

INSPECTION REPORT

Coopers Lane Primary School
Lewisham

LEA area: Lewisham BC

Unique Reference Number: 100676

Headteacher: Mr David Sealey

Reporting inspector: Mr Keith Edwards

Dates of inspection: 27 September - 1 October 1999

Under OFSTED contract number: 706533

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Local education authority
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Pragnell Road Grove Park London SE12 0LF
Telephone number:	0181 857 7680
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Sally Holmes
Date of previous inspection:	4 March 1996

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Keith Edwards, Registered Inspector	Art	Attainment and progress
		Teaching
		Leadership and management
Graeme Norval, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Ruth Dunkley, Team Inspector	Under fives	Spiritual, moral, social and cultural development
	Religious education	English as an additional language
	Music	
Claire Fagan, Team Inspector	Mathematics	Special educational needs
	Geography	Staffing, accommodation and learning resources
	History	
Christine Frost, Team Inspector	Science	Attitudes, behaviour and personal development
	Design and technology	Equal opportunities
Neville Sherman, Team Inspector	English	Curriculum and assessment
	Information technology	Efficiency
	Physical education	

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MAIN FINDINGS

What the school does well

- Pupils attain standards in science and mathematics which are above average.
- Pupils make good progress throughout the school.
- The provision for those pupils who are under five is very good and enables the children to make good progress towards the Desirable Learning Outcomes.
- The provision for those pupils with special educational needs is good and enables pupils to make good progress.
- The headteacher provides very good leadership and a clear sense of direction for the work of the school.
- The quality of financial planning is excellent.
- The school has established a good partnership with the parents and the curriculum is enriched through its relationship with the community.
- The quality of racial harmony within the school is good.
- The school has clear assessment procedures which are well used to plan programmes of work.
- The school provides good value for money.

Where the school has weaknesses

- I. Standards of attainment in religious education are below expectations.
- II. School routines do not make the best use of time.
- III. The implementation of the school's behaviour policy does not consistently encourage good behaviour.
- IV. The daily act of worship lacks a sense of occasion and does not support the spiritual development of the pupils.
- V. Standards of presentation in the pupils' work are variable.

The school has many strengths which strongly outweigh the weaknesses. There are shortcomings in areas of school life which will form the basis of the governors' action plan. This will be sent to all parents or guardians of pupils at Coopers Lane Primary School.

How the school has improved since the last inspection

The school has made good progress since the previous inspection and is well placed to continue to improve. The issues from the previous report have been successfully addressed and there have been other significant improvements in important areas. Coopers Lane Primary School serves its pupils and the community very well.

The school has been particularly successful in raising standards of attainment in the intervening period in English, mathematics and science at the end of both key stages. There has also been a significant improvement in the quality and expectations of the teaching as in the previous report only 80 per cent of teaching was judged to be sound or better. The figure is now 93 per cent. The school has successfully addressed the issue of curricular planning as there is clear evidence that teachers are planning their work together in year groups. In all classes there is an awareness of the different ability groups and the work set is matched accordingly. The school has clear assessment procedures and these are used successfully to identify and target pupils with different strengths and weaknesses. The school fully meets the statutory requirements with regard to the special educational needs code of practice and in fact the provision is a strength of the school. Through shrewd financial planning, the school has improved the fabric of the environment through initiatives which have enhanced the external recreation areas and the office accommodation.

However, although daily acts of collective worship are established on the timetable, they still lack a sense of occasion and this is a key issue of the current inspection. The school has increased its information technology capability significantly and pupils are involved in weekly lessons in the recently established suite to develop their skills. The potential of information technology to support the curriculum has not yet been fully realised and the class-based computers are underused.

Standards in subjects

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

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

The school has successfully introduced the Literacy Strategy and this is having a positive impact on standards. Equally, the school has placed great emphasis on numeracy in recent years and this has helped to raise standards. The pupils' standard of attainment in science is a remarkable achievement. In each of these core subjects, there has been a steady improvement in performance in end of key stage national tests over the last three years. Standards of attainment in information technology are satisfactory, but standards in religious education are unsatisfactory at the end of both key stages. Most children under the age of five reach the desirable learning outcomes in mathematics and language and literacy and are well prepared for the National Curriculum at Key Stage 1.

Quality of teaching

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

The quality of teaching makes a significant contribution to pupils' progress throughout the school. In ninety-three per cent of lessons observed, the teaching was satisfactory or better. In thirty-seven per cent of lessons, the teaching was good and in seven per cent of lessons it was very good. The overall quality of teaching in the nursery and reception classes is good. The overall quality of teaching in both key stages is satisfactory and helps the pupils to attain at least satisfactory standards in all subjects with the exception of religious education where teachers lack confidence and expertise. Only seven per cent of the teaching observed was unsatisfactory and these lessons were found in both key stages. This represents a significant improvement since the previous inspection when 20 per cent of lessons were judged to be 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	Pupils' behaviour in school is satisfactory.
Attendance	Attendance and punctuality overall are satisfactory and contribute to pupils' attainment and progress.
Ethos*	There is a positive, caring ethos which promotes high standards of academic attainment and personal development.
Leadership and management	The school benefits from very good leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body.
Curriculum	The curriculum that is devised for the under-fives is very good. The curriculum for the pupils in both key stages is broad and fulfils legal requirements in respect of the National Curriculum.
Special educational needs	The provision for those pupils with special educational needs is good. Pupils with special needs have individual education plans that are closely matched to their needs and they are enabled to make good progress.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall.
Staffing, resources and accommodation	This is good overall. The school has very good staffing levels, spacious accommodation and it is satisfactorily resourced. Arrangements for staff development are satisfactory.
Value for money	The school provides good value for money.

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

· **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
VI. They are made to feel welcome in the school. VII. They find the staff to be very approachable. VIII. Their children like coming to school. IX. They approve of the values and attitudes which the school promotes. X. They have a clear understanding of what is taught. XI. They feel that the school enables their children to achieve high standards of work. XII. They respect the standard of pupils' behaviour.	XIII. They are unhappy about the level of

The parents overwhelmingly support the work of the school and very much appreciate the welcoming atmosphere and approachability of the staff. A few parents were unhappy about the amount of homework provided (some too much, others too little) and a very small minority of parents felt unhappy about the quality of information which they receive. The inspection team agreed with the parents in that the strengths of the school outweigh the weaknesses and found the quality of information provided by the school to be good.

· **KEY ISSUES FOR ACTION**

In order to further improve standards and the quality of the education provision, the governors, headteacher and staff should:

XIV. Raise standards in religious education in both key stages by:-

- improving staff confidence and knowledge in planning and teaching the subject (paragraph 150);
 - ensuring that lesson plans fully reflect the requirements of the locally Agreed Syllabus (paragraph 146);
 - raising the status the subject has in the school by increasing the time allocated for its teaching (paragraph 150);
 - ensuring that the quality of its teaching is regularly monitored (paragraph 151).
- Ensure that time and organisation of pupil movement around the school is used to best effect by ensuring that:
 - lessons and other daily routines commence on time (paragraph 93);
 - arrangements by which pupils receive additional music teaching are reviewed and altered where necessary (paragraph 42).
 - Ensure that the existing procedures for monitoring and promoting discipline and good behaviour have clear rewards and sanctions, and that these are consistently applied throughout the school so that pupils understand when they have done well and realise how the impact of any inappropriate behaviour can affect the learning of others (paragraphs 25 &58).
 - Devise and implement a policy that outlines clearly how collective worship and other subjects of the curriculum can be used to contribute towards raising and enhancing pupils' spiritual understanding and wonder of the world in which they live (paragraph 49).

Minor Issues:-

- Ensure that the written marking of pupils' work gives clear indications as to how they may improve their efforts (paragraphs 34 &56).
- Ensure that all teachers have high expectations of the way that pupils present their work (paragraph 24).

· **INTRODUCTION**

Characteristics of the school

1. Coopers Lane Primary is a two-form entry school located close to Grove Park in the London borough of Lewisham. Its pupils are drawn from a wide range of backgrounds, some living in housing association or municipal accommodation whilst other households are owner-occupied. There are currently 378 pupils in Key Stages 1 and 2 and a further 50 children who attend the nursery on a part-time (0.5) basis. At the present time almost a third of the pupils are eligible for free school meals. Currently, 27 per cent of the school population is drawn from minority ethnic communities and approximately 10 per cent of pupils have English as an additional language.

2. The range of ability in each class is broad. The attainment of pupils on entry to the school is below average. There are currently one hundred and thirty two pupils in the school who have special educational needs. Eighty-six pupils require individual programmes of work and are on the register at stage two or higher, and a further forty-six are on the register at the initial stage. This is well above average and is similar to the situation at the last inspection. Three pupils have a formal statement of special educational need.
3. The pupils are taught in 13 classes in discrete year groups. Pupils are admitted into the reception class in either September or January, depending on their birthday. In addition there is a nursery which takes 25 children in each session. There are 26 teachers employed in the school on either a full-time or part-time basis. The building is a former secondary school, which has been successfully adapted to meet the needs of primary age pupils. Although there are extensive playgrounds, there is no sports field.
4. The aims of the school are expressed in the prospectus for parents and are summarised in the mission statement thus: "Coopers Lane School is centrally concerned with providing an effective learning environment for both the individual child and the adults who work within the school."
5. The current priorities for the school include:
 - The introduction of the planning, teaching and assessment aspects of the National Numeracy Strategy.
 - The completion of the information technology suite and the successful integration of its usage for all of the pupils.

· **Key indicators**

1. **Attainment at Key Stage 1¹**

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

Year	Boys	Girls	Total
1998	31	29	60

6. National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	25	24	31
	Girls	25	26	26
	Total	50	50	57
Percentage at NC Level 2 or above	School	83 (75)	83 (74)	95 (91)
	National	80 (80)	81 (80)	84 (84)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	25	28	29
	Girls	26	24	24
	Total	51	52	53
Percentage at NC Level 2 or above	School	85 (68)	87 (81)	88 (84)
	National	81 (80)	85 (84)	86 (85)

2. **Attainment at Key Stage 2¹**

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

Year	Boys	Girls	Total
1998	26	30	56

7. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	19	22
	Girls	24	15	23
	Total	40	34	45
Percentage at NC Level 4 or above	School	71 (55)	61 (55)	80 (77)
	National	65 (63)	59 (62)	69 (69)

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	20	22
	Girls	22	20	25
	Total	40	40	47
Percentage at NC Level 4 or above	School	71 (57)	71 (52)	84 (68)
	National	65 (63)	65 (64)	72 (69)

8. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6.2
	National comparative data	5.7
Unauthorised Absence	School	0.3
	National comparative data	0.5

8.

9. **Exclusions**

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

	Number
Fixed period	0
Permanent	0

10. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	7
Satisfactory or better	93
Less than satisfactory	7

.....

10. PART A: ASPECTS OF THE SCHOOL

10. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

10. Attainment and progress

3. The results of the nursery baseline tests indicate that the children enter the nursery class with a range of attainments, but only a few show the skills and abilities typical for their age. The children make good progress in the nursery and the reception classes. Although children respond well to the good teaching to make good progress in the nursery, their attainment is below expectations in the important areas of language and mathematical development when they commence full-time schooling. Their attainment in respect of each of the other desirable learning outcomes is satisfactory. By the age of five, children are beginning to behave as readers, turning the pages of books correctly. They have a satisfactory understanding of number and use mathematical language such as “more than” and “less than”. They make good progress in their personal and social development. Children work well together in pairs and groups, share resources and have established good relationships with their friends and the adults who work with them. They make good progress in their physical development and show agility in their movement on wheeled vehicles and fixed apparatus. They show interest in technological equipment such as computers and printers and make good progress in creative areas of learning, for example, in painting and making models. Children with special educational needs are sensitively supported and helped to make good progress.
4. Pupils enter Key Stage 1 with levels of attainment in English which are below those expected for a majority of five year olds. The results of the 1998 National Curriculum tests for pupils at the end of Key Stage 1, indicate that pupils’ attainment in English was close to the national average. It was well above in reading and writing when compared to pupils in similar schools. Inspection evidence shows that pupils make good progress throughout Key Stage 1 and their attainment at seven is average in all aspects of the subject. The performance of boys is close to average in reading and writing, but for girls, it was below the national average in reading and well above in writing.
5. Pupils at the end of Key Stage 1 write with increasing confidence and use full stops and capital letters with accuracy. However, standards of handwriting and presentation are variable. There are few examples where pupils use joined handwriting in their writing in other subjects as they have not yet acquired the basic skills for a fluent, joined style. Overall, standards in the key skills of literacy are satisfactory at Key Stage 1. Throughout the key stage, pupils attain above average standards of attainment in speaking and listening in the teacher assessments although a significant minority are unable to express themselves clearly. They listen with increasing attention and respond appropriately to instructions. By the age of seven, the majority of pupils have developed satisfactory reading skills, including a secure knowledge of letter sounds. Most pupils, including the lower attainers, use an appropriate range of strategies to read unfamiliar words including phonic and picture cues.
6. Inspection evidence indicates that the implementation of the Literacy Strategy has had a positive impact on raising standards and that the attainment at the age of eleven is close to the national average. At Key Stage 2, the pupils make satisfactory progress. The National Curriculum tests for 1998 indicate that pupils’ attainments were close to the national average, and inspection evidence suggests that the implementation of the Literacy Strategy, in addition to clear target setting, has resulted in improved performance by the pupils. Early indications of the 1999 National Curriculum test results suggest that standards have continued to rise. When reading, pupils are able to adopt appropriate strategies according to their purpose; this includes skimming to gain an overall impression and scanning to locate information. Their skills in writing are average. The majority have a satisfactory written vocabulary and they use speech marks and paragraphs correctly. Most pupils have developed an acceptable handwriting style and spell with reasonable accuracy. Pupils attain standards in speaking and listening which are typical of their age.
7. Throughout the school, pupils with special educational needs make good progress by being given

appropriate tasks in reading and writing designed to help meet their specific needs. Higher attaining pupils make at least satisfactory progress, particularly when they are provided with sufficiently challenging work to meet their overall needs. Statistical evidence indicates that there are no significant variations of attainment of pupils from ethnic minorities nor pupils for whom English is an additional language. Throughout the school, these pupils are provided with appropriate programmes of work to meet their specific needs. As a result, they make good progress.

8. An analysis of the test data for 1998 shows that the attainment of pupils in mathematics is well above the national average at the end of Key Stage 1 and that the pupils' performance is well above that achieved by pupils in similar schools. Sixty-seven per cent of pupils attained the expected level and a further 28 per cent attained the higher level. At the end of Key Stage 2, the pupils' attainments were close to the national average and above the performance of pupils from similar schools. The school has worked hard to raise standards and the consistent improvement in these test results is a significant achievement for the school. Inspection evidence suggests that pupils respond well to the quality of teaching and make good progress in both key stages to attain standards, which are securely in line with the national average over the last three years.
9. In Key Stage 1, most pupils have a secure grasp of number skills appropriate for their age and have a satisfactory understanding of place value and the order of numbers. They make good progress in the use of the four rules of number. In Key Stage 2, pupils are able to work with graphs and can interpret them to read information and draw comparisons. They work with decimals to two places in addition and multiplication. Pupils identify patterns in number and are developing mental agility when making mathematical calculations. They make good progress in their understanding of shape and measurement. The pupils are able to measure perimeters of regular and irregular shapes with speed and accuracy.
10. The results of the 1998 teacher assessments in science at the end of Key Stage 1 suggest that the pupils' attainment was above the national average and well above those results achieved by pupils in similar schools. Furthermore, in Key Stage 2, the pupils continue to make good progress and by the age of eleven, their performance was above the national average and well above those results achieved by pupils in similar schools. The school has been very successful in raising attainment in both key stages. Inspection evidence confirms that standards are above the national average at the end of both key stages. Pupils make good progress throughout the school. Increasing gains in scientific knowledge and understanding are made in each year group. Most pupils have opportunities to develop their skills and knowledge through practical investigative work and this makes a positive contribution to their progress.
11. By the time most pupils leave school, they have attained a satisfactory knowledge and understanding of information technology. They make good progress in learning specific skills in their regular lessons in the computer suite but lack the experience of applying their developing skills to support their work in other subjects. Information technology is insufficiently integrated into the school's curriculum and this limits pupils' overall progress.
12. In both key stages, the pupils make unsatisfactory progress in religious education and by the ages of seven and eleven, their attainment in religious education falls below the expectations of the locally agreed syllabus. Too little curriculum time is used to support the teaching of religious education and the acts of collective worship make an insufficient contribution to the pupils' understanding of different faiths and teachings. In geography, pupils make satisfactory progress in both key stages. In history, pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. These subjects are well supported by educational visits to places of interest such as the Museum of London and the Isle of Wight.
13. In art, pupils respond well to the teaching to make satisfactory progress in lessons in both key stages. In music, design and technology and physical education, the pupils make satisfactory progress throughout the school.

14. Pupils make good progress overall in both key stages. The parents of the pupils were very satisfied with the standards achieved across the curriculum. There is no distinction in the attainment and progress of pupils in terms of gender, ethnicity or social background. At the ages of seven and eleven, the performance of boys and girls is broadly similar. Pupils with special needs make good progress in relation to their prior attainment. They are well supported by additional staffing, both teaching and non-teaching and enabled to make good progress towards the targets set for them and in their general class work throughout the school. Pupils for whom English is an additional language respond well to the curriculum and make good progress.

22.

Attitudes, behaviour and personal development

15. Pupils' attitudes to learning throughout the school are satisfactory overall and contribute satisfactorily to standards of achievement and progress. Children under five show confidence and are eager to participate in a wide variety of activities. The personal and social development of these children are good. Their independence and self-confidence give them secure foundations for future learning.
16. The majority of pupils throughout the school shows satisfactory interest in their work and are able to concentrate well. Many are enthusiastic and well motivated. Most pupils listen attentively to their teachers and respond well to questions. They respond appropriately to whole class discussions and to discussions in groups. The majority of pupils is able to sustain concentration and persevere with their work. A good example of this was observed in a Year 5 class where pupils were able to sustain a scientific discussion and enthusiastically contributed to ideas for solving associated problems. When the opportunity is provided, most pupils work collaboratively in a satisfactory manner. A few pupils, however, are less inclined to be co-operative with others and lack a focused concentrated approach to their work. Although pupils generally show pride in their work they do not always present it with care.
17. Pupils' behaviour in school is satisfactory overall. The majority of the pupils is interested and friendly when talking to adults. The school does, however, include individuals who still have difficulty in concentrating and observing the expected standard of behaviour. Occasional incidents of unsatisfactory behaviour from a significant minority of pupils are in evidence in classrooms, corridors and stairways. These impair the orderly atmosphere of the school and have a disturbing affect upon the other pupils in the class. They have an adverse affect on their attainment and progress. Teachers work hard to keep these pupils on task and to encourage behaviour which is acceptable to the school. Although there is a behaviour policy, which outlines rewards through praise and sanctions for unacceptable behaviour, this is not systematically effective and does not lead to improved behaviour of some of the disruptive pupils. There have been no exclusions from the school in the last five years.
18. The quality of relationships throughout the school is satisfactory. Pupils are generally polite and friendly at lunch times when the majority of pupils talks and plays together. When praise is offered pupils generally respond well to this. Most pupils collaborate well when working in groups. Pupils' relationships with teachers and other adults working in school are satisfactory. Pupils from different ethnic backgrounds work well together.
19. The personal development of the pupils is satisfactory. Older pupils undertake additional monitoring duties around the school, such as collecting personal possessions left in the playground at the end of lunchtime, and within the classrooms pupils are given opportunities to help with the organisation. They take initiative through the school council which suggests improvement to the life of the school. Pupils benefit from trips, for example, to the Museum of London, the National Gallery, Horniman Museum and to Godstone Farm. Older pupils benefit from camping trips and Year 6 by a residential visit to the Isle of Wight. These provisions give them good opportunities to develop social and practical skills. Some of the older pupils make a positive contribution to the life of the community through, for example, visiting Ringway Centre to sing and play music to a 'third age' audience.

27.

27. **Attendance**

20. Attendance and punctuality overall are satisfactory and contribute to pupils' attainment and progress. Attendance is slightly above the national average for similar schools. This continues the improvement since the last inspection. A significant majority of parents and pupils recognises the importance of good attendance. They support the school in its efforts to maintain acceptable standards and the majority of pupils arrives promptly in the morning.

21. However, punctuality during the day is unsatisfactory. There is frequent and regular evidence of late return to classes after breaks and lunchtime. This loss of teaching time has an adverse effect on pupils' progress.

29.

29. QUALITY OF EDUCATION PROVIDED

29. Teaching

22. The quality of teaching makes a significant contribution to pupils' progress throughout the school. In ninety-three per cent of lessons observed, the teaching was satisfactory or better. In thirty-seven per cent of lessons, the teaching was good and in seven per cent of lessons it was very good. The overall quality of teaching in the nursery and reception classes is good. The overall quality of teaching in both key stages is satisfactory and helps the pupils to attain satisfactory standards in all subjects with the exception of religious education where teachers lack confidence and expertise. Seven per cent of the teaching observed was unsatisfactory and these lessons were found in both key stages. This represents a significant improvement since the previous inspection when 20 per cent of lessons were judged to be unsatisfactory.

23. The teaching of children under the age of five in the nursery and reception classes is good with very good features. The teaching to promote the language, mathematical and physical development of the pupils is very good. In the nursery the teachers and support staff have a good understanding of how young children learn and provide a structured environment that helps the children to gain confidence and develop their social skills. The staff have high expectations of what the children are capable of achieving and of how they should behave. They plan an appropriate range of stimulating learning activities for the children. In particular, they have good questioning skills; they use these well to extend the development of the children's language and their positive attitudes to learning. The organisation of the nursery class enables the pupils to access a range of activities which encourage good progress in all of the areas of learning. The teaching for those children who are under five years of age in the reception class builds successfully on the pupils' experiences in the nursery. The teacher manages their behaviour effectively and plans activities which promote independent learning and which enable the children to make choices. The reception classroom is a stimulating environment which is carefully laid out to enable the children to achieve the Desirable Learning Outcomes. Very good use is made of on-going assessments in both classes to inform the teachers' planning.

24. Pupils with special educational needs receive satisfactory teaching overall. Teachers plan well within year groups and there is good liaison and collaboration with the special educational needs teachers to ensure continuity of learning for these pupils. This is further enhanced through a good balance between withdrawal and in-class support. The teachers have good knowledge of pupils' literacy needs and use their individual learning plans to ensure appropriate tasks are set. Non-teaching staff give effective help in lessons and are well deployed. The opportunity for pupils to be withdrawn to focus on specific teaching towards their personal targets, especially in literacy, is very good. Most teachers have high expectations of these pupils' behaviour and work. Support staff are well briefed about the adaptations required for pupils' work and give effective support in class.

25. In most lessons, the teachers have high expectations of the pupils' attainment and lessons are conducted at pace. They recap on previous work and set clear learning objectives to deepen the pupils' knowledge and understanding. Teachers value the work of their pupils and in most classrooms there are interesting displays that stimulate the pupils' interest and incorporate their work. Teachers are effective in managing the behaviour of pupils in most lessons and have forged good relationships with them. However, in both key stages there are occasions when the challenging behaviour of the pupils is not managed satisfactorily with the result that the quality of learning is impaired.

- 33.
34. Teachers have a good knowledge of National Curriculum requirements and plan well to provide a range of activities which effectively link different subjects. For example, in Key Stage 1, the literacy hour is used effectively to support the pupils' learning about recipes and baking. In Key Stage 2, artwork is effectively linked to historical projects on the Egyptians and the Greeks. Other groups are required to decorate kitchen utensils in the style of canal art. Adult support staff are used well, particularly in practical lessons in Key Stage 1. Concluding sessions are used well to discuss what has been learned. Teachers provide good oral feedback to pupils and these comments enable pupils to improve their performance. The majority of teachers offer supportive comments to pupils in the written marking of pupils' work. However, in general, few teachers give precise guidance as to how the pupils may further improve their work.
26. Teachers are committed to the Literacy Strategy and the quality of teaching in English is satisfactory. In these lessons, the planning and management are effective. Teachers set very clear targets and have been effective in raising pupils' standards of attainment in reading and writing. The teaching of pupils who have English as an additional language is also effective in enabling pupils to make good progress. The school has adopted the Numeracy Strategy and the teaching of mathematics throughout the school is satisfactory.
27. The quality of teaching in Year 6 is consistently good across the curriculum. Information technology is well taught to all age groups in the computer suite and it enables pupils to make good progress in these lessons; but as yet insufficient use is made of the computers in the classroom to support learning in different subjects. Science is well taught throughout the school, with frequent opportunities being made for pupils to test their hypotheses in practical investigations. Art is well taught and enables pupils to make good progress in their acquisition of skills and techniques in lessons. History is well taught in Key Stage 2 where it is well supported through other subjects such as art. The quality of teaching in each of the other subjects is satisfactory.
28. A minority of parents expressed the view that they were unhappy about the expectation of what was required from each child, and there was concern that homework was not sufficiently demanding to prepare the pupils for the secondary school. Inspectors' judgement endorsed the views of these parents: homework is not used consistently to support learning. However, as part of the process to introduce the home\school contract, the school has been engaged in a thorough dialogue with parents to establish clear guidelines and expectations of the homework provision.
- 37.

The curriculum and assessment

29. The curriculum that is devised for the under-fives is very good. It is broad and balanced and takes into full account the needs of the children. There is a good policy that clearly outlines the school's philosophy for these children. Good reference is made to the key areas of learning given to schools to plan learning for children of this age. The enclosed nature of the nursery allows for good provision for outside play activities. All teachers are mindful of the need to successfully promote the pupils' early language, number and social skills and as a result, children are prepared well for the next stage of their learning.
30. The curriculum for the pupils in Key Stage 1 and Key Stage 2 is broad and fulfils legal requirements in respect of the National Curriculum. The school has reduced the amount of time available to teach some subjects to allow increased provision for the teaching of literacy and numeracy. However, at some point of the year, pupils undertake work in relation to all areas of the curriculum. With the exception of religious education, each year group receives a balanced curriculum that reflects current guidance given to schools. Long term planning over the course of an academic year is carefully undertaken. This is then broken down into more detailed half-termly units of work. In the main, these plans outline clearly what pupils are expected to learn. Activities are well matched to pupils' ages and abilities. English and mathematics are a daily feature of the curriculum. Some subjects, especially in Key Stage 1, are planned

for in a cross-curricular manner and the quality of such planning is generally good. This is often done in year groups and helps to ensure that pupils' learning is sufficiently built on as they move from class to class.

31. The statutory requirements for sex education are met. Those in relation to religious education, despite the planning reflecting the guidance of the local education authority's Agreed Syllabus, are not fully met. Religious education does not have sufficient status in the school and the time allocated to its teaching is insufficient to enable the subject to be planned and taught effectively. The school has a well-devised health education programme that also incorporates raising pupils' awareness to the dangers of the misuse of drugs. This increases in depth and complexity as pupils move through the school.
32. The curriculum policies are of variable quality. Some subject documentation gives a clear outline of expectations within that particular subject. Some are far too brief and give the merest overview of the school's approach to the planning, teaching and evaluating of the quality of provision. Schemes of work have been developed for most subjects since they were found to be of variable quality at the time of the school's last inspection. In the main, these give a sufficient steer to teachers in planning work.
33. Teachers have made a good start to implementing the National Literacy Strategy. An equally positive start has also been made in ensuring that teachers are following guidelines for the National Numeracy Strategy. Pupils who have special needs have those needs well planned for and their individual education plans are suitably devised and contain realistic targets for their development. Most pupils are supported within the classroom although on occasions some pupils are withdrawn for additional support. In the main, pupils receive equal entitlement to the curriculum. However, inspection evidence suggests that some pupils are withdrawn from lessons such as physical and religious education to receive additional teaching in, for example, learning to play the recorder. Such arrangements hamper pupil progress in the lessons they are withdrawn from. Curriculum provision for those pupils with English as a second language is satisfactory.
34. Provision for pupils with special educational needs is good. They have equal access to the curriculum and the majority is making good progress. The school is satisfactorily implementing the code of practice and all identified pupils have individual education plans. The individual education plans are comprehensive in their information but vary in their quality. They are satisfactory overall. A few of the targets set are variable in their quality and are not sufficiently precise in giving specific, measurable steps to guide a programme of work. The school makes satisfactory attempts to involve parents in understanding their child's individual education plan and they are particularly involved in the process of review.
35. There is a satisfactory range of extra curricular activities organised for the pupils. These are, however, primarily sporting-orientated. The curriculum is effectively enhanced by a good range of visits and visitors to the school. These regular visits to places of local interest include museums, theatres, and places of historical interest such as the Golden Hinde. Such trips take place at least termly and successfully extend the curriculum that is planned for pupils.
36. There are various and good procedures used by the school to assess the rate of pupils' attainment and progress. Prior to their entry, the school makes strident efforts to gain as much information about the children's skills and abilities. This is done by establishing a dialogue with the pupils' parents. Formal assessment is undertaken on just what children know, can do and understand when they first enter the school full time. The information this yields is used effectively to plan the next steps in the children's learning.
37. In both key stages there is a good balance of school-based measures and the use of other tests to measure pupils' academic development. Assessment is a regular feature of medium term planning and teachers regularly make effective and sensitive judgements as to the success or otherwise of the pupils' endeavours. Notes of significant developments are duly recorded in English, mathematics and science. These notes are generally well used to inform teachers of the next stage of pupils' learning. This is an

improvement on judgements made about the use of assessment in the school's last inspection. Recent tests have been introduced into Years 3, 4 and 5 to further measure pupil progress on an annual basis. Good analysis of this data is giving the school a secure basis for setting targets for improving pupil progress.

38. Thorough and effective assessment procedures for pupils with special educational needs are in use. A comprehensive scheme to assess and diagnose problems, especially in literacy, ensures that their needs are identified at the earliest opportunity and appropriate steps taken to address them.

47. **Pupils' spiritual, moral, social and cultural development**

39. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall.
40. Provision for pupils' spiritual development is unsatisfactory. All pupils take part in a daily collective Act of Worship but there is little opportunity to promote spiritual awareness due to a lack of preparation and a lack of quality time to reflect on values and attitudes. The pupils are noisy entering and leaving assembly and some are usually having to carry packed lunch boxes and coats with them. They find it difficult to listen or concentrate and unsatisfactory behaviour inhibits any continuity or feeling of a "sense of occasion". Opportunities for reflection, particularly at Key Stage 2 are spoilt by the more disruptive pupils both in Assembly and in the classroom. A quality moment of reflection was observed in a Year 5 and 6 assembly when the pupils listened to an Elton John song and thought about when they had not been forgiving and how they could change it. There is no policy at present in the school to support pupils' spiritual development across the curriculum and the lack of appropriate resources inhibits the enhancement of this area. The occasional moment of reflection was observed in the classroom when pupils were momentarily discussing why they did not have a "good playtime". Pupils in Year 4 had written recipes for a 'happy class'.
41. The moral development of the pupils is satisfactory. Teachers understand the importance of leading by example and treat each pupil with individual respect. There is a behaviour policy in the school which outlines procedures for dealing with unacceptable behaviour although this is not consistently dealt with. Pupils are aware of, and understand the difference, between right and wrong. The school does not, however, operate a reward system to promote the encouragement of good behaviour. Across both Key Stages pupils are now involved in "Circle Times" which help to encourage them to think quietly about their thoughts and feelings.
42. Most pupils conduct themselves in an acceptable manner around the school and respect property and the environment. The school rules are generally posted around the school and most classes have drawn up their own class rules but in some Key Stage 2 classes the majority of these tends to be written in a negative form. Opportunities for pupils to take part in discussions on moral issues arise in various ways. Year 3 were able to discuss what they would do if they found a £20 note in the street and Year 5 and 6 pupils have talked about the rights and wrongs of the refugee situation in Kosovo and other war torn countries.
43. Equal opportunities is a high focus area of the school which effectively integrates pupils from a wide number of different cultures.
44. The social development of pupils is satisfactory. Pupils at Key Stage 1 relate well to each other and respond to each other's ideas and suggestions particularly in 'Circle Time.' Opportunities for successful interaction in groups in parts of Key Stage 2 are spoilt by the negative attitude and unacceptable behaviour of some pupils. Pupils in Year 6 willingly take responsibility of working in groups and extending their own personal learning do so effectively. Pupils who want to discuss friendships and relationships are aware of the adult they can talk to. The "parachute" is used effectively in some classes to support social interaction, particularly at Key Stage 1 and the lower end of Key Stage 2. Opportunities are available for pupils to take part in team games at Key Stage 2 but there are no opportunities for Key Stage 1 pupils. Many pupils represent the school in the community through taking part in concerts and the 'Windrush' and Junior Citizen Project. The pupils of the school perform in year group plays, Christmas pantomimes and an end of year concert and take part in a concert at the Barbican. Some pupils perform a musical concert at the Ringway Community Centre.
45. Pupils' cultural development in the school is satisfactory. All pupils have the opportunity to take part in visits outside school. Key Stage 1 pupils visit the local shops, church and parks and have visited the Hither Green Nature Reserve. Year 2 pupils have visited the Golden Hinde and Key Stage 2 pupils have camped at Arethusa and visited the Isle of Wight. The school encourages visits from artists and people of interest such as "The Bird Man", Drug Education Workshops and BT talk time. The school has a

close relationship with St Augustine's church and the vicar supports school assemblies and other activities within the school. The parents of the school value the multicultural approach to pupils' education although there was little evidence of this approach during the inspection. Pupils cover multi-faith topics through the planned religious education curriculum although there is a shortage of resources to support this area of learning. The rich and valuable resource of having a 30% ethnic minority group within the school with all the experiences that these pupils could bring to support the multicultural curriculum appears to be underused.

54.

Support, guidance and pupils' welfare

46. Overall the school has satisfactory procedures to support and guide pupils and care for their wellbeing. The school has good procedures for monitoring and promoting pupils' attendance. This has a beneficial effect on pupils' attainment and progress.
47. Procedures for the assessment and recording of pupils' academic development have been improved since the last inspection and are making a satisfactory contribution to pupils' progress. However, in certain areas the assessment procedures and particularly the marking policy are still inconsistently applied. Pupils with special educational needs are very well supported by all staff and are fully integrated into the life of the school. The school is successful in supporting the education of these pupils and their progress is monitored.
48. Recording of pupils' personal development is less consistent. Pupils have individual portfolios with inconsistent information in them. Much of the information does not relate to pupils' personal development or achievements.
49. The procedures for monitoring and promoting discipline and good behaviour are unsatisfactory. There is a theoretical policy that outlines procedures for managing behaviour, which lists a variety of sanctions. These are inconsistently applied. There is evidence of some inappropriate behaviour in classrooms and throughout the school which impedes pupils' progress. There is too little emphasis placed on the recognition and reward of pupils for their good behaviour and their personal achievements.
50. Parents are of the opinion that procedures to monitor behaviour in the school are generally satisfactory. Evidence from the inspection only partly supports this opinion.
51. The good procedures for promoting and monitoring attendance are widely publicised and effective. Registers are completed on time and accurately and administration staff scrutinise the registers daily. Attendance statistics are completed weekly.
52. The last inspection report recognised the efforts of the school to control late arrival, but judged them as ineffective. There has been a significant improvement in the procedures to control late arrival at school since the last inspection. Fewer pupils arrive late in the morning and the degree of lateness has also decreased. Pupils arriving after the closing of the registers are recorded in the late book maintained by administration staff, and the school has effective procedures to follow up lateness with the families of persistent offenders. When available, the school makes effective use of the Education Welfare Service.
53. Children entering nursery and the reception classes are sensitively introduced to school life and settle down quickly. They have opportunities to become accustomed to the new environment by visiting with their parents before entering the nursery and by visits to the primary school building during their time in nursery.
54. Transfer arrangements to secondary education are good. Pupils transfer to a large number of different

secondary schools in three different education authorities. Transfer arrangements start in the winter term of Year 6. Parents speak quite highly of the transfer arrangements and inspection evidence supports this view.

55. The school is in process of establishing an after school care club. This, and the school council, to which pupils are elected by their fellow students, are both in the very early stages for this academic year. From the evidence available both features appear to provide appropriate support for the pupils involved.
56. Child protection is satisfactorily managed. The headteacher is the designated person and has appropriate procedures to train all staff, including non-teaching staff and mid-day supervisors.
57. There is a satisfactory health and safety policy, which includes annual risk assessment. The governing body is closely involved and one of the teacher governors co-ordinates health and safety matters throughout the school. There are satisfactory procedures to treat injured pupils and a small area of the library has been set aside for pupils to wait in comfort should they need collection or transfer to hospital. A number of health and safety concerns were brought to the notice of the school during inspection, and these were addressed forthwith.

66.

66.

66. Partnership with parents and the community

58. The school has created a good partnership with parents and the community, which contributes to pupils' progress and development. Parents make a good contribution to the children's learning through their help which is given in classrooms, their involvement in reading each night and their participation in class visits to places such as the library.
59. There are frequent letters, both from the headteacher and from class teachers. These provide clear information about social and curriculum matters. The school prospectus is detailed and written in user-friendly language. The most recent governors' annual report to parents complies with all statutory requirements and is also helpful and understandable. There are also notice-boards outside and near the main school entrance where general information about parental and family support, in addition to information about school life, is on display.
60. Since the last inspection there has been improvement in the quality and content of annual reports. They now include notes on meetings between teachers and individual pupils, teachers and parents, and where appropriate, assessment by pupils of their own performance.
61. The procedures for the identification, assessment and review of pupils with special educational needs are good and meet the requirements of the Code of Practice. The school strongly encourages parents to attend the reviews of individual education plans.
62. A significant minority of the parents replying to the questionnaire indicated concerns about homework. Inspection evidence supports the view of those parents who expressed concern about the consistency of homework, but not those parents who are concerned about the level and amount of homework. There are carefully worded policies to ensure that homework is graded according to pupils' age. There is evidence that pupils sometimes elect to take unfinished work home. However, the policies are not consistently applied in all year groups.
63. At the time of the last inspection there was favourable comment about an active parent teacher association. This is now known as the Friends of Coopers Lane, and their hard work and contribution are recognised.
64. The school makes good use of the local community. Pupils invite senior citizens to school events and parents give significant support, including payment to attend concerts and plays. The school also visits major attractions such as the Science Museum and has an annual school outing to Broadstairs. The school hires its own train for this outing, which last year attracted nearly 800 members of the school community including parents, grandparents and other relatives. However, the development of multi-

cultural awareness is only partly supported by visitors from or visits to centres of local faiths and cultures.

73. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

73. Leadership and management

74. The school benefits from very good leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. The governors and staff work with shared purpose and are committed to the aims of the school and to high standards of personal and academic achievement. This provides a clear educational direction for the work of the school. The school management plan, determined through consultation between staff, governors and pupils, clearly defines a programme for further improvement. The school is both reflective and evaluative, and has a sense of direction which is forward looking.
65. The ethos of the school is good. The school is very successful in meeting its aims as expressed in the management plan. There is a positive, caring ethos which promotes high standards of academic attainment and personal development. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults.
66. The headteacher provides a very good exemplar for the ethos of the school. He knows his school and the pupils extremely well and is very supportive of his staff. He has established effective management structures and has empowered and motivated his colleagues to continue to strive for higher standards. A very effective working partnership has been established with the deputy headteacher and the senior management team, which includes teaching and non-teaching members of staff. There is a strong team spirit that is based on commitment to an open evaluation of their professional practice to achieve further school improvement. The headteacher is respected both by parents and pupils, and enjoys the full support of his governors. This impacts positively on the quality of education. Curriculum responsibilities are devolved satisfactorily to teachers and curriculum planning is carried out co-operatively. The literacy strategy has been successfully introduced and the school is carefully monitoring its impact on attainment in reading and writing. The school is in the early stages of implementing the numeracy strategy. Staff appraisal procedures are up-to-date and used effectively to improve the quality of the provision.
67. The leadership of the school has been successful in addressing the issues raised in the previous inspection and as a result of the school's positive attitude towards school improvement, it is well placed to continue to develop. Coopers Lane Primary School has been particularly successful in raising standards of attainment described in the previous report and has school improvement at the heart of its culture. Furthermore, through the careful monitoring of teaching and learning to share good practice, much of the unsatisfactory teaching described in the previous report has been eliminated. The school has taken bold and imaginative steps to raise the profile of information technology within the school and has improved the quality of the physical environment.
68. The management of provision for pupils with special educational needs is very good. A recently redrafted policy is full and gives good guidance to special educational needs. The co-ordinator and additional special educational needs teachers consistently write appropriate learning plans for the pupils. These, whilst having a strong literacy focus, guide the implementation of suitable work programmes in this area. A full and precise assessment programme secures early detection of difficulties and prompt help minimises problems. Careful and regular monitoring keeps pupils following a suitable programme of lessons and the comprehensive end of year reports ensure the smooth transition of pupils throughout the school. A well defined special educational needs register has been developed and class teachers have very specific knowledge of the pupils' needs within their classes. This meets the requirements for the Code of Practice and statutory requirements are well met. The management and leadership of special educational needs is further enhanced by the secure teamwork established not only through the governor's sub-committee for special educational needs but also by regular multi-disciplinary meetings for each class. The school has an effective governor with responsibility for special educational needs and the role of monitoring and evaluating the funding as well as the work for special educational needs makes a significant contribution to the school. This represents a significant improvement on the previous report when the provision for pupils with special educational needs was identified as an area of weakness.

69. The head, governors and staff see the aims of equal opportunity as a high priority in the life of the school and the attainment of all pupils is monitored across the full curriculum. This commitment to equal opportunities is shown through the level of extra support given to literacy, lower and higher attainers, and for those pupils who have English as an additional language. The last inspection commented favourably on the provision to ensure equal opportunities for all pupils, and this high standard has been maintained.
70. The governing body meets all statutory requirements and has an efficient structure of committees, with clear terms of reference, which meet regularly. The governors' annual report for parents provides clear and useful information about the life of the school. Governors are extremely supportive and some take an active part in supporting classroom provision. The role of literacy governor has been allocated.

80. **Staffing, accommodation and learning resources**

71. The number, qualification and experience of teachers and other classroom staff, including those in the nursery and reception classes match the demands of the curriculum effectively. All teachers are appropriately trained and there is a very good range of experience, expertise and subject specialism to promote the pupils' learning. This is in keeping with the findings of the last inspection report
72. There is a very good teacher-pupil ratio when considering the very good allocation of teachers to support pupils with special educational needs and the teaching of information communication technology. There has been minimal turnover of staff in the previous two years. There is a good match of support staff to the needs of the curriculum and the pupils. The school employs the full-time equivalent of over 1.8 teaching assistants who work exclusively with pupils with special educational needs in addition to ten part-time (6.5 full-time equivalent) non-teaching staff who work effectively in class mainly supporting pupils with special educational needs. This additional staffing to support pupils with special educational needs is comparatively high and is making a good contribution to enhance pupils' learning.
73. Arrangements for the professional development of staff are well organised; staff receive regular in-service training both in school and externally. Training has appropriately focused on literacy and more recently the newly implemented numeracy hour has been identified for whole staff development. In addition, some priority areas identified in the school development plan are targeted and teachers have opportunities to attend courses linked to their own interests and curriculum responsibilities. Regular staff meetings and briefings are held. The newly qualified teacher is beginning a programme of induction and an induction tutor has been nominated. All teachers including the headteacher and deputy headteacher have job descriptions. The appraisal of teachers is not up-to-date with no formal system in place at present. The head teacher does, however, carry out an informal appraisal review meeting with each teacher at the end of each school year.
74. The dedicated administration and support staff are very efficient and contribute to the welcoming atmosphere of the school enabling day-to-day school life to function effectively. The premises officer is conscientious and makes an important contribution to the life of the school.
75. The school is a two-storey building, which is well kept and clean and looked after efficiently by the premises officer and cleaning staff. The school buildings are graffiti free and there are no apparent signs of vandalism. The quality of the accommodation is good and allows the curriculum to be taught effectively. The building provides ample space for a variety of small group teaching situations to be planned. Of particular note is the recently built and excellent computer suite. This major investment is already making an impact on the teaching of information communication technology. There are two useful environmental areas for teaching science and environmental education to include a conservation garden and a pond. Both are securely fenced and are safe. The nursery is a spacious and attractive building with a generous outside play space.
76. The playgrounds for pupils in Key Stages 1 and 2 have been improved by the addition of a shaded

pergola since the last inspection. The quality of the play environment for most pupils is very unimaginative providing large, flat, asphalt play surfaces. This has encouraged the dominance of team games, namely football, in the main and does not cater well for pupils who do not partake in this form of play. The surface of the tarmac, particularly on the entrance into school offers a potentially hazardous surface. The resurfacing of the playground and tarmac entrance areas remains an issue for improvement since the last inspection. Access for disabled pupils with a physical impairment, within the building is restricted.

77. Resources are broadly satisfactory in quantity and quality and are appropriate for the taught curriculum and the range of pupils. There are, however, some strengths; resources for information technology are excellent and the implementation of the literacy hour has been well supported with the purchase of new materials. This is making a significant impact on the teaching of these two core subjects. The school has a library, which is well ordered but has a limited range and quantity of books to meet the needs of all subject areas. The school makes effective use of the local environment and arranges many visits to museums, galleries and places of interest connected with topics such as Bethnal Green Museum of Childhood and the Golden Hinde.

87.

87. **The efficiency of the school**

87.

78. Overall, the school makes very good use of its resources. Underpinning this is the excellent standard of financial planning. The school is extremely mindful of the need to plan strategically for the medium term. Budget projections over a two year period of likely expenditure are made to give indications of the expenditure to be incurred. Historical patterns of expenditure are effectively used to determine and set future spending plans. The sensitive and judicious planning that has gone into the recent physical development of the school effectively reflects this process. This has resulted in new facilities to improve pupils' access to computers and redevelopment of the school administration block. All items are appropriately costed and the governing body are fully involved and kept regularly up-to-date in relation to decisions about school expenditure. In addition, they have well devised systems for ensuring the best value for money and they are extremely mindful to seek ways of linking financial outlay in terms of resources with continuing improvements in standards.

79. All teaching and support staff are well deployed and their particular expertise and interests are well used. Most classes have a learning support assistant, the provision of which has been increased in recent times. Their work with pupils is well directed by class teachers and this results in all learning assistants making a valuable contribution to the learning and progress pupils make. Funding for special educational needs is well spent on ensuring additional support staff. In this way, it is positively spent and monitored to ensure its benefits can be seen in the good progress made by the majority of such pupils. Support staff who work with pupils with special needs are also well briefed on the nature of the support to be given to these pupils. This enables pupils to make good progress in relation to their individual targets. Staff who work with pupils with English as an additional language are well guided on the support they are to give to the pupils they work with. The recent decision to employ a support teacher to work with pupils in the newly created information technology suite is having a positive impact on the good progress pupils are starting to make in this subject.

80. The extra resources allocated to the school as a result of specific grants are judiciously spent. Historically, the school has augmented those for pupils with special educational needs with funds from its own budget. Those to support literacy and numeracy are carefully matched to aspects of development in these two areas. This has resulted, for example, in resources for English being of a good quality. Recent funds allocated to support the implementation of the National Grid for Learning have assisted in providing the school's computer suite. Funds for staff training, including support personnel, are always aligned carefully with aspects of the school development plan.

81. The provision for and use of the Ethnic Minority Achievement Grant (EMAG) is good. The school focuses on fluency in the early years and raising the achievement of the Afro Caribbean pupils in Key

Stage 2. This involves 12 children in the school. Each pair of children receives one and a half hours support each week. The Ethnic Minority Achievement in Schools (EMAS) teachers support the work going on in the classroom, planning alongside the class teacher and supporting all areas of the curriculum. At the start of the year a multi-disciplinary meeting is held involving class teachers, support teachers, ethnic minority assessment teachers and senior management. Specific children are targeted for either EMAS or special needs support. National test results are considered to identify under-achievement. An individual action plan is drawn up for each child. This information is shared with the appropriate parents and carers. A planning form is completed for each session which includes observations and evaluations. Individual Action Plans are updated termly.

82. The day-to-day administration procedures devised by the headteacher are excellent and, as found at the time of the school's last inspection, assist greatly in the smooth running of the school. He is ably supported by a well qualified and supportive administration team. The last school audit of July 1999 was highly complimentary to the school's procedures for administering school funds. Each co-ordinator has a budget to manage and any planned expenditure is always effectively matched to the curriculum targets in the school development plan.
83. The school's accommodation is used well and good use is made of excess learning bays within certain classrooms to extend pupils' learning. These have been tastefully refurbished in recent years to provide, for example, additional learning space for pupils with special educational needs. The accommodation includes additional space for the teaching of music which is used at appropriate points of the week. The school library is quite small for the number of pupils on roll but is also used well to support pupils' learning. Resources in most areas of the curriculum are at least satisfactory in quality and those for English are good and those for information technology are very good. Not only are the former well used, but care is taken to ensure that they are easily accessible for pupils' use. Evidence from the inspection shows that time during the school day is not always used effectively. Some time slippage is evident in the movement of pupils from class to class and in the start of lessons at certain times of the day.
84. The school has some strong features of which the standards attained by pupils in comparison to similar schools, is one. This, along with good leadership, effective management of the school's resources and good progress made by most pupils from their point of entry to the school, ensures that the school gives good value for money.

94. PART B: CURRICULUM AREAS AND SUBJECTS

94. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

85. The provision made for children under five is very good. There is a separate nursery unit for children aged 3 to 4 in the year prior to entering the reception class. There are 50 part time children in the nursery and the majority of pupils in the reception class is currently four years old. Children are admitted into full-time education at the beginning of September or the beginning of January, depending on when their birthday falls.
86. Both the nursery and the reception class offer a well structured, caring and stimulating environment that establishes a good base for progression of learning. In both the nursery and the reception class the teachers' and support staff's knowledge and understanding, high expectations, good planning and organisation and management of activities provide a sound basis for satisfactory attainment and good progress in all areas of learning, based on the Desirable Outcomes for Learning. Provision for children with special educational needs and English as a second language is good.
87. Attainment on entry to the reception class is marginally below the national average. The quality of provision and teachers' knowledge and understanding of the areas of learning appropriate to children's needs have significantly improved since the previous inspection.

97. Language and Literacy

88. Attainment in this area is satisfactory and progress made is good in both the nursery and the reception class. Children respond well to the good teaching and make good progress in their ability to listen attentively and talk about their experiences. In the nursery the children listen and respond to stories such as "The Meanies" and share stories both with adults and other children, sometimes pretending to be the teacher. Children are encouraged to talk about the activities they are engaged in and show respect when listening to others. The large role play area encourages children's interaction with each other and extends their basic vocabulary. In the reception class the children talk about their favourite books such as "Spot" which is the current focus. They talk openly about what they like and dislike and about their own families. They respond to questioning, giving ideas and opinions using appropriate language such as what their favourite toy is and why they like it. Appropriate language is used most effectively in the nursery outside play area by both the nursery and reception children and particularly in reception circle time.
89. Children enjoy looking at and sharing books, particularly the "Big Books". In both nursery and reception there is a large variety of good quality books for the children to read and share. Group reading has a high focus in both areas. The nursery children read along with their peers, retelling the story using the 'Kipper' puppet to help them. In the reception class the children know that a story has a beginning, a middle and an end and that pictures support the text. Children use their knowledge of very basic vocabulary to recognise them in the text. Children in the reception class take a story from the "Story Chest" reading scheme home each night along with a storybook from their class library. These are supported by a "contact book" which outlines how parents can share books with their children.
90. Children are given free opportunities to use the "graphics" area in both the nursery and the reception class. A variety of resources is provided to include different papers, books, scissors, pens and crayons where the children can 'mark make' at their leisure. The children in the nursery recognise their own name and trace over it. A few attempt to write it. They are aware that there are different kinds types of writing for different purposes. In the reception class the children write a short sentence such as "I like -----". All the children are encouraged to write with the support of an adult. They are aware that they write from left to right, understand what a sentence is and that there are spaces between words.

91. The reception class uses the local education authority's guidelines to the literacy hour as a support to the teaching of language and literacy. In both the nursery and reception classes the children are introduced to and encouraged to look at "sounds" at the beginning of words but no formal teaching takes place until after the autumn half term.

Mathematics

92. Attainment is satisfactory, progress is good and teaching is very good in this area of learning. Children in both the nursery and reception classes experience a wide variety of mathematical skills when using the sand and water, construction kits, large apparatus and a variety of number games. The children in the nursery learn their numbers through a variety of number songs and rhymes such as 'Ten in the Bed' and 'Five currant buns' They are able to take the figures out of the bed and put them back in again. They are beginning to recognise their numbers to 5 and count to 10 using the number line in the outside area and the number paddles on the wall. They use large dice to play number games and calculators to experiment with. The children have access to large floor numbers, peg boards, wooden numbers and number games. In the reception class they can join in a variety of number rhymes such as "This Old Man" and "Number One Touch Your Tongue". They can match numbers to articles and sort articles into sets. The children can match bowls, chairs and beds to different sized bears using such vocabulary as large, small, larger and largest and can extend this vocabulary by identifying the largest and smallest object.

102.

102. Personal and social education

93. The personal and social education of the children in the nursery are good and the teaching of them are given a high focus. This is primarily achieved through the quality time given by adults to talk to and support all pupils in their work and play. It is also achieved through circle time in the reception class, where pupils can each talk about what they like and why and how they can help Teddy when he feels sad or tired and relate it to their own feelings. Children know how to listen to others and to take turns to speak. Teachers' expectations of behaviour and attitudes are high. Children can say "hello" to their friends and adults and share what they have done, respecting each other's efforts. They are able to listen quietly to stories and instructions, take turns and share resources. They are all expected to tidy away resources. In the nursery the children are particularly good at helping to clear away all the outside activities. The children are aware of rules and expectations such as using the toilet in the nursery. They work well in pairs and groups, share resources and have begun to establish good relationships with their friends and the adults who work with them. The early years adults work well together as a team and provide an excellent role model to the children in their care.

94. Children work and play in a secure environment where they engage in a range of well-structured activities which promote their personal and social development very well.

104. Knowledge and understanding of the world

95. Progress and attainment in this area are good as is the teaching. The children in the nursery can feel different objects and use such vocabulary as squashy, hard, soft, light etc. They can investigate which objects magnets attract and begin to sort things into metal and non-metal sets and are aware that wheels move things along. Children are aware that things happened before they were born. They have had experience of growing cress seeds and watching what happens to them. They take care of their nursery rabbit and hamster and are aware of these animals' needs. Children in the nursery can switch a computer on, access a program using the mouse and load a CD. In the reception class, children are aware that they were babies and that their grandparents lived a long time ago. They can use such vocabulary as "when I was a baby", "yesterday", "today" and "tomorrow". They know what happens when water is poured through different kinds of funnels and sieves and what materials can be sieved or poured. The reception children can use a tape recorder and can switch on a computer, enter their password and use a number program, moving on to a different level. They have had experience of baking cakes and discussing and watching changes in the ingredients used.

105. Creative Development

96. Attainment in this area of learning is satisfactory. Progress made by the children and teaching is good. The children enjoy singing action and number rhymes such as “Five Currant Buns” and nursery rhymes. The children in the nursery have the opportunity to explore sounds made by a variety of instruments. In the reception class the children are beginning to understand how sounds are made and the names of a few basic percussion instruments. Children in the nursery are able to print with a variety of resources and make continuing patterns. They make junk models and bubble pictures by blowing through a straw and cut and paste to make pictures using a variety of materials. The reception children make handprints using prescribed colours and draw portraits of themselves from photographs. In both the nursery and reception class children make effective use of the ‘role play’ area both outside and inside.

106. Physical Development

97. Attainment and progress are good in this area of development and teaching is very good. The nursery children are able to use a large attractive open garden to access large climbing frames, large mobile toys, sand, water and ropes and balls in order to develop mobility and co-ordination. In the hall they move carefully to and within a space and find different ways of moving in, out and around a hoop. Children in the nursery have access to scissors and can use them effectively to make pictures.
98. The children in the reception class have access to the nursery outside area to support the development of their gross motor skills. They are all able to move in their own space in the hall, move on different parts of their body and understand “high”, “low”, “fast” and “slow”. They control a ball in a space with their hands and feet. They can listen and move to a short piece of music. All reception children are given extensive experience of the use of scissors, pencils and dough.
99. On-going assessments are made throughout the early years. Observations are made on each of the areas of learning and recorded in each child’s folder. Reading assessments are made regularly and children are tracked through activities in the nursery class. There is close liaison between the nursery and reception teachers to ensure continuity and progression. Parents are kept well informed through the open door nature of the nursery, information boards, contact books and frequent letters of information. Resources are good and adequate to support the quality of learning. The staff have recently attended an in-depth early years course which has extended their knowledge and understanding of the needs of young children and has supported the changes they have been able to make.

109. **MATHEMATICS AND SCIENCE**

ENGLISH,

109. **English**

100. Evaluation of the end of Key Stage 1 National Curriculum tests and teacher assessments in English for 1998 shows that standards in reading and writing were close to the national average at both the expected (Level 2) and higher levels (Level 3). When the results are compared to similar schools, the results are well above average. Although no national comparisons were available at the time of the inspection, indications are that the school’s results in reading and writing in 1999 are a slight improvement over those for 1998. Over a three year period, from 1996, standards in reading and writing have matched improvements found in schools nationally. In all areas of their language development, pupils with special educational needs attain standards that are good in relation to their ability and their progress in English is good.
101. Inspection findings indicate that standards in Key Stage 1 are in line with national averages and commensurate with the school’s end of key stage assessment information. Evidence from the inspection points to no significant variation in between the boys and girls. By the end of Key Stage 1, standards in

speaking and listening are average. This is at variance with teacher assessments for 1998 where standards were judged above average. The difference between inspection findings and teacher assessments lies in the difference in attainment between the two year groups. Pupils are keen talkers and participate well in small group and class discussion. However, not all pupils are mindful of the need to listen carefully to the views of others when involved in such discussions. Progress across the key stage is satisfactory.

102. By the age of seven, standards in reading are satisfactory. Taking account of the generally below average reading attainment of pupils when they first enter Key Stage 1, progress is good. Most pupils read with increasing accuracy. Most pupils, including those with lower ability, use a range of strategies to make informed guesses as to the meaning of unknown words and text. Most have a satisfactory awareness of the works of authors who write for their age group and can express opinions as to what they may think of their books.
103. Standards in writing are satisfactory by the end of Key Stage 1. By the age of seven, most pupils appreciate the need to use full stops to demarcate sentences and that the text following the use of a full stop begins with a capital letter. Most pupils' writing is of an appropriate size, but not all pupils are sufficiently proficient in joining their writing by the age of seven. As a rule, only the higher ability pupils are able to write in sufficient depth or for a suitably wide audience. Progress, in relation to the lower than average level of attainment when pupils start their full time education, is good.
104. In the end of Key Stage 2 National Curriculum tests for 1998 standards in English were in line with the national average and above average when compared to similar schools. Over a three-year period starting from 1996, assessment information indicates that standards have kept pace with those seen at the national level. Assessment information indicates that over the same three year period, boys attained standards higher than the girls. Standards attained in the 1999 end of key stage tests indicate a small decrease over those of 1998. However, the school is on course to attain the targets that it has set for continued improvement in English and is in line with targets set for all schools by the year 2002.
105. Inspection findings indicate that by the end of Key Stage 2, pupils attain standards that are in line with national averages. By the age of eleven, most pupils are able to speak quite clearly and are able to answer questions and offer opinions on a range of contexts. Their vocabulary can lack precision but some are able to use spoken language in an extended manner. Their ability to listen effectively to another person's point of view and modify their own speech in light of what they have heard is less developed. As they move through the key stage, pupils' progress is satisfactory.
106. Pupils make satisfactory progress in reading as they move through the key stage and by the age of eleven, standards are in line with national expectation. Their knowledge of the work of famous writers of children's fiction is secure for their age and higher attaining pupils can give examples of modern day authors and those of a more classical nature such as JRR Tolkien. Pupils read with increasing accuracy and those with special educational needs are developing their skills to enable them to read sufficiently fluently for their ability. Not all pupils by the end of the key stage are reading with expression. There are attractive collections of reading books in each classroom, which pupils use enthusiastically. Some of these are non-fiction and are used by pupils to develop their skills in relation to skimming or scanning texts.
107. By the age of eleven, standards in writing are satisfactory, as is pupil progress. By the end of Key Stage 2, most pupils are writing confidently using well-constructed sentences. Some of their ideas are lively but the vocabulary that they use is seldom adventurous. Pupils appreciate that to construct work of high quality drafting and re-drafting are part of the writing process. Most are able to write in different styles for different purposes, for example, autobiographies, letters and descriptions of places and events. Pupils' knowledge and use of punctuation are sound with pupils effectively demonstrating, for example, the use of speech marks when writing speech. Standards in handwriting are satisfactory but standards in spelling do not always match pupils' ability. Presentation is variable and work in pupils' books can be untidy.

108. Pupils have satisfactory attitudes to the subject. They enjoy listening to the use by teachers of literature in the literacy hour. When taking part in discussions, most do so appropriately and are sensitive to the fact that others may have a different viewpoint to their own. In both key stages, although pupils present their final copies of written work carefully, their general day-to-day presentation of work both in English and in other subject areas of the curriculum does not always reflect their true capabilities.

109. The quality of teaching in both key stages is satisfactory. All teachers have a secure knowledge of the requirements of the National Literacy Strategy and plan their work carefully by making good reference to the guidance materials given to schools to support literacy teaching. Lessons are well organised and a positive feature of the good teaching seen is the effective guidance that learning support assistants give to the pupils they are working with. This enables pupils with special educational needs to make good progress. The teaching of reading is given due prominence with all teachers mindful of the need to promote in all pupils a healthy interest to reading texts of different kinds. Not all opportunities are taken in lessons to promote pupils' speaking and listening skills and drama plays a limited role in this respect. Although regular practice is given to the teaching of early handwriting skills, expectations in terms of how pupils present their work, especially in Key Stage 2, are insufficiently high. As a result, the presentation of work is generally unsatisfactory. The school has formulated plans to improve pupils' access to information technology as a means of working towards improving this aspect of their English work. Increasing attention is being paid by the school to improving standards in spelling. Although marking is generally supportive, few written comments are offered by teachers that contain clear guidance of what pupils could do next to improve the overall quality of their work.
110. Requirements for the subject are met. The school has made a good start towards implementing the guidelines for the implementation of the National Literacy Strategy. The literacy co-ordinator is enthusiastic and has taken an active role in ensuring that these guidelines are closely followed. Regular evaluation of the end of key stage National Curriculum and other standardised tests takes place. From this work comes clear target setting with the intention of raising standards even higher. The quality of resources is good. The school, to ensure that each classroom has sufficient high quality books and other materials to enable pupils to develop their literacy skills, has placed a heavy emphasis on developing these. In addition, most classrooms have tape recording and information technology facilities to promote other aspects of pupils' English development.

Mathematics

- 120.
111. At the time of the last inspection, standards achieved by pupils were found to be satisfactory throughout the school compared with those expected of pupils of their age. Their basic understanding of number facts and computation was good whilst their work on shape, space and data handling was limited. The 1998 end of Key Stage 1 tests show that 95% of pupils scored level 2 or above and this included 28% of pupils who scored level 3 or above. Both these percentages were well above the national averages. In comparison with other schools with pupils of similar backgrounds, attainment in the end of Key Stage 1 tests was well above average, as was the number of pupils attaining the higher levels. This is a significant achievement as the baseline assessment of pupils into the reception class shows a below average picture of attainment in mathematics.
- 121.
112. The end of Key Stage 2 tests in 1998 found that the proportion of pupils reaching Level 4 or above was close to the national average. This included 12% who achieved level 5 or above. Taking the previous three years into account, pupils' performance in mathematics was close to the national average. This was above average when compared to schools with pupils of similar backgrounds. There was no significant difference in the attainment between boys and girls.
113. A significant majority of pupils has secure skills in numeracy. Early indicators from the 1999 test results show that over 20% now attain level 5 at the end of Key Stage 2. Pupils successfully apply their mathematical knowledge and can recognise the relationship of patterns in numbers. They use the correct technical vocabulary with accuracy and precision.
114. Since the last inspection the school has developed a scheme of work for improving levels of numeracy which has helped prepare the school for the implementation of the National Numeracy Strategy and this has had a positive impact on standards of attainment and progress. Pupils in all classes calculate quickly in their heads using the four rules of number and money. They work well with large numbers and make reasonable estimates. Pupils make good use of their numeracy skills in other subjects of the curriculum, such as in science when investigating forces and in mapwork in geography.

115. Across both key stages, good progress is made by most pupils. Pupils usually have good organisational skills and are good at mental calculation. They use and apply mathematics practically, and use addition and subtraction successfully to problems involving whole numbers and money. Pupils with special educational needs are well supported with appropriate adult intervention to make good progress when compared to their abilities. Year 6 pupils make clear gains in their knowledge and understanding of numbers when learning about prime numbers and factors. Year 3 pupils could measure accurately to the nearest centimetre and the more able in this group could translate the recording of results into different formats. Pupils at the end of Key Stage 1 had good application for selecting and adding money totals using a variety of coins. Over the age range there are good gains in all aspects of the subject, but this is particularly evident in numeracy.
116. Pupils' response in lessons is satisfactory overall at both key stages. They generally enjoy their lessons and mathematical activities but when working independently in groups, many pupils lack independence and prefer not to develop their own strategies for tackling problems. The majority concentrates once their group work is underway but many pupils, particularly at Key Stage 1, have difficulty in settling to their tasks in order to use the time to the greatest effect. In both key stages there is a small number of pupils who requires constant intervention by teachers in order to get on with their work and make progress.
117. Overall the quality of teaching is satisfactory. In the best lessons, teachers prepare the work very carefully and ensure that the tasks are suited to the needs of individual pupils. They demonstrate secure subject knowledge, generally use mathematical language correctly and use questioning well. In most lessons mental calculation is well taught. In the less satisfactory lessons, teachers offered tasks which had insufficient challenge for higher attaining pupils and the activities were too guided to encourage pupils to think independently and try out their own approaches. Occasionally, marking is used as a teaching aid, but generally it lacks evaluative comment to take learning forward.
- 127.
118. The long-term planning gives good guidance from which teachers have been able to implement the National Numeracy Strategy. In accordance with the current school development plan, priority is being given to the development of numeracy. Teachers assess their pupils' work and keep regular on-going records of their concepts in number.
119. The school has adopted the strategies suggested in the National Numeracy Strategy well, with quick mental mathematics exercises and plenary sessions at the end of most lessons. The co-ordinator has a good understanding of the role and effectively monitors and evaluates pupils' attainment. Resources are adequate, being reasonable in quantity, but many are showing their age. Funding has been identified to allow for additional resources to support the effective implementation of the National Numeracy Strategy.
- 129.
129. **Science**
120. Pupils attain standards at the end of both key stages which are above average. National Curriculum teacher assessments at the end of Key Stage 1 indicate that the proportion of pupils achieving national expectations or better is above average. The proportion of pupils attaining the higher level is well above the national average. The 1999 test results at the end of Key Stage 2 showed that the proportion of pupils attaining the nationally expected standard or better was well above the national average. Twenty five percent of pupils attained the higher level. Over the past three years there has been a gradual improvement in standards in both key stages. In comparisons with the performance of pupils in similar schools attainment at the end of Key Stage 1 is above the average and at Key Stage 2 is well above the national average.
121. The previous inspection conducted at the school found attainment at Key Stage 1 to be in line with national expectations and better at Key Stage 2. There has been a significant improvement in standards in both key stages since the last inspection.

122. By the end of Key Stage 1, pupils understand the differences between things that are living and things that have never been alive and sort using this criterion. They are able to classify living things according to similarities and differences. By the end of Key Stage 1, pupils have good experimental and investigative skills. They have an understanding of the external body parts and are able to name different parts of the body such as hand, elbow, and knee. They can understand through first hand experience that different parts of the body have different functions and that each is important to the whole. They are able to use appropriate vocabulary such as bones, skin and joints.
123. By the end of Key Stage 2 pupils have good investigative and experimental skills. They handle simple equipment safely and carefully. Pupils have a good understanding of what is a fair test, why it is important that tests should be fair and how to ensure that they are carried out effectively. Pupils use their scientific knowledge and understanding to predict what might happen in their investigations and use their skills to test their predictions. They understand that some solids dissolve in water and why others do not. Pupils at the lower end of Key Stage 2 were able to conduct an investigation into whether or not substances dissolved more rapidly the higher the temperature of liquid used. At upper Key Stage 2 pupils understand that the earth spins round on its own axis and how day and night are related to this spin. They were able to discuss why there is light and dark. They successfully conducted an experiment to demonstrate the movement of the earth using a globe and a torch to represent the sun.
124. Pupils, including those with special needs, make good progress throughout both key stages. Pupils at Key Stage 1 consolidate and improve their existing vocabulary. They develop their observation skills and begin to develop their confidence in knowledge and understanding. Pupils in Year 1 made progress in recognising and sorting by specific criteria. By the end of Key Stage 2 pupils are given the opportunity to work with peers in experimental and investigative science which extends their scientific knowledge. They discuss their work with each other and with adults using appropriate scientific vocabulary. By Year 5 pupils have developed good investigation skills and they understand the concept of fair testing. Year 5 pupils use their scientific knowledge and understanding to devise fair testing of air resistance and can discuss and identify the effects of air resistance. Throughout both key stages the presentation and quality of recorded work is variable.
125. Attitudes towards science are good in both Key Stage 1 and Key Stage 2. Pupils handle apparatus well and in a controlled manner. Pupils in Key Stage 1 enjoy relating science to other areas of the curriculum such as singing which was used in a Year 2 class to reinforce concepts of different body parts. Key Stage 2 pupils are keen to offer suggestions and to ask and answer probing questions. They enjoy first hand experiences and carrying out investigations. The behaviour of a minority of pupils disrupts teaching and learning and has a negative effect on the enjoyment of other pupils, which in turn affects their attainment and progress.
126. Overall the quality of teaching is good. Teachers have a good knowledge and understanding of the subject which ensures that the scientific content of the lesson is accurate. Lessons are well planned with clearly identified objectives for learning. In good lessons teachers use effective questioning techniques to develop pupils' understanding and to challenge them to think about their work. In Year 6 this was a clear strength in the teaching of science. Teachers are well prepared, make good use of resources and classrooms are well organised. They make good use of the scheme of work available but throughout both key stages pupils in a class are too often given the same work and the high attaining pupils are not sufficiently challenged. Pupils unfinished work is left incomplete and overall there is inconsistent marking of pupils' work. This marking is used insufficiently to guide day-to-day assessment. In the majority of classrooms, teachers develop pupils' literacy skills through appropriate labelling of equipment and the use of sentences on displayed work. Numeracy skills are developed through activities such as estimating, measuring and calculating. Teachers do not consistently ensure that pupils work is well presented and the behaviour of a minority of pupils is not always satisfactorily managed.
127. The co-ordinator manages the subject successfully and has a clear vision for the development of science in the school. Monitoring of teaching and learning and use of resources is conscientiously undertaken by the co-ordinator. This impacts on the high standards of attainment in the subject. A plan for clearer assessment, through pupil sampling, is being piloted and is under review by the co-ordinator. This will

be used to chart individual progress and identify any areas that need more attention. The quantity and quality of resources are satisfactory and resources are readily accessible and appropriately stored. Accommodation for the delivery of the science curriculum is good.

137. **Information technology**

128. By the end of both key stages, pupils' attainment is in line with national expectations.
129. By the end of Key Stage 1, pupils have a secure understanding of the function of certain keys on a computer keyboard. They know, for example, that the 'caps lock' button is used to obtain capital letters, that the arrow keys, when pressed, move up or down the screen and that the undo button can rectify mistakes made. Pupils have a secure understanding of how to save their work and most are developing sufficient skills in exploring the features of CD ROM software. Most pupils use the mouse effectively and are able to access the menu features of a word processing program to obtain a printed copy of their work. Pupils have had the experience of using a simple computer art package. Pupils' ability to use a word-processor is, at present, limited to the typing in of simple text, words or phrases. Their understanding of, for example, a 'font' or their ability to change the size and appearance of their text fonts to improve the physical appearance of their work is somewhat weak. Pupils having a good knowledge of how information technology impacts on their daily lives balances this. Most, for instance, are able to explain the similarities and differences between an audio and video tape.
130. By the age of eleven, and by the end of Key Stage 2, pupils know that a CD ROM disc holds graphics, text and video images and, in general, they can use such software to explore other areas of the curriculum such as history or geography. Their awareness of the concept of many computer programs being controlled and operated through a 'windows' system is secure as are their abilities to save, load and retrieve their work. Pupils' skills in using a word-processor are below those expected by pupils of this age. They are aware that such a program can be used to enter text that can be amended, altered or aligned in a certain way to obtain a particular effect, such as the address when writing a letter. Their ability to use a spell checker or their understanding of how simple graphics may be merged into text, are quite limited. Pupils' awareness of the language of 'Logo' is under-developed as is their understanding of the concept of control and data handling equipment. Pupils have a good understanding of the 'Internet' and its associated language. Evidence suggests that pupils understand the terms of 'logging on,' 'password' and 'e-mail.'
131. In Key Stage 1, pupils are currently making good progress. This is aided by the regular access they have to the school's recently added suite of computers. Such regular access explains the difference between the good progress pupils are currently making and the standards that they currently obtain at the end of the key stage. Progress in the development of the pupils' perception of certain terms such as 'files,' 'folders' or 'password' is particularly noteworthy. In Key Stage 2, some good progress is to be seen in most classes as pupils gain an increased understanding of how to use the school's excellent range of computer equipment during the course of their daily studies. From most classrooms, for example, pupils can directly access the Internet to explore particular themes and research information. However, overall progress in terms of their understanding of how data handling programs, simple spreadsheets or control technology can help them in their work, is satisfactory. Current progress in terms of using information technology to develop pupils' writing skills in terms of drafting and re-editing their work is at an early stage of development. Pupils with special educational needs, and those with higher ability, make equal progress to others in their class.
132. Pupils show great enthusiasm when using the school's range of computer equipment. Year 1 pupils are keen to demonstrate their skills and talk eagerly about using the school's networked suite of computers. They work co-operatively and with great levels of interest often being fascinated by what a computer can do. Pupils treat the school's resources with respect and handle the recently purchased equipment with due care.

133. The quality of teaching is good. The part-time teacher for information technology undertakes some of this. He is very aware of the intricacies of the school's hardware and software and plans a range of activities that effectively matches the pupils' interests and capabilities. Where pupils are taught in the information technology suite, time is used very well and demonstrations to pupils are clear, yet undertaken sensitively. This enables pupils to see the results that a particular course of action will take. Teachers are developing their confidence in their use of information technology although opportunities to use computers during the course of the pupils' everyday learning, are not always taken. Some lesson plans fail to highlight what skills the pupils are expected to learn as they move from class to class. Teachers are giving increased attention to how pupils, including those with higher attainment, can make decisions about the course of their own learning. At present, too little attention is given to how to assess the rate of pupils' progress. This makes it difficult to plan with precision, the next steps in pupils' learning.
134. The school has developed very good resources to assist in the teaching of the information technology curriculum. Recent implementation of a network provide equal access for pupils to machines and software across the school. Staff development in the use of this is continuing apace and already such developments are having a positive impact on pupils' progress and their enjoyment in working with the machines. The co-ordinator is highly enthusiastic and the part-time teacher for the subject very ably supports her. The school is aware of the need to develop its policy in light of developments in the subject and to outline how assessment is to be undertaken and how standards are to be further monitored.

144. **Religious education**

135. At the end of both key stages pupils' attainment in religious education is unsatisfactory. Attainment in the last inspection report was sound. The curriculum is based on the Lewisham Education Authority's Guidelines for Religious Education.
136. The guidelines for both key stages outlines a list of topics to be covered by each year group with future ideas outlined to support teaching in multi-ethnic areas. These topics are then identified over three terms in the planning and assessment booklet. Some of these topics are rather tenuous and are left to the teacher to research and plan over a whole term. There is limited evidence of any structure to either the planned curriculum or the topics outlined in the guidelines. Very little evidence of written work was observed during the scrutiny of pupils' work although there was evidence through displays and photographs of work undertaken in the past on Buddhism, Sikhism, Hinduism and Christianity.
137. In the lessons observed at Key Stage 1, pupils know that symbols such as a clerical collar and a cross give a message and that the church is a place of worship. At the end of term Key Stage 1 pupils are aware that the Bible has stories in it and there is a New and Old Testament. In lower Key Stage 2, pupils have a sense that God cares for them and that we all need people to love and care for us. They know that saints did good things and martyrs were killed for their beliefs. They talk about how they would feel if in danger. By the end of Key Stage 2 pupils can identify the Old and New Testaments and superficially discuss the meaning of the Ten Commandments and their relevance today. However, their level of understanding and depth of knowledge is below that which is usual in pupils at the age of eleven.
138. Progress is unsatisfactory through both key stages. Due to lack of clear guidelines, poor time management, organisation of lessons and teachers' knowledge and understanding, pupils make limited progress. Some knowledge and concepts are repeated throughout the key stages but apart from a few displays and photographs there is no evidence of pupils being given the opportunity to extend discussion. There is no evidence of them involving themselves in further study or research or producing any quality written work to show that progression has been planned for. Time given each week to the subject is insufficient for the school to meet the requirements of the Agreed Syllabus, which in itself does not support either attainment or progression.

139. Pupils response is variable although satisfactory on the whole. At Key Stage 1 pupils are given the opportunity in a very limited time to discuss symbols and are keen to respond. Opportunities for pupils to discuss their feelings in Circle Time are beneficial to them all and support the moral and social aspects of religious education. On these occasions pupils are thoughtful, respectful and confident. Opportunities for discussion and reflection at Key Stage 2 in some cases are spoilt by several disruptive and disinterested pupils.
140. Teaching overall is satisfactory although in some classes it is unsatisfactory. Time management and organisation of the lesson is unsatisfactory. The lesson tends to be a low focus lesson attached to the end of a session just before lunchtime and playtime. This leads to it being a low focus activity and on occasions many pupils are withdrawn for additional music sessions. Lessons are continually interrupted by pupils entering and leaving the classroom, particularly to go to the toilet. Some lessons are rushed and lack any clear focus or quality time for discussion or reflection. Teachers' knowledge and understanding of some areas of the subject are limited. Some areas are therefore avoided or lack any depth of understanding to motivate the pupils. When teachers take part in "Circle" activities, or quality discussions at the upper end of Key Stage 2, the teaching is satisfactory and occasionally good.
141. The two key stage co-ordinators are fully aware of the problems which arise within this area of the curriculum and are anxious to support teachers' knowledge and understanding, produce clear schemes of work with clear guidelines and improve resources in the school. The majority of the teaching staff made it clear in a recent school curriculum audit that they needed this support.

151.

OTHER

SUBJECTS OR COURSES

151. **Art**

142. Inspection evidence suggests that there has been a steady improvement in the quality of learning and the progress of pupils since the previous inspection. In Key Stage 1, the art work that pupils produce is of a standard one would expect for their age. Satisfactory progress throughout the key stage is apparent in the work pupils produce in lessons and in displays around the classrooms. Pupils build up their knowledge and understanding of a variety of techniques. They mix paint, learn to control their brush strokes and show a developing understanding of colour. Pupils learn the techniques of collage when working together to make a large collage linked to their study of farming. They show good pencil control in their observational work using sea-shells as their subjects. They explore textures when depicting mini-beasts using a range of materials.
143. Pupils make satisfactory progress in Key Stage 2. They have the experience of working with a range of materials in two and three-dimensional forms. Younger pupils mix the colours of the sunset for the dramatic background of their silhouettes of ancient Egypt. In another project linked to their study of pirates, pupils benefit from the experience of working in a variety of scales using a range of techniques. Older pupils sketch the tools which they use in design and technology and use their knowledge of tone and texture to make their work interesting. By the age of eleven, pupils use tools to texture clay models in the style of Greek pots. They explore textiles, paints and pastels to good effect when portraying a range of musical instruments. Pupils with special educational needs make satisfactory progress in both key stages.
144. The attitude of the pupils towards their work is good. Pupils listen attentively, work confidently and persevere well in most lessons. They use resources sensibly and share ideas with one another. They work with obvious enjoyment, talk about their work with enthusiasm and show satisfaction with the outcome of their efforts.
145. The quality of teaching is good in both key stages. Teachers have satisfactory subject knowledge and

realistic expectations of pupils' attainment. Teachers plan lessons carefully and are well prepared in terms of support and resources. In the best lessons, teachers intervene at appropriate times to make good teaching points that help pupils to progress by extending their understanding of many different techniques. However, teachers make little use of the pupils' own work to serve as exemplars of good practice. Teachers have forged good relationships with their pupils and manage their behaviour well. However, the use of information technology to support the pupils' work in art is recognised as an area of weakness.

146. There is a useful scheme of work to ensure the progression of skills. The curriculum is enriched through visits to local galleries, through the loan of prints of famous paintings and through the occasional use of an artist in residence. The co-ordinator monitors teaching and learning on a regular basis. Throughout the school, work is well linked to other subjects such as history and geography. Resources in the school are plentiful and are appropriately stored. Artwork makes a positive contribution to the aesthetic values of the pupils via the many and varied displays of pupils' art displayed in the school.
- 156.
156. **Design and technology**
147. Only one lesson of design and technology at Key Stage 1 and two at Key Stage 2 were observed during the week of the inspection. Other evidence was gained from scrutiny of work, planning, photographs, and by talking to pupils and the co-ordinator.
148. Pupils are provided with a range of design and make ideas in the technology scheme of work. In Year 3 pupils design and plan a felucca. They use their knowledge of the materials to explore aspects of their design proposals by modelling in a variety of ways. In Year 5 the design of playground equipment supported a science lesson in use of forces. Pupils confidently use a range of materials and tools to construct a playground seesaw and competently evaluated their work through discussion. There has been a raising of standards in design and technology since the last inspection.
149. Pupils' progress in design and technology is satisfactory overall. Pupils in Key Stage 1 make progress in the use of tools, materials and equipment such as scissors, glues, paper, card and hole punches. Pupils in Year 2 develop quickly an awareness of how things are made and carry out the design and making of a pirate using a range of materials. They learn to apply their skills of cutting out, colouring and joining together different parts of the pirate's body using split pins. Pupils in Key Stage 2 observe and discuss the reasons for simple health and safety rules especially in the skill of sawing wood in the appropriate manner. Pupils with special educational needs receive support from teachers and other adults and make satisfactory progress.
150. Pupils' attitude to work is satisfactory. In both key stages the majority of pupils have a positive attitude to the subject and work hard at the task presented to them and speak with interest about their design work. However in a few cases pupils found it hard to listen to instructions before and during execution of the task. Pupils in Year 5 enjoy using different tools and materials in their work. They concentrate on learning new techniques, for example, in the sawing of balsa wood and the use of different tools.
151. In the lessons observed, the quality of the teaching was satisfactory. Teachers have a secure knowledge and understanding of the subject and set clearly focused tasks for the pupils to follow. For example, the attention of pupils in Year 3 was focused on the design of a hull and sails for the felucca. This had previously been discussed in detail by the pupils and the teacher relating to a picture and a model boat. Class management is satisfactory but the inability of some pupils to listen is not always sufficiently addressed and controlled to regain full attention. However, teachers generally have good relationships with the pupils and use praise positively to help pupils to overcome challenges.
152. Resources are well organised and used effectively. Effective links with other subjects are made, for example, in the measuring of wood in Year 5. Teachers use questioning as a form of assessing pupils' knowledge of the processes used. They make efficient and effective use of classroom assistants and conscientiously deploy health and safety rules. A draft design and technology policy has recently been written by the curriculum co-ordinator and will be presented to the staff shortly. The subject co-ordinator has started to monitor teachers' plans and classroom practice. She has enthusiasm for the subject and clear and imaginative ideas about how the subject could be developed.

162. **Geography**

153. Geography was not seen being taught at Key Stage 1 during the week of inspection. This is the same as the last inspection. Timetable constraints meant that it was only possible to observe two lessons at Key Stage 2. It is therefore not possible to judge whether the school has made any improvements in teaching since the last inspection. Evidence from work on display, photographs and pupils' work shows that pupils in Key Stage 1 have completed work relating to the development of basic mapping skills within the locality. They also show some in-depth study of local houses, weather and the British Isles.
154. The limited evidence available alongside teachers' planning indicates that progress at Key Stage 1 is satisfactory and that there is satisfactory provision for continuity and progression between year groups and across the key stages. Pupils, including those with special educational needs, make satisfactory progress throughout Key Stage 2.
155. In the older years of Key Stage 2, pupils working together in co-operative pairs, undertake work on the local area as well as contrasting places such as Kenya. Pupils locate places on a map effectively and have a good understanding of the relationship of distance between places. Many have difficulties in understanding the impact of building new housing upon their environment and how this impacts on local facilities. Younger pupils in Key Stage 2 study the River Nile as part of their history topic. They had good knowledge of the features of land around rivers and use good geographic vocabulary to describe rivers.
156. In their lessons, pupils can take a long time to become absorbed by their learning. Once on task most can concentrate for sustained periods. The distractible behaviour, which is a regular feature at the start of lessons, means that the pupils often hampered progress in these lessons.
157. Geography is taught as part of a topic framework of timed units. Teachers' long term planning is based upon the school's geography guidelines, which act as a scheme of work for the development of geographical skills, knowledge and understanding.
158. A recent audit of resources suggests that, whilst current resources are barely adequate there is a need for additional maps, compasses and globes. The co-ordinator has attended a 10 day course for the subject. Initial monitoring has looked at an audit of coverage of the geography curriculum. The co-ordinator recognises the need for future work to concentrate on standards achieved in the subject. An exemplar file is being developed but as yet the work is not moderated to give sufficient guidance. The role of co-ordinator is being developed to support teachers' planning and the monitoring of progress. Pupils are given opportunities to visit places of local interest and to extend their knowledge of the locality. They undertake whole school visits to a local seaside resort for a day and older pupils experience a residential visit to the Isle of Wight. The school enjoys the ability to use a conservation garden and pond within the school grounds.

168. **History**

159. The last report found that teaching in history was satisfactory at Key Stage 1 and very good at Key Stage 2. During inspection week only two lessons were observed of direct teaching of history at Key Stage 1. Further evidence was drawn from teachers' planning, the scrutiny of pupils' work, photographs and pupils' work on display. The pupils' progress in history at Key Stage 1 is satisfactory. Pupils work with artefacts and make good hypotheses about people's jobs in the past. They demonstrate a developing sense of chronology and an understanding of links between the past and present in their work on family life.
160. At Key Stage 2, the only history lesson observed was in the older year group although other pupils study such topics as Ancient Egypt, Tudors and Ancient Greece. The pupils' have good recall of the various

gods and goddesses from Ancient Greece and understand the Greek view of death. Opportunities were given for connections to be made to other subjects and pupils were able to make comparisons to the views on death of modern day Christianity. The good teaching of vocabulary and spelling of historical words as well as the promoting of higher order skills to research relevant information and present this in bullet points are making a good contribution to the literacy of this age group.

161. Pupils show interest in this subject and are keen to be involved. They like to share their opinions and are intrigued with the mystery of the past. Younger pupils' social skills are often underdeveloped for lessons to be their most effective. They take a long time to follow adult instructions and although pupils settle down in lessons eventually and enjoy their tasks, their early progress is often hampered.
162. The teachers have secure subject knowledge and clear objectives for what they wish the pupils to learn. An enquiry approach to teaching history is being adopted. Work is sometimes differentiated to take into account the breadth of learning needs.
163. A brief policy is in place and history is taught as part of a topic framework. Teachers use comprehensive history guidelines, for their long and short term planning of knowledge, skills and understanding to be developed. The history co-ordinator has carried out an audit of curriculum coverage in history. The co-ordinator has a personal action plan for developing her role to include resource issues and recognises that further work has to be undertaken to ensure standards are adequately monitored. Exemplar pieces of work have been collected across the year groups but this is insufficiently developed to guide the moderation of standards in history. A recent audit of resources has shown that, whilst current resources are adequate there is a need for additional artefacts at Key Stage 1.

173.

Music

164. Pupils make satisfactory progress throughout the school. At Key Stage 1 pupils can sing a variety of simple songs to include nursery, number and action rhymes and accompany them with percussion instruments. Year 1 pupils can echo and develop a simple rhythmic pattern and keep the beat of simple songs such as 'This Old Man' and 'Old Macdonald Had a Farm'. Year 2 pupils are becoming confident in performing rhythmic patterns and are able to perform loudly and quietly.
165. In lower Key Stage 2 pupils are fully conversant with pitched and non-pitched percussion instruments. At the upper end of Key Stage 2 pupils are able to compose short percussion pieces to portray 'danger' and 'peace' and 'light'. They can accompany the song of Cotopaxi and represent different textures of music. Pupils are able to read simple notation and apply it to their compositions. They are able to listen to and appreciate pieces of music such as those written by Holst and Rimsky Korsakov and begin to interpret them in their own compositions.
166. The curriculum is enhanced by the opportunity for most pupils at key Stage 2 to play recorders and some to play the guitar. Other pupils are given the opportunity, at an added cost, to play the piano or flute. These opportunities are not available to Key Stage 1 pupils.
167. Progress is satisfactory throughout the key stages, as was the case in the previous inspection. A progression of skills is planned for through the key stages to include knowledge of instruments, timbre, pitch, pulse and texture. Pupils at Key Stage 1 begin to learn the names of some basic percussion instruments and how to use them and know the basic rudiments of timbre and pitch. By the end of Key Stage 2 pupils are using their knowledge of instruments and simple notation to compose their own pieces of music through listening to and discussing pieces such as the song of Cotopaxi, the Planet Suite by Holst and Sheherazade by Rimsky Korsakov. They are able to use their knowledge of the way different instruments can be played to consider the mood of a piece of music such as the loneliness of Prince Kalenda in Sheherazade or the strength of the Planet Suite. Pupils are able to extend their knowledge of music and musicians to draw the 'colours' of the orchestra through the works of

Kandinsky. They make embroidery pictures based on a close up view of a musical instrument. The oldest pupils can use recycled materials to make an enterprising music machine and make a visual image of a close up part of an instrument such as a cabassa or a thumb piano.

168. Pupils throughout both key stages enjoy their music lessons, particularly at Key Stage 1. There are some pupils in parts of Key Stage 2 who are disruptive and awkward in lessons which affects the quality of teaching and learning. Often pupils respond well to being able to work independently and in groups.
169. Teaching is satisfactory overall. Lessons are carefully planned outlining activities and objectives. The teaching is mainly challenging. Most lessons have good pace and opportunities are provided for pupils to offer ideas and opinions. Teachers select recorded music for pupils to listen to, and to appraise, in assemblies; for example the current theme is "The Millenium". Pupils sing a range of songs in whole-school and phase assemblies although opportunities are missed to use music to enhance these occasions.
170. The co-ordinator has a clear understanding of the way forward and recognises the need to support colleagues and build their confidence. Although all staff are teaching their own music, the co-ordinator is responsible for singing in both key stages and all the guitar and recorder players in the school. Resources are adequate and offer a variety of pitched and unpitched instruments. The majority of music lessons take place in a pre-fabricated classroom assigned for this purpose.

180.

180. **Physical education**

171. By the age of eleven, pupils attain standards in line with their ages and abilities. This reflects the findings of the previous inspection. It was not possible to observe any lessons in dance. Most of the pupils can swim at least 25 metres and higher attainers can swim considerably more. By the end of Key Stage 2, most pupils can participate effectively in small game type activities and realise the importance of team work when so doing. Their skills in catching and throwing are generally accurate.
172. Pupils in both key stages are making sound progress in their gymnastic abilities. In Key Stage 1, pupils make satisfactory progress in twisting and turning and building up simple sequences both on the floor and using simple apparatus. In Key Stage 2, this develops well. Pupils in Year 4, for example, were seen demonstrating effective gymnastic movements using the apparatus on the theme of balance and symmetry. By working with a partner, they are able to devise and practise simple sequences of movement both making good use of apparatus and landing on the floor in an appropriate way. By Year 6, pupils can use the apparatus in a more complex manner showing increasing control and poise in how they do so. Progress in Year 5 is less marked. In the lessons seen, too few of the pupils work with suitable application and this impedes their progress. In games, progress is satisfactory. Year 2 pupils can bounce and balance a ball and send it to a partner keeping the ball or bean bag under reasonable control. As pupils move through Key Stage 2, they show increasing mastery over the skills involved in using catching equipment. Pupils with special educational needs make comparable progress to other pupils in the class.
173. The majority of pupils behaves well in lessons. They demonstrate positive attitudes to learning and make at least satisfactory progress. Most pupils remember to bring their kit for lessons and are able to change for their physical education lessons quickly and quietly. Again, the majority of pupils is able to work sensibly in pairs or in groups of four. They are keen to produce work of good quality and listen effectively to the teacher. However, in Key Stage 2, there is a significant minority of pupils who do not demonstrate these attributes. Such pupils do not listen effectively and their physical education work is sometimes undertaken in too much of a careless manner.
174. Although there is some unsatisfactory teaching, the overall quality is satisfactory in both key stages. In the better lessons, most teachers have a secure knowledge and understanding of the subject. Lesson plans are detailed and outline clearly the skills and techniques that pupils are expected to develop during the course of a lesson. All teachers pay due attention to health and safety but not all staff dress appropriately. Lessons begin with effective warm up sessions and some teachers effectively demonstrate the work pupils are expected to complete. This can have high challenge and expectation. All teachers prepare equipment well and emphasise the need for the correct lifting and handling of apparatus. Where teaching is unsatisfactory, pupils are not managed well. The flow and the pace of lessons are

often punctured with teachers having to deal with unsatisfactory behaviour. This mars the progress pupils are capable of making. In one lesson, pupils are withdrawn from the physical education work to receive extra teaching in some aspects of music. This impinges on the amount of work they are able to complete in a lesson and, subsequently, the progress they are able to make.

175. Although there are a policy and draft guidelines in place, these are very brief and give no more than the merest of indications as to the school's philosophy for the teaching of the subject. There is no formal, whole school policy for recording pupils' attainment and although some teachers evaluate the success of their teaching in lessons, assessment is not used to any great extent in order to plan subsequent work. The co-ordinator has had the opportunity to monitor teaching in some classes. There is a suitable range of equipment and apparatus to support teaching. There is a range of extra-curricular activities that are of a sporting nature and the school participates in local sports matches and tournaments with some success. By participating in team games, the subject is making a positive contribution to the pupils' social development.

185.
INSPECTION DATA

PART C:

185.
INSPECTION EVIDENCE

SUMMARY OF

176. The inspection was carried out by a team of six inspectors, over a period of twenty-four and a half inspector days. Ninety-nine lessons or parts of lessons were seen during eighty-two hours of direct observation. Inspectors also heard a representative sample of pupils read and they tested their knowledge of basic numeracy and computer skills. Samples of pupils' work were scrutinised in each year group and policy documents and school management plans were analysed. The attendance registers, pupils' records and teachers' planning files were inspected. Inspectors attended registration sessions and assemblies. Over 30 meetings were held with teachers, governors and members of the non-teaching staff. Before the inspection a questionnaire was sent to all families and a meeting was held for parents. This meeting was attended by 33 parents and there were 51 responses to the questionnaire. This represents a 15 per cent return.

186. **DATA AND INDICATORS**

187. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	378	3	132	116
Nursery Unit/School	25	0	2	0

188. **Teachers and classes**

188. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	18.5
Number of pupils per qualified teacher:	20

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

Total number of education support staff:	10
Total aggregate hours worked each week:	167

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

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

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

Total number of education support staff:

2

Total aggregate hours worked each week:

40

Average class size:

25

189. **Financial data**

Financial year:	1998/99
	£
Total Income	889,938
Total Expenditure	892,637
Expenditure per pupil	2,010
Balance brought forward from previous year	17,165
Balance carried forward to next year	14,466

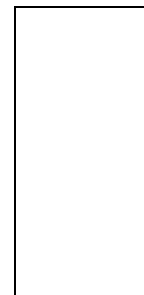
190. **PARENTAL SURVEY**

Number of questionnaires sent out:

347

Number of questionnaires returned:

51



Responses (percentage of answers in each category):

I feel the school encourages parents to play an active part in the life of the school

I would find it easy to approach the school with questions or problems to do with my child(ren)

The school handles complaints from parents well

The school gives me a clear understanding of what is taught

The school keeps me well informed about my child(ren)'s progress

The school enables my child(ren) to achieve a good standard of work

The school encourages children to get involved in more than just their daily lessons

I am satisfied with the work that my child(ren) is/are expected to do at home

The school's values and attitudes have a positive effect on my child(ren)

The school achieves high standards of good behaviour

My child(ren) like(s) school

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	55	45	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	65	33	0	0	2
The school handles complaints from parents well	31	41	26	0	2
The school gives me a clear understanding of what is taught	31	55	10	4	0
The school keeps me well informed about my child(ren)'s progress	37	47	6	10	0
The school enables my child(ren) to achieve a good standard of work	27	59	12	0	2
The school encourages children to get involved in more than just their daily lessons	37	47	10	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	35	18	12	8
The school's values and attitudes have a positive effect on my child(ren)	41	47	8	2	2
The school achieves high standards of good behaviour	47	39	8	2	4
My child(ren) like(s) school	61	33	4	2	0