1999
	£
Total Income	754723
Total Expenditure	785566
Expenditure per pupil	2681
Balance brought forward from previous year	36246
Balance carried forward to next year	5403

185. **PARENTAL SURVEY**

Number of questionnaires sent out: 292
 Number of questionnaires returned: 50

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	66	34	0	0	0
I would find it easy to approach the school with questions or concerns about my child(ren).	62	38	0	0	0
The school handles complaints from parents well	21	55	24	0	0
The school gives me a clear understanding of what is taught	28	62	6	2	2
The school keeps me well informed about my child(ren)'s progress	35	59	6	0	0
The school enables my child(ren) to achieve a good standard of work	30	66	2	2	0
The school encourages children to get involved in more than just their daily lessons	65	31	4	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	57	13	0	0
The school's values and attitudes have a positive effect on my child(ren)	60	34	6	0	0
The school achieves high standards of good behaviour	32	60	8	0	0
My child(ren) like(s) school	64	36	0	0	0