

INSPECTION REPORT

St John's and St Clement's Church of England School
Peckham

LEA area: London Borough of Southwark

Unique Reference Number: 100830

Inspection Number: 187174

Headteacher: Mary Gatliffe

Reporting inspector: Anne Currie

Dates of inspection: 8th –12th November 1999

Under OFSTED contract number: 706550

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

Type of control: Voluntary Aided

Age range of pupils: 4 ½ to 11 years

Gender of pupils: Mixed

School address: Adys Road
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London
SE15 4DY

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Appropriate authority: Governing Body

Name of chair of governors: Anne Coates

Date of previous inspection: 4th – 7th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Anne Currie, RgI	Areas of learning for children under five	Attainment and progress
Colin Herbert, Lay Inspector		Teaching
		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Jean Hayes	Science	Staffing, accommodation and learning resources
	Design technology	Equal opportunities
	Art	Education of pupils with hearing impairment
Hilma Rask		Curriculum and assessment
	Mathematics	Special educational needs
	Geography	Support for pupils with English as an additional language
	Physical education	Spiritual, moral, social and cultural development
James Walsh		Efficiency
	English	
	History	

*Religious Education was inspected separately under Section 23 of the School Inspection Act 1996

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MAIN FINDINGS

What the school does well

Pupils are keen to learn and their relationships with each other are good.

Pupils with hearing impairment are well supported.

Provision for pupils' spiritual, moral and social development is good.

The teaching of children under five is very effective.

Procedures for monitoring and promoting pupils' well-being and behaviour are well developed.

Pupils with special educational needs receive effective additional support which helps them to make good progress.

Where the school has weaknesses

Long-term absences amongst staff has caused and continues to cause disruption to some pupils' learning.

The roles of the deputy head and the senior management team are not clear or well developed.

There are weaknesses in the methods and organisation of some teachers.

The attainment in mathematics and information technology in Key Stage 2 is unsatisfactory.

Assessment is not used sufficiently to inform curriculum planning in all curriculum areas.

Financial planning is not well linked to the school's priorities for development.

There are insufficient planned opportunities to enrich the curriculum in lessons and the range of extra-curricular activities is limited.

The school has strengths in important areas, such as pupils' spiritual, moral and social development, as well as pupils' attitudes, the relationships they have with each other and their personal development. The school provides a sound education for its pupils and it currently has satisfactory capacity to improve. The impact of its strengths outweigh its weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents.

How the school has improved since the last inspection

The school has made satisfactory progress since the last inspection. Developments have been slowed by a significant amount of staff illness and by personnel issues. The school has sound capacity to improve.

The general standard of physical education in Key Stage 2 has improved.

There has been some improvement in the standards of information technology, with pupils reaching the standards expected nationally at the end of Key Stage 1, but standards are still too low at Key Stage 2 in some areas of the programme of study. There is insufficient coverage of the use of information and communication technology to control simple devices.

There is still some variation in teaching in both key stages.

Curriculum leadership and monitoring in English, mathematics, science and information technology has improved, but the role of the senior management team is not yet well established.

The planning framework has improved to ensure that new work builds on what has already been learned.

The school has adopted the national literacy strategy, the numeracy strategy and the schemes of work published by the Qualifications and Curriculum Authority (QCA) to improve the quality of its curriculum planning.

Standards in subjects

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

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

Similar schools are selected on the basis of between 20 and 35 per cent of pupils entitled to free school meals.

Most children under five are expected to attain the Desirable Learning Outcomes, the standards expected nationally in all areas of learning by the term after their fifth birthday.

At the end of Key Stage 2, pupils attained standards in English that were well above the national average, with 78 per cent achieving Level 4, the standard expected, compared to 70 per cent nationally. Thirty-nine per cent of pupils achieved the higher level, Level 5 compared to 22 per cent nationally. When compared to similar schools, which are selected on the basis of the percentage of pupils entitled to free school meals, the results were extremely high. In the national tests at the end of Key Stage 1 pupils attained standards in reading and writing which were similar to the national average. When compared to similar schools, attainment in writing was above average and in reading it was in line.

In mathematics, at the end of Key Stage 2, the percentage of pupils achieving the national bench mark of Level 4 was below the national average, but the proportion achieving the higher Level 5 was close to the national average. When compared to similar schools, the results were in line with the average. In the national tests at the end of Key Stage 1 standards were below the national average but in line when compared to those of similar schools.

In science, at the end of Key Stage 2, attainment was above the national average and well above the average of similar schools. At the end of Key Stage 1 teacher assessments showed that attainment was in line with national averages.

Inspection evidence suggests that pupils are attaining the standards expected in English and science, but that standards in mathematics are still below expectations by the end of Key Stage 2.

In information technology pupils do not yet attain the standards expected in all aspects of the subject by the end of Key Stage 2.

Progress in all other subjects is satisfactory.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	satisfactory	satisfactory
Mathematics	good	satisfactory	satisfactory
Science		satisfactory	satisfactory
Information technology		good	good
Religious education *			
Other subjects	good	satisfactory	satisfactory

*Religious education was subject to a separate inspection under Section 23 of the School Inspections Act 1996 and is not reported here.

Teaching is satisfactory overall. There is considerable strength in the teaching of children under five. Teaching is very good in nine per cent of lessons, good in 32 per cent, satisfactory in 49 per cent, unsatisfactory in nine per cent and poor in one per cent. The majority of the unsatisfactory teaching was in Key Stage 1, but there was some in Key Stage 2. The main causes were poor behaviour management and too little work being completed in lessons.

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

Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory in lessons and around school.
Attendance	Satisfactory. The school is now closely monitoring attendance and punctuality.
Ethos*	Good. Relationships are good. Pupils are keen to work.
Leadership and management	There is a commitment to raising standards. The headteacher gives good clear educational leadership.
Curriculum	The support from governors and staff is satisfactory. Planning is sound, with new work building on what pupils already know. The curriculum lacks breadth and balance.
Pupils with special educational needs	Opportunities to enrich pupils' experiences are limited. Pupils make good progress. There is well-targeted individual support.
Spiritual, moral, social & cultural development	Pupils with hearing impairment are well supported. Provision for spiritual, moral and social development is good and for cultural development it is sound.
Staffing, resources and accommodation	There are several temporary teachers in school because permanent staff are absent. Resources are satisfactory.
Value for money	The building is large and in good condition. The school gives satisfactory 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

- Their children like school.
- They are happy with the amount of homework set.
- The school is easy to approach.

What some parents are not happy about

- The information provided about their child's
- The standards of behaviour.
- The way unacceptable behaviour is dealt with,
- The lack of rewards for academic achievement.
- Pupils' involvement in more than their daily
- The way the school handles complaints.

Only 16 parents attended the parents' meeting and only 28 parents returned the parents' questionnaire, so the above comments represent the views of only a small percentage of parents. Inspectors agree with the positive views expressed by parents. There are rewards for academic achievement as well as behaviour. Reports for parents are satisfactory, although they do not contain targets for improvement.

The behaviour during the inspection was satisfactory overall. Incidents of unsatisfactory behaviour were dealt with appropriately.

Inspectors agree that the range of extra-curricular activities is limited.

KEY ISSUES FOR ACTION

To further improve the effectiveness of the school, the headteacher, governors and staff should;

- I. Raise the level of attainment in mathematics across the school, but especially in Key Stage 2 by;
 - refining and continuing the setting arrangements,
 - ensuring consistency in the methods and organisation of teaching.(paragraphs 13, 15, 18, 45, 134, 135)
- Raise the level of attainment in information technology by;
 - building on the current good practice of teaching specific skills,
 - giving opportunities for pupils to develop their skills in control technology,
 - giving more opportunities for the use of computers in other subjects.(paragraphs 20, 96, 135, 148, 149, 150, 153, 169) An issue in the previous inspection.
- Improve the management structure within the school by developing and clarifying the roles of the deputy head and senior management team.
(paragraphs 84, 87, 92, 94, 123)
- Improve teaching methods and organisation in both key stages by;
 - sharing the good practice already in the school,
 - using the funds allocated for staff development to address the training needs of individual teachers which have been identified by appraisal.(paragraphs 27, 34, 40, 44, 84, 87, 92, 94, 120, 121, 134, 165) An issue in the previous inspection.
 - take steps to ensure that the disruption caused to pupil's education by long-term staff absence is minimised by closely monitoring the quality of teaching provided by temporary staff and replacing those who are unsatisfactory,
(paragraphs 15, 24, 40, 84, 92, 101)
- Improve curriculum planning in order to enrich pupils' experiences by providing more opportunities for subjects such as art, design technology, music, history and geography.
(paragraphs 21, 50, 67, 159, 165, 170, 177, 178, 181)
- Extend and use the arrangements already in place for assessing attainment in the core subjects to inform curriculum planning and ensure that work is well matched to individual pupils' needs.
(paragraphs 43, 44, 55, 59, 87, 136, 146, 147, 152, 165, 170) An issue in the previous inspection
- Make forward financial planning more efficient by identifying priorities for improvement and linking these to the overall budget.
(paragraphs 89, 98)

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

- Ensure that the governors
 - carry out regular health and safety checks, (paragraph 69)
 - have a more rigorous role in monitoring the standards in the school. (paragraphs 56, 87)

INTRODUCTION

Characteristics of the school

1. St John's and St Clement's is a larger than average Church of England primary school with an admission level of 45 pupils in each year. There are currently 285 pupils on role with 133 boys and

152 girls. Pupils usually enter school in the September or January prior to their fifth birthday. At the time of the inspection there were 17 children under five. The school is gradually moving towards an admissions level of 60. The socio-economic circumstances of the pupils are average. The school is on the border of Peckham with its multi-ethnic, inner city feel and Dulwich, which is predominantly white and middle class. The immediate area is mixed, with family houses as well as multiple occupancy properties, mostly owned privately. Twenty per cent of pupils are eligible for free school meals which is broadly average. The school's intake reflects the wide social and ethnic diversity of the area, with white pupils making up 36 per cent of the school's population.

1. Attainment on entry is very varied and it changes with each cohort. Over the year it is similar to that found nationally, but above that found elsewhere in the same borough.

3. St John's and St Clement's is the resourced school for hearing impaired pupils in the south of the borough and it works closely with the hearing support service. Currently there are 5 pupils who benefit from this provision. They are all in mainstream classes within the school. Small group teaching also takes place in the hearing impaired resource room. Sometimes both hearing impaired and hearing pupils work together with the teacher of the deaf. The pupils have a wide range of hearing loss, from moderate to severe and including profoundly deaf.

1. Forty-one pupils come from homes where English is not the first language. The most frequent languages are Yoruba, Spanish, Urdu and Twi. There are 71 pupils on the special needs register with seven pupils with statements of special educational needs. The main needs are classified as moderate learning difficulties and hearing impairment.

2. The school's aims have been to raise attainment in English and mathematics. The targets set for 1999 were met. Realistic targets were set for the Year 2000 that reflect the nature of the cohort. They are for 57 per cent of pupils to attain level 4 and above in English and 62 per cent in mathematics. The school's aims now include improving curriculum planning and developing a well-defined management structure with appropriate delegation and opportunities for staff to work together in teams.

Key indicators

6. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	17	29	46

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	11	12
	Girls	25	28	25
	Total	36	39	37
Percentage at NC Level 2 or above	School	80 (79)	85 (65)	80 (79)
	National	82 (80)	83 (81)	87 (84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	12	25
	Girls	25	22	15
	Total	36	34	40
Percentage at NC Level 2 or above	School	80 (77)	74 (79)	87 (77)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:		Year	Boys	Girls	Total
		1999	21	20	41

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	13	18
	Girls	19	13	18
	Total	32	26	36
Percentage at NC Level 4 or above	School	78 (67)	63 (42)	88 (58)
	National	70 (65)	69 (59)	78 (69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	12	20
	Girls	19	15	19
	Total	33	27	39
Percentage at NC Level 4 or above	School	80 (69)	66 (58)	95 (67)
	National	68 (65)	69 (65)	75 (72)

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

5.

7. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.6
	Absence	National comparative data	5.7
	Unauthorised	School	1.4
	Absence	National comparative data	0.5

7.

7. 8. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

7.

9. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	9
	Satisfactory or better	90
	Less than satisfactory	10

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

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

7. **Attainment and progress**

1. When children enter the reception classes in the September or the January of the academic year in which they are five, their attainment varies greatly and there is considerable variation between each intake. On average, baseline assessments indicate that children's attainment is above those found in many other schools in the same borough, but similar to that found nationally. The greatest variations are seen in children's personal and social skills and in their language and literacy skills. All children benefit from the small classes seen during the inspection and from the good teaching. They all make at least satisfactory progress in all areas of learning. Most are expected to reach the standards expected nationally, the Desirable Learning Outcomes, by the term after their fifth birthday. Children gradually develop their speaking and listening skills as a result of the activities organised for them. They extend their vocabularies and gain confidence when speaking to others. They begin to listen well to stories, instructions and each other. With adult help they extend their concentration spans and become more independent. Children enjoy looking at books. They consolidate their knowledge of numbers up to five and gradually begin to work with numbers to ten. Steadily they extend their understanding of the world around them and develop basic technology skills, including the use of the computer. They develop a range of physical skills through activities such as painting, cutting and movement to taped music. Children begin to express their own ideas through moving to music, making models and a limited amount of role play.
2. The previous report found that pupils' achievement was average in relation to national expectations, but these findings were not confirmed by the test results. In 1996 Key Stage 1 test results in English and mathematics, and the teachers' assessments in science, were all below national averages. In Key Stage 2 results were above average in English, below in mathematics and broadly similar in science. Since then there has been considerable variation in the results in both key stages and for all three subjects. The overall trend, however, has been upward and 1999 showed considerable improvements. This shows that the school's emphasis on raising attainment, especially in English and mathematics, is beginning to be successful.
12. The results of the 1999 Key Stage 1 national tests show that attainment, in comparisons with all schools, is slightly below average in reading, in line in writing and below in mathematics. When compared to similar schools selected on the basis of the percentage of pupils entitled to free school meals, attainment in reading and mathematics is in line with the averages and in writing it is above. There were more girls than boys in that cohort, but the school has analysed the results and there was no significant difference in attainment on the grounds of gender or ethnic background.
13. In Key Stage 2, the 1999 national test results showed pupils achieving well above the national average in English. When compared to similar schools the results were extremely high. The percentage of pupils achieving the higher level, Level 5 was 39 per cent compared to the national figure of 22 per cent. In science the results were above the national average and well above when compared to similar schools. In mathematics attainment was below the national average, but broadly average when compared to similar schools.
14. On the evidence seen, the attainment of hearing impaired pupils is below or well below national expectations within the core curriculum areas. The majority of these pupils have poor receptive and expressive language skills, and attainment in reading and writing is generally poor. Concepts are very poorly developed for a few pupils throughout all areas of the curriculum.

15. Inspection evidence shows that current standards are in line with national expectations in both key stages in English and science. There is a significant amount of good teaching in Years 2 and 6. Each year this has a clear impact on the level of pupils' achievement, especially in English and science. The inspection took place too early in the school year for the effects of this to be felt. In mathematics, attainment is currently broadly in line with expectations at the end of Key Stage 1, but it remains below at the end of Key Stage 2. This is partly explained by the large percentage of pupils with special educational needs in mathematics in this cohort and the variable standard of teaching in this subject in earlier years. Three of the unsatisfactory lessons observed were in mathematics.
1. In speaking and listening, pupils make steady progress. As a result of sound teaching, pupils gradually gain confidence, extend their vocabularies and their listening skills, so that by the end of Key Stage 2, most reach the standards expected. The school has put considerable emphasis on the teaching of reading skills and most pupils are well supported at home. Pupils become competent readers who enjoy books. By the end of Key Stage 2 a considerable proportion of pupils attain standards that are above expectations. The majority of pupils make good progress in reading during their time in school. In writing, pupils make satisfactory progress throughout both key stages. They extend their knowledge of spelling and punctuation as a result of the structured teaching, and in some classes they are given good stimuli for writing. For example, in Year 4 links are made between work in history and letter writing. Less emphasis is placed on handwriting and, as a result, progress in this aspect of writing is less secure.
 2. The school has implemented the literacy hour effectively in most classes and this is having a positive impact on pupils' progress.
 3. In mathematics, standards are slowly improving and most pupils are making satisfactory progress. The introduction of setting has improved planning, and work is usually appropriate for pupils' abilities. There is a significant core of pupils in Key Stage 2 who are working well below the levels expected. Across the school the Numeracy Strategy is being implemented successfully, although parts of some lessons lack pace.
 4. In science, standards are judged to be in line with expectations at the end of both key stages. Pupils make satisfactory progress in developing their knowledge and their investigative skills. In Key Stage 2, progress is not consistent between classes. The oldest pupils make the best progress. They are well taught and where teaching has an increased emphasis on an investigative approach.
 5. In the last inspection attainment in information technology was judged to be unsatisfactory at the end of both key stages. There has been some improvement. Attainment is now in line with expectations at the end of Key Stage 1. Pupils are given appropriate opportunities to develop the range of skills needed and they make sound progress. At the end of Key Stage 2 pupils do not yet reach the standards expected. They are making at least satisfactory and often good progress. They are steadily building up their knowledge and skills, but they have not yet had the range of experience necessary. For example, areas such as control and monitoring are only just being introduced. The introduction of whole class teaching of new skills and the increased level of staff confidence because of the significant input by the co-ordinator are two reasons for the improved standards. In addition, the employment of a support assistant to work with pupils in class, so that they can practise the skills they have learned, is having a beneficial effect.
 6. The emphasis on raising attainment in English and mathematics has meant that other subjects, such as art, music, design technology, history and geography have a smaller amount of time devoted to them. Most pupils make satisfactory progress in these subjects by slowly gaining knowledge and learning some skills. The previous report found that there was some underachievement in physical education in Key Stage 2. Current findings indicate that this has improved and pupils now make good progress in skills development in Key Stage 2. Pupils only swim in Years 3 and 4. They make satisfactory

progress during lessons and by the end of the year, a significant proportion is likely to be able to swim 25 metres, the standard expected by the end of Key Stage 2.

7. When their attendance is good, hearing impaired pupils make satisfactory progress towards the well-defined targets in their individual education plans. When working on a one-to-one basis with specialist support staff or a specialist teacher of the deaf, pupils make good progress in speaking and listening skills, reading, and writing.
8. Pupils with special educational needs often make good progress. They have clear targets in their individual education plans and they are well supported with an appropriate amount of one-to-one or small group support.
9. The school has begun to analyse very carefully the results from the various assessments they carry out. This analysis is used to set realistic targets, which are supported by the local authority. The school is on course to meet the targets set. It is using the funding it receives from the Ethnic Minority Achievement Grant (EMAG) to give additional support to particular groups of pupils or individuals who are underachieving. The project is in its infancy and it is too early to judge its success, but it is clearly aimed at addressing areas for concern. The analysis of performance also shows marked differences in the progress of pupils as they move from class to class. There is considerable variation in teaching styles and this has an impact on progress. In addition, the large number of temporary staff who have been and are still employed to cover for teachers who are absent, also has a markedly adverse effect on the progress of some individuals and groups of pupils. There is considerable disadvantage for pupils where the supply teaching is unsatisfactory.

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

10. Throughout the school pupils' behaviour is satisfactory and their attitudes to learning are good. The standards outlined in the last report have been maintained.
11. Children under five respond positively to the activities organised for them. The majority behaves well and, with adult help, they learn to share and take turns. They learn to listen to and follow instructions and they enjoy story times. They are encouraged to become independent and they help to tidy up at the end of each session.
12. Pupils enjoy coming to school. Most maintain concentration and apply themselves well to the tasks that are set for them. For example, in a Year 3 science lesson, pupils enthusiastically tested rocks and in art they took great care to draw a bicycle. They work independently and in collaboration with others. In a Year 6 physical education lesson, pupils were keen to improve their basketball skills and then play a team game in a sporting way. However, where teaching fails to provide an appropriate challenge or where work is not well matched to the learning needs of individuals, some pupils become restless and move off task.
13. Pupils share resources sensibly and show appropriate respect for them. For example, in circle time in a reception class children were passing David the Bear around the circle in a very loving and caring way.
14. Pupils show good respect for school property and there was no evidence of vandalism, graffiti or litter in or around school. At lunchtime, pupils with packed lunches were observed putting their litter into waste bins. Pupils are very courteous and well mannered towards their teachers and to visitors. Pupils of all ages were eager to enter into conversation with inspectors at lunchtime and to invite them to visit their classrooms. They held doors open for visitors and asked if they needed help to find their

way around school.

15. Relationships in school among pupils and between pupils and staff are good. Although playground behaviour was sometimes boisterous, no anti-social behaviour or bullying was observed during the inspection.
16. There are many good opportunities for pupils to take responsibility for activities in and around school. For example, pupils set up assembly resources and check that the overhead projector is focused. They act as corridor monitors to ensure smooth and safe movement around school. There is a school council and, at a meeting, pupils were observed making sensible and constructive suggestions to improve playground facilities. Older pupils have the opportunity of going on residential visits where they learn to become more independent. Pupils donate generous sums of money to a variety of organisations such as St Christopher's Hospice and Christian Aid for Kosovo. They send harvest festival gifts to St Botolph's mission for the homeless.
17. There was one fixed period exclusion in the year prior to the inspection and one pupil was excluded during the inspection.
18. Pupils with hearing impairment show a positive attitude to learning and the majority show persistence in tackling tasks, which are matched to their attainment. Additional adult support helps pupils to engage with a task, as the pupils observed were not able to manage their own learning very well without this. Hearing impaired pupils behave well in lessons and form good friendships in the classroom. They are well integrated into the life of the school. They enjoy good relationships with staff and play confidently with their peers in the playground, for example, taking turns to bat and bowl during a game of cricket at playtime. Personal development is encouraged through hearing impaired pupils taking on responsibilities for self positioning in classrooms and looking after their own radio aids.
19. Pupils with special educational needs generally behave well in class. Those who have behavioural problems are well supported and their individual education plans contain suitable targets for improvement. On occasions, when the work is not well matched to their ability, pupils become restless and they distract others.
20. There is racial harmony. The school and pupils value the feelings and beliefs of others. Pupils are sensitive to cultural and linguistic differences. The school monitors both good and bad behaviour according to groups represented in school.

35. **Attendance**

21. Pupils' attendance has improved since the last inspection. It is now satisfactory at 93.9 per cent and is in line with the national average. Unauthorised absence at 1.4 per cent is above the national average. The school is aware that this high unauthorised rate is caused by a minority of pupils who take extended holidays in term time. The level of attendance and the rate of unauthorised absence both compare favourably with other schools in the local education authority area.
22. Attendance is poor for some hearing impaired pupils, together with some persistent lateness. The school recognises this situation and is taking steps to remedy it. Poor attendance and lateness has a marked effect upon the progress and attainment of particular hearing impaired pupils.
23. Registration sessions are carried out promptly and effectively and lessons start on time. Registers are completed appropriately and comply with statutory requirements. The punctuality of a small number of pupils is consistently unsatisfactory and the school is working hard with parents to improve the

situation. This has a detrimental effect on pupils' education as they often miss the start of the school day.

24. The school has begun to monitor attendance and absence rates in much more detail than before. At present, there is no evidence that poor attendance is concentrated in any particular ethnic grouping.

39. **QUALITY OF EDUCATION PROVIDED**

39. **Teaching**

25. The overall quality of teaching is satisfactory. Teaching was satisfactory or better in 90 per cent of lessons observed, with 9 per cent being very good and 32 per cent good. The unsatisfactory teaching is mainly confined to temporary teachers who are employed to cover for staff who are absent from school. The teaching in Year 1 was found to be consistently unsatisfactory. Not all temporary staff, however, were judged as unsatisfactory, and one session by a supply teacher was judged to be very good. The previous inspection found that teaching was sound overall, but with marked variations between classes, key stages and subjects. There is still considerable variety in the quality of teaching across the school.
26. Teaching for children under five is consistently good and this encourages children to settle quickly. It develops positive attitudes as well as giving a secure basis for future learning. Staff create a calm and supportive atmosphere which helps children to adjust quickly and to develop self-confidence. They have a very consistent approach to behaviour management and high expectations. Classroom organisation is good. Teachers have a good understanding of the curriculum for children under five and they provide a suitable range of experiences with appropriate emphasis on language and literacy and personal and social development. Children with special educational needs are identified and, in the small classes, they receive additional support as necessary. The pupil with hearing impairment receives individual attention and the class teacher is developing appropriate strategies to give her more support.
27. Some of the best teaching is seen at the end of the key stages where it has a positive impact on raising pupils' attainment prior to the national tests. It is characterised by good organisation, appropriate teaching methods, good discipline and a brisk pace. Work is well matched to pupils' needs. For example, in English in the Year 1 and 2 class, questions are well focused on individual pupils to draw out what they understand. Learning objectives are clearly defined and this ensures that lessons are targeted well with no time wasted. This promotes pupils' progress. Instructions are clear and routines are well established so pupils know what is expected. The level of pupil participation is also high, for example in the practical sessions in science and design technology in the Year 5 and 6 class.
28. The majority of teachers have secure subject knowledge. Their confidence in the use of information technology has improved since the last inspection with the help of well focused staff training. Most teachers are successfully implementing the National Literacy and Numeracy Strategies. Homework is used effectively in English, mathematics and science in Key Stage 2. Teachers use informal methods, for example questioning, especially in whole class sessions, and marking to assess pupils' understanding of the work. The use of these assessments, to plan future work for individuals, is less secure.
29. Where teaching is less successful, lesson plans are brief and they lack clear objectives so the session is not clearly focused on what teachers want pupils to learn. The pace of some lessons is too slow. The use of time is unsatisfactory with whole class sessions being too long and pupils becoming restless when there are insufficient opportunities for them to take an active part in the lesson. Assessment is not used sufficiently and plans are not flexible enough to ensure that work is well matched to the learning needs of individual pupils. Some of these weaknesses were observed in a significant

proportion of the lessons which were judged to be satisfactory overall,

30. Unsatisfactory lessons were characterised by a slow pace and ineffective pupil management, with too much time spent controlling behaviour. On other occasions, pupils completed too little work because the general noise level and the behaviour of a minority of pupils distracted them. Of the seven unsatisfactory lessons observed, three were in mathematics and this indicates one reason for the uneven progress made in this subject. The introduction of setting is helping to ensure that work is better matched to pupils' abilities but there is still an element of low self-esteem amongst pupils in the lower sets.
31. Teaching of hearing impaired pupils in mainstream classrooms is satisfactory. Teachers use radio aids consistently and generally position themselves well so that hearing impaired pupils are able to see their faces clearly. Teachers make satisfactory use of the well-devised individual education plans, which are written in collaboration with the teacher of the deaf. Classroom support from special support assistants is good. These staff are both skilled and experienced and they make a valuable contribution to pupils' progress. There is little evidence of the use of information technology to support learning and this is a missed opportunity. The teacher of the deaf holds regular weekly meetings with special support staff. There is appropriate staff training and regular liaison between class teachers and the teacher of the deaf, which promotes the best interests of the hearing impaired pupils and their learning needs. No teaching by the teacher of the deaf was observed because she was absent.
32. Staff absences and staffing changes inevitably have an adverse impact on all pupils, but it especially hinders the continuity of provision for hearing impaired pupils. For example, the recently introduced phonics programme to support literacy development has been suspended.
33. The support for pupils with special educational needs is good. The individual education plans are clear and well focused on each pupil's needs. They are reviewed regularly and there is good liaison between the various members of staff involved. Support staff are well trained and effectively deployed. They have a positive impact on pupils' progress.
34. Teachers' planning includes some recognition of different cultures, for example the work on Black History Month, and in technology by the use of ethnic foods. The additional support in lessons for some pupils, which is funded by the Ethnic Minorities Achievement Grant, is a new initiative and it is too soon to judge its impact.
49. **The curriculum and assessment**
35. The school provides a relevant curriculum, which meets statutory requirements. It lacks breadth and balance. Additional sessions are devoted to reading on top of the time allocated for literacy. There is not sufficient depth and enrichment offered through design and technology, art, music, history and geography. The amount of time allocated for English is over-generous outside of the literacy hour. Imbalance and insufficient time allocation for curriculum subjects were reported in the previous inspection. This has not been fully addressed and the introduction of the literacy and numeracy hours has further squeezed the time available for other subjects. However, the school's high priority on teaching literacy and numeracy skills is beginning to have a positive effect on pupils' progress. Religious education is taught regularly and is based on the Diocesan religious education programme. It was inspected and reported on separately under Section 23 of the School Inspection's Act. By the end of Key Stage 2, appropriate attention is given to personal and social development and sex and drugs awareness education. In Years 5 and 6 a formal sex education programme is undertaken with the school nurse. The residential visits provide valuable opportunities for pupils to extend their personal and social skills outside the school environment.
36. The curriculum for children under five is good. It takes account of the six recommended areas of

learning and prepares children well for the National Curriculum. Appropriate emphasis is placed on the key areas of personal and social development, literacy and mathematics. Children are taught to be independent, to persevere and to work collaboratively.

37. There is equality of access to all areas of the curriculum for all pupils, with the exception of instrumental music tuition. The 'setting' arrangements in Key Stage 2, when pupils are divided into ability sets for numeracy, are very positive. In these lessons, higher attaining pupils are given the opportunity to work at a more brisk pace. Those pupils who are given support through the Ethnic Minority Achievement Grant (EMAG) are beginning to be more fully integrated into school. Support is given to these pupils in both the classroom and on the playground.
38. The provision for pupils with special educational needs is good throughout the school and learning is well promoted through detailed individual educational plans. Pupils are given good support in literacy and numeracy. The individual educational plans contain current information and appropriate targets that are achievable and relevant. The progress of pupils with special educational needs is reviewed regularly and assessed by the co-ordinator and staff. Procedures for assessing pupils with special educational needs are good. Relevant information is then used in planning further work for the pupils. Parents are given the opportunity to attend reviews when necessary and the co-ordinator is known to parents as the main point of contact at school. However, many parents do not choose to attend reviews.
39. The school has long-term planning in place, together with medium-term and short-term plans, which show satisfactory development in pupils' progress across the school. This is an improvement since the last inspection, when a key issue for action was to review the planning framework to ensure that it provides better continuity and progression. Planning for children under five is satisfactory and relates both to the national guidance for the areas of learning and to Key Stage 1 of the National Curriculum. Long-term planning for English and mathematics is derived from the national frameworks for literacy and numeracy and is translated into detailed plans for each week's work. Planning for all other subjects, with the exception of religious education, physical education, music and art is based on the Qualifications and Curriculum Authority's (QCA) exemplars. These exemplars give teachers a clear framework on which to base their work, with new skills and knowledge gradually introduced. There is no definite scheme of work for physical education, which means that not all aspects of the subject are appropriately covered. There are clear up-to-date policies in all subjects.
40. Medium-term planning is drawn up by each teacher and includes learning intentions, activities, resources and opportunities to evaluate and assess. These plans are generally consistent across the school, with the exception of assessment opportunities recorded to inform future curriculum planning. Medium-term planning is not effectively translated into appropriate short-term or weekly planning and this planning is not sharply focused on the needs of pupils. It is not detailed enough to ensure continuous progress in skills development and gains in knowledge in all subjects.
41. Co-ordinators for English, mathematics, science and information technology check pupils' progress through a scrutiny of planning and pupils' work, but it is not yet rigorous enough with a clear focus on the needs of all pupils. However, this does not happen in other subjects. Monitoring of the whole curriculum through the co-ordinators has not been fully addressed since the last inspection, when it was a key issue. The governors have established a curriculum committee, which is supportive and meets regularly. They have some understanding of standards achieved by pupils in the school. Their role in monitoring the curriculum is being developed.
42. Pupils are provided with a range of extra-curricular activities including, singing, recorders and football, which involve five members of staff in all. The choir is organised by the head teacher. It is very well attended by both boys and girls. There are three recorder groups, made up of six to eight pupils each, mostly girls, with varying levels of experience. The amount of staff absence, and the

consequent number of temporary staff employed, has limited the provision of other activities. The provision for extra curricular sport is limited, with only football currently taking place. The sessions are organised by one member of staff with help from a football coach. Approximately 20 pupils, including two or three girls regularly attend the club. Pupils take part in a weekly in a league competition. Other extension activities include visits to museums and places of interest and there are two residential trips a year, one in Year 5 and one in Year 6.

43. Procedures for assessing attainment are good for children under five. Baseline assessment is carried out on entry to the reception class and the information from these assessments is used to help teachers with curriculum planning.
44. Assessments of pupils' performance in English, mathematics and science are carried out at the end of both key stages. These judgements are accurate. Half-termly assessments are made in English and mathematics. There is no assessment in other subjects. The link between assessment and curriculum planning has not been established or greatly improved since the last inspection. It is unsatisfactory. There are appropriate assessment procedures for identifying pupils with special educational needs. Optional tests are taken in English and mathematics in Years 3, 4 and 5 and the headteacher and the senior management team monitor all test results in order to track pupils' progress across the school. This is a very positive step as it is showing great variation in the amount of progress made by individual pupils from year to year and the school is beginning to look at reasons for this. Each pupil has a portfolio with exemplary work in English, mathematics and science, which has been annotated and matched to National Curriculum levels. This is a useful method of tracking progress. Separate targets in English and mathematics, for pupils in Years 2 and 6, are discussed with parents at open evening so that they are becoming familiar with what their child needs to do to improve.
45. Hearing impaired pupils have full access to the curriculum which is provided for all pupils in the school. Good assessment procedures are in place in the hearing impaired resource, together with a clear and comprehensive policy on assessment, recording and reporting. Very good use is made of video recording to monitor pupils' progress over time. Individual education plans are comprehensive and regularly reviewed. Documentation for hearing impaired pupils is in line with the recommendations of the special educational needs code of practice.

60.

Pupils' spiritual, moral, social and cultural development

46. The school has a strong Christian ethos. The standards reported in the previous inspection have been maintained.
47. Provision for pupils' spiritual development is good. There are opportunities for reflection in assemblies and in circle time. The quality of collective worship was inspected separately. Younger pupils think about what they have to be grateful for and they compose corporate prayers. On Armistice Day pupils considered the sacrifices of others. Pupils are given equal access to their own and other cultures. During Black History Month older pupils had opportunities to celebrate the achievements of black women. There is a joyful element to the singing of hymns in assembly, the playing of musical instruments and during lunchtime choir practice.
48. The school's provision for moral development is good. Pupils understand the school's code of conduct, which is based on Christian values, and they recognise the difference between right and wrong. Throughout the school, teachers provide clear guidance about what is and what is not acceptable behaviour. In the weekly whole school assembly the headteacher invites pupils to celebrate helpfulness and good effort in class work. During lessons, stories are used as a stimulus for discussion about resolving disagreements and understanding the feelings of others. Racism, and the ways in

which it can affect perpetrators as well as victims, have been discussed and written about. Fair play is promoted in games lessons. Pupils are very supportive of pupils in the school who have special educational needs.

49. Pupils' social development is good. Staff give clear guidance and they are good role models. There is evidence of effective group co-operation in literacy lessons in particular. Pupils listen politely to each other and value each other's contribution. Opportunities are provided for pupils to develop individual responsibility through membership of the school council and by acting as monitors. Pupils work well in pairs in physical education and they develop team spirit in extra curricular football activities. At playtimes, pupils co-operate with each other in the use of small games equipment. Residential visits provide opportunities for the development of social skills outside the school environment.
50. Provision for cultural development is satisfactory. Pupils develop limited awareness of cultural diversity through studies of their local area and making comparisons with Jamaica. Understanding of other cultures is developed by studies of art from other countries and by visits to art galleries. Links with the London Sinfonietta foster pupils' appreciation of mainly European music. However, the overall narrowness of the curriculum restricts pupils' awareness of their own cultural traditions, which are mostly Caribbean and the diversity and richness of other cultures; for example African and Asian.
51. The hearing impaired resource makes a valuable contribution to the life of the school, enhancing deaf awareness amongst both staff and pupils. Hearing impaired pupils from the school participated enthusiastically in a recent festival of performing arts, organised by the National Deaf Children's Society in Beckenham.
52. Currently, opportunities for pupils' spiritual, moral, social and cultural development are not identified clearly in policy documentation and teachers' planning. This means that these aspects are sometimes overlooked.
67. **Support, guidance and pupils' welfare**
53. Overall, the school has satisfactory procedures in place for the support, welfare and guidance of its pupils. It takes good care of its pupils and the atmosphere created by all the staff is caring and friendly. This view was shared by many of the parents who either attended the parents' meeting or responded to the questionnaire. The school has consolidated many aspects of its support, welfare and guidance since the last inspection.
54. There are some aspects of health and safety that require more attention and these were pointed out to the headteacher. The school occupies a large building. Parts of it are currently unused but access is not sufficiently restricted. The notices in each room, which explain the exact procedures for evacuating the building, are not up-to-date. The governing body must adopt a more rigorous approach in its monitoring of health and safety by carrying out regular and more formal inspections of the whole school building.
55. There is satisfactory cover for both first aid and medical matters and parents receive notes if their children receive bumps to the head. The school holds regular emergency evacuation drills and pupils vacate the building in good time. Comprehensive records are held in the school office, which enable parents or carers to be contacted urgently. The school is well supported by specialists who visit on a regular basis. Additionally, the support provided to pupils at lunch and in the playground is effective.
56. Effective child protection procedures are in place. The headteacher is the designated person and she attends relevant case conferences as necessary. The permanent staff have received appropriate

training.

57. Procedures for monitoring attendance are good. The school is now adopting a more proactive approach to improve both attendance and punctuality. Early results suggest that an improvement is already taking place. Procedures for monitoring behaviour are also good. Entries in the unacceptable behaviour book have been analysed and the school has a comprehensive understanding of the situation by age, gender and ethnicity. One result of this analysis is the use of some of the Ethnic Minority Achievement Grant (EMAG) to fund a member of staff to work with certain pupils in the playground at lunchtimes.
58. The procedures to monitor both academic progress and personal development of pupils are satisfactory, and useful information is contained in personal profiles. There is appropriate support for all pupils according to their needs, including those with English as an additional language. The additional support staff member employed to work with the selected pupils has attended current training for supporting ethnic minorities and pupils with special educational needs. She carries out her duties efficiently. She helps small groups and individuals in class, as well as supporting pupils on the playground at lunchtime. All of the support observed in the classrooms during the inspection week was satisfactory, but links with class teachers and the planning strategies, used to enhance pupils' achievements, are not yet well established. Additional guidance given to pupils at lunchtime is good. Pupils are given opportunities to develop better social skills and to learn to play fairly. In the previous inspection, the quality of support for pupils with English as an additional language was judged as poor. This has now improved but the impact of the new provision on pupils' attainment has not taken full effect as this additional non-teaching support only started this term. There is a clear policy for pupils with English as an additional language (Section 11) and it is included within the EMAG policy. It is up-to-date.
59. The support and advice that is provided to pupils and their parents concerning transfer to the next stage of their education is very effective, and opportunities to take part in induction or taster days are provided.
60. The hearing impaired resource makes good provision for supporting hearing impaired pupils' needs. Effective systems for regularly checking children's hearing aids and the radio aids are in place. Although no visits are made to the school by audiologists, the teacher of the deaf attends clinic appointments where appropriate. There are well-established links with pre-school providers, special schools and the Newcomen Paediatric Centre at Guy's Hospital.
61. Pupils with special educational needs are well supported, often individually or in small groups. The individual education plans clearly identify each pupil's needs. They are reviewed regularly and meetings are arranged for all staff involved. Parents are kept well informed about their child, but not all choose to attend review meetings.

76. **Partnership with parents and the community**

62. The school has developed a good partnership with its parents and the community since the last inspection. Parents are generally satisfied with both the quality and quantity of the information received from the school, although a few parents would like more. The regular newsletters are informative and provide parents with a good understanding of school activities and events. School reports are informative, but they lack sufficient developmental comments and targets for the future. This has already been identified in the school development plan as an area for improvement.
63. Very few parents were observed helping in class during the inspection, but the school encourages them to assist in other ways. Most parents support the work their children do at home. Families have provided specialist help, with projects on the Caribbean and Sikh festivals, and others are always available to assist on visits. The school values their support. The number of parents who attended the parents' meeting and who returned the questionnaire was very small. Parental worries about the standards of behaviour and the way unacceptable behaviour was dealt with at lunchtime were investigated and the inspection team found their concerns unfounded. The range of extra-curricular activities is not extensive, but staff absence has meant that the number of staff available to provide these is comparatively small.
64. The school benefits from a hard working and committed group of parents in the Parent Teacher Association. They organise a number of well-attended events for both pupils and adults, such as the Summer Fair and Family Football Fun Days. The income that they generate allows the school to provide additional resources, such as playground toys.
65. Parents of pupils with special educational needs are appropriately invited to reviews of their child's progress, but they do not all attend. The hearing impaired resource offers parents good support through home visits, telephone contact and clear written reports. Links with the National Deaf Children's Society are well established, and the hearing support service also provides special events and support for parents. Where parents take advantage of the support and information available, the resultant partnership has a positive impact on pupils' progress.
66. The school makes good use of the local community and plays an important focal part in Church and community life. Pupils have the opportunity to visit a number of interesting local places, such as the neighbourhood shops and Bethnal Green Museum of Childhood. They make generous donations to local charities. Pupils in both Years 5 and 6 have the opportunity to make residential visits to a farm in Gloucestershire. All these trips are thoroughly enjoyed by pupils and are very clearly linked into curricular activities.
67. A number of organisations also visit the school. These include clergy from the two churches and representatives from the police and fire service. A particularly exciting visit was from representatives of the London Sinfonietta who helped pupils put together a musical animation, which was later performed on video at the Royal Festival Hall. All these visitors are welcomed into school and play an important part in supporting learning.
68. The school has developed effective links with a number of local shops that provide prizes for raffles. Another valuable business link has resulted in the printing of the annual school magazine at no cost to the school.

83. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

83. **Leadership and management**

69. The school is soundly managed overall. Satisfactory progress has been made since the last inspection as a result of the action plan. Standards have risen considerably in information technology throughout the school, although they still do not reach the levels expected in all areas in Key Stage 2. The quality of learning in physical education in Key Stage 2 has improved. The school has adopted the schemes of work published by QCA to ensure that new work builds on what pupils already know and to give a planning framework. There are some key issues for action from the previous report, which have not yet been satisfactorily addressed. One of the main reasons for this is the problem the school has experienced with long-term illness and personnel issues. There is still a significant proportion of unsatisfactory teaching, but it is mainly confined to temporary staff who are covering for teachers who are absent. Some co-ordinators, for example in information technology and mathematics, have developed their monitoring and curriculum leadership roles well. Assessment arrangements are improving, but they do not yet cover all subjects to ensure that work is well matched to individual pupils' needs. Other subjects are not co-ordinated because of staff absence. The absence of the deputy head has made it difficult for the school to define and develop the role of the senior management team. Until these difficulties are resolved the school has only satisfactory capacity to improve.
70. The headteacher, who has been in post for two years, gives good leadership for the educational direction of the school. Her work, with the rest of the staff, to fulfil the school's aim of raising attainment in English and mathematics, resulted in improved test results in 1999. She is influential in establishing a supportive and caring ethos, which promotes pupils' spiritual, moral, social and personal development well. There is a firm commitment to equality of opportunity for all and a good written policy to guide practice. This is reflected in the positive ethos within the school.
71. A clear emphasis on encouraging and enabling all pupils to achieve the highest standard possible is not yet well established in all classes. Assessment information is built up and analysed to find out if there are differences in attainment between the various ethnic groups and between boys and girls. The data is also used to monitor the quality of teaching over time and to identify pupils who are underachieving and the reasons for this. Realistic targets are set for improvement in the next academic year.
72. Monitoring and evaluation procedures are gradually developing, although they are constrained by the problems associated with the senior management team. Some governors are involved and they work alongside the co-ordinator in their curriculum areas, for example in literacy. Although teachers meet regularly, both formally and informally, to discuss issues of common interest, such as standards of work, procedures to ensure that learning activities are matched well to the different needs and levels of attainment of all pupils are not effectively developed. This means that consistent progress throughout the school is not assured.
73. Governors provide satisfactory support for the work of the school and they bring valuable expertise, for example, in publishing, which is noticeable in the school's documentation for parents. They have all undertaken recent training. The working party, involved in the expansion of the school into the upper floors as more pupils are admitted, is particularly active. Two governors regularly oversee the management of finance and special educational needs. Governors are kept well informed about what is happening in school through regular contact between the chair and the headteacher. The curriculum committee took the positive step of inviting members of the senior management team to attend their meetings. This was because of the absence of the deputy head and the teacher representative from the committee and they wanted their discussions to be better informed. Governors visit the school to talk to the co-ordinators for the subjects they are linked to. They help in classrooms with various activities, such as hearing readers and they join the pupils at playtime and for lunch. However, their visits do not focus sufficiently rigorously on monitoring the standard of education provided in each classroom and in each subject. The school complies with its statutory requirements but governors do need to carry out rigorous regular health and safety checks, which are necessary, especially because of the size and nature of the building.

74. There is a detailed school development plan, which was drawn up by the headteacher and the senior management team with some input from the governor with responsibility for the curriculum. The governors discussed it in detail before it was adopted. It contains well-defined criteria for success and clearly states who is responsible for each action. Most of the funding is provided from the standards fund and not directly from the school's main budget. The links between the school's priorities for improvement and its financial planning are not well thought out.
75. The education of pupils with special educational needs is well managed by the co-ordinator. The paperwork is well organised and up-to-date. Support staff are appropriately deployed to support pupils in class and in small withdrawal groups. There are clear guidelines for coping with pupil absence so that support is efficiently diverted to other pupils who would benefit from additional help.
76. There are good management structures between the local authority's hearing support service and the school to support the hearing impaired resource. Good support is offered through regular in-service training and training for teachers of the deaf and special support assistants from the hearing support service. The teacher of the deaf and the resource special support assistant offer appropriate guidance and training to colleagues in school to enable them to support hearing impaired pupils in their classes. Satisfactory procedures are in place for the induction of new staff and support assistants.
91. **Staffing, accommodation and learning resources**
77. The school has an appropriate number of suitably experienced and qualified teachers to meet the demands of the curriculum for all pupils, including children under five and pupils with special educational needs. A large proportion of teachers has been at the school for about ten years, which provides stability. However, some permanent staff are currently absent through long-term sickness or related personnel issues, including the deputy headteacher. The school has made alternative arrangements to address this by employing temporary staff, although their teaching is not always satisfactory. In addition, curriculum areas are not co-ordinated, some of the roles of the deputy head have not been covered and others have been shared amongst several other staff, thereby increasing their workload. This situation has inevitably had some detrimental effect on the quality of education provided and staff are not working fully as a team. Most of the staff have job descriptions but they do not include details of subject responsibilities. The number, qualification and experience of support staff to meet the demands of the curriculum are satisfactory, and they meet the needs of pupils with special educational needs. Parents expressed concerns about the quality of supervision at lunchtimes. Although inspectors found this aspect to be satisfactory, further training for mid-day supervisors is planned for next term. The hearing impaired resource gains from the expertise of the head of service for the borough, the qualified teacher of the deaf, a trained nursery nurse and a skilled special support assistant.
78. The school provides 22.75 hours additional adult help from the Ethnic Minority Achievement Grant. (EMAG) Analysis of pupils' performance has led to the identification of 17 pupils to receive support. The headteacher and the special educational needs co-ordinator identified pupils on the basis of ethnicity, gender, current levels of attainment in English and mathematics and behaviour.
79. Arrangements for the professional development of staff are barely satisfactory. Staff have had training for implementation of the National Numeracy Strategy and this was linked to the school development plan. The arrangements for the induction of teachers were unsatisfactory until very recently, but they are currently being improved. They were the responsibility of the absent deputy headteacher and she did not devise the required staff handbook to give guidance. The teacher, appointed to fulfil some of the roles of the deputy head, has produced clear guidelines for long and short term supply teachers. Support staff have had some training and more is planned. The appraisal system for teachers had lapsed, but the current headteacher has drawn up a policy for this to re-start in this school year. Meanwhile, she has held professional interviews and monitored teaching. As a result, targets were set

and reviewed. The need for teachers, whose recent experience has been limited to this school and often to teaching the same year group, to see good practice elsewhere, which was mentioned in the previous report, has not yet been addressed.

80. The accommodation is good. The school currently uses the ground and first floors of a large building with several staircases. The occupied part of the building is clean and well maintained. It is made stimulating by attractive displays. Classrooms are of adequate size and all have carpets, which make for a quieter learning environment. The school has specialist equipment that allows the physically disabled pupil access to all areas with his peers. The hearing impaired resource is housed in an attractive and adequately soundproofed room. This has a positive impact on the quality of teaching the hearing impaired pupils receive when in this room. The main part of the upper floor will be refurbished during this school year to take more classes as the school expands. The playground is large and pupils have been involved in plans to improve its barren appearance. It is satisfactory for physical education, although there is no grassed area. There is no direct access to the outside for children under five and opportunities to extend their physical development are restricted to playtimes and specific lessons in the hall.
81. The school's resources are adequate, with the exception of those for physical education and technology and some aspects of the library provision. Physical education resources are insufficient and inaccessible. The library, which is attractively set out in a separate room, is under-used, as access is restricted to times when the part-time librarian is there. Opportunities for older pupils to become independent learners and carry out their own research are therefore limited. Technology resources lack construction kits, which can be remotely controlled. Otherwise, there has been an improvement since the last inspection, particularly in resources for pupils with special educational needs, information technology and design technology. Resources provide positive images of gender and different cultural backgrounds and they are free from stereotypes. Each classroom has at least one computer and there are advanced plans to equip a computer suite on the upper floor when it is opened up. The range of resources for hearing impaired pupils is satisfactory, but the computer is currently underused.
82. The school makes good use of external resources. Visitors attend the school and pupils make visits each term to a wide range of places in London and beyond. Two residential journeys take place each year. All these opportunities play a valuable part in broadening the experiences pupils have, which is especially important as the taught curriculum is narrow.
97. **The efficiency of the school**
83. Financial planning is unsatisfactory. Development planning is sound, but the budget is not securely linked to the identified priorities and the resultant resource implications. The allocation of funds is still largely based on historic spending. There is a large surplus in the current year, which is being accumulated to cover the expenses incurred as the school expands. The school is expecting to have to provide about £40,000 to supplement government funding for the project.
84. Subject co-ordinators take responsibility for ensuring that funds allocated to them are spent appropriately. Money allocated to meet the requirements of pupils with special educational needs is spent appropriately and as a result these pupils make good progress. The part-time co-ordinator organises the provision efficiently and the support staff are well deployed. The arrangements whereby staff support other clearly identified pupils when the target pupil is absent for more than a day is especially good. The provision for pupils with hearing impairment is funded separately from the school's budget. The funds to support pupils from different ethnic backgrounds are used appropriately and there is a clear planned programme based on the school's analysis of the needs of individuals and groups of pupils. The standards fund for staff development is the main source of finance for the items identified on the school development plan and the money is used effectively to raise standards in the

targeted areas.

85. Members of the finance committee meet regularly and review spending. The close contact between governors, headteacher and office staff makes a significant contribution to the smooth running of the school. Financial controls are satisfactory. The finance and administrative staff are very efficient and the good standards reported in the previous inspection have been maintained. Procedures are in place to ensure that the school obtains the best value for money when purchasing resources or awarding costs. On occasions the school experiences difficulties when the information on pay and personnel data provided by the local authority is inaccurate.
86. The deployment of full-time teachers is generally satisfactory, but temporary teaching staff do not always provide a sound education for all pupils. Communication among all the staff involved with pupils with special educational needs and those with hearing impairment is well established and works well. It has a positive impact on these pupils' progress.
87. The unit cost per pupil is high, but similar to other schools of the same type in London. Taking into account the attainment of children on entry to the school, the current level of progress in the core subjects and the standards attained, the school is judged to give satisfactory value for money.

102. **PART B: CURRICULUM AREAS AND SUBJECTS**

102. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

88. Children usually enter the school in either the September or the January prior to their fifth birthday and they attend full time. Most children have attended nurseries or playgroups prior to starting school. At the time of the inspection there were 17 children under five spread between two classes. Attainment on entry is very varied and it changes with each cohort. Overall it is above that found elsewhere in the same borough, but it is similar to that found nationally. A significant minority of children lack personal and social skills. They have short attention spans and they find it difficult to listen or work as part of a group. The small classes mean that the children are receiving a large amount of individual or small group attention, and the good teaching and the range of activities result in the children making at least satisfactory progress in all areas of learning, with some children making good progress. Most should reach the standards expected, the Desirable Learning Outcomes, by the term after their fifth birthday. Baseline assessments are carried out and the results are used effectively to target the needs of individual children. Teachers also make useful on-going assessments, for example in mathematics lessons. Children with special educational needs are currently well supported because the classes are so small. A child with a hearing impairment receives an appropriate amount of additional support and steps are being taken to extend the help available, for example with a radio aid for the teacher to use.
89. There was no reference to the education of children under five in the previous inspection report, so comparisons are not possible.

104. **Personal and social development**

90. Most children achieve the expected standards by age five. This is because of the appropriate emphasis put on this area of learning and the consistent and patient way in which teachers continually reinforce what is expected. Children come to school happily and most respond positively to all activities. They gradually gain self-confidence and mix enthusiastically with other children. Children learn to behave appropriately. The class teachers direct many of the activities, but the children also have valuable opportunities to make their own choices. Most children listen carefully and follow instructions well, but a few need frequent reminders and guidance. The majority maintains concentration for acceptable periods of time. Children are encouraged to be independent and they change for physical activities with little assistance.

105. **Language and literacy**

91. Children make steady progress in this area of learning. In speaking and listening, children benefit from the interactions with adults when working in small groups and from the use of questions, with good opportunities to extend listening skills in whole class sessions, for example literacy hours. Children learn to speak in complete sentences and they extend their vocabularies. They show confidence when speaking to others and to the class. They enjoy listening to stories and joining in rhymes. There is good emphasis on the development of early reading skills. Children take home books each night and this helps to develop good habits for the future. They handle books with care and know that print carries meaning. Many children tell a story using the pictures and a few are beginning to recognise frequently used words. They recognise and write their own names, often with a mixture of upper and lower case letters, although many of the letters are poorly formed. Children are beginning to associate letters with the sounds they make. Using picture clues and initial letter sounds, some children are beginning to read simple words.

106. **Mathematics**

92. Most children count and recognise numbers to at least five and some to ten. Their number recognition is more varied and many have difficulty writing numbers correctly. They are aware of larger numbers when they count to 20 as part of a group. The numeracy sessions are appropriately based on practical activities, which are enjoyed by all children. They are keen to take part, for example when they use dice to count out the moves necessary along the number line. Many complete worksheets by drawing one more item and then saying how many there are altogether. Children recognise many colours and they correctly name circles and squares. Most make a pattern using two different colour items or in printing. Children make steady progress in this area of learning.

Knowledge and understanding of the world.

93. Children come to school with a very varied knowledge of the world around them. They make satisfactory progress. They learn to express their views and many confidently predict whether items will float or sink, based on knowledge gained from their previous experiences. Children benefit from the practical activities they have and they are encouraged to develop good observational skills. They begin to understand the difference between the past and the present and they have a very simple understanding of why people wear poppies. Children operate simple computer programs using the mouse to select the programs and facilities they want, and they use the keyboard to write simple sentences with adult support. They operate the tape recorder to listen to a variety of tapes.

108. **Physical development**

94. Children use glue sticks, pencils, crayons and paintbrushes with varying degrees of success. Most use scissors competently to cut out circles. They move around the hall and the classrooms showing good awareness of space and of each other. Children move in response to instructions. They become aware of some of the different movements their bodies can make. For example, they make wide star shapes and long thin shapes. They also travel in straight lines and take little and big leaps. The provision for physical development is only satisfactory as there is no outside play area for children under five and their physical activities are confined to sessions in the hall and playtimes, when they have access to small apparatus such as balls, skipping ropes and stilts. However, most children are on course to attain the Desirable Learning Outcomes in this area of learning by the term after their fifth birthday.

109. **Creative development**

95. Children have satisfactory opportunities for creative development. There are 'home corners' in both classrooms where children take part in role play, but little adult intervention to extend their ideas. Children respond well to music and join in songs and rhymes with appropriate tune and rhythm. They express their ideas in paintings and drawings. For example, they make fireworks pictures by using the spray feature on the computer and a selection of colours. They also blow paint across black paper using a straw to create their own representations of fireworks in the night sky. Some children show a good understanding of the difference between fact and fiction when they talk about the story of 'Where The Wild Things Are'.

110. **ENGLISH, MATHEMATICS AND SCIENCE**

110. **English**

96. In the 1998 national reading tests at the end of Key Stage 1, the percentage of pupils reaching the benchmark level, Level 2, was similar to the national average, as was the percentage reaching the higher level, Level 3. In writing, the percentage reaching Levels 2 and 3 was below average. In comparison with similar schools, the reading results were broadly average and the writing results were below average. At the end of Key Stage 2, the proportion of pupils achieving the average level, Level 4 and the higher level, Level 5 was close to the national average.

97. The 1999 test results for reading in Key Stage 1 indicate a similar standard, in comparison with national averages, to the previous year. Writing results are broadly similar to the average achieved nationally. This represents a significant improvement in the standards achieved in writing. In Key Stage 2, results were well above the national average. Seventy-eight per cent of pupils achieved Level 4 or above, compared with 70 per cent nationally and 39 per cent of pupils achieved Level 5 compared to 22 per cent nationally. When compared to those of similar schools the results were extremely high.
98. Looking at the trends over the period 1996 to 1999 there have been marked variations from year to year, although over time the results in both key stages have improved.
99. Inspection evidence indicates that pupils' attainment in English at the end of both key stages is close to the national average. If this continued it would represent a fall in standards in Year 6 from last year's test results. However, the inspection took place comparatively early in the school year and the benefits of the good teaching in Year 6 are not yet evident in the attainment. In addition the nature of the cohort is different and this is reflected in the target set with the local authority for 57 per cent to achieve Level 4. The current standards are similar to the findings of the previous inspection when attainment was judged as broadly average.
100. In speaking and listening at Key Stage 1, pupils listen attentively to their teachers and to the comments of their peers. They offer considered responses to questions, particularly when the teacher and the class are reading big books together. For example, a Year 2 pupil talked about how a book character was feeling, and why he felt as he did. Pupils in Year 3 discuss what makes a good beginning to a story and use their knowledge of a text to explain how the author sets the scene for the book in the first few paragraphs. In Year 6 pupils give extended answers and sometimes modify their views as the result of discussions. By the end of Key Stage 2 most pupils converse at a level similar to that expected nationally and sometimes above this.
101. Most pupils become competent readers. They use a variety of methods to work out difficult words. By the end of Key Stage 1 a widening sight vocabulary helps the development of fluency and expression. A few pupils offer opinions about books and authors and make comparisons between them. The enthusiasm for books fostered in Key Stage 1 continues throughout Key Stage 2. Pupils read for pleasure and to obtain information. They know how to use index and glossary pages, and handle alphabetical order comfortably for reference purposes. In group and class discussions about different texts, pupils demonstrate an understanding of character and plot. Attainment at the end of both key stages is satisfactory and, by the end of Key Stage 2, some pupils have reading skills above those expected for their age.
102. In Key Stage 1, writing test results showed a marked improvement between 1998 and 1999. Inspection evidence confirms that, on average, pupils in Key Stage 1 reach the expected standards. Pupils' handwriting is more variable, it is often satisfactory, but a few pupils take insufficient care to write neatly. Simple words are correctly spelt and pupils construct simple sentences. They write short reports consisting of a few sentences, but there is no evidence of more sustained writing. In Key Stage 2 pupils write for a variety of purposes. Their work is often correctly punctuated, including direct speech, and spelling is usually accurate. One or two able pupils write at length, but most writing is broadly in line with the standards expected nationally. Handwriting tends to lack care and letters are not always well formed.
103. Pupils make satisfactory progress through Key Stage 1. This is because of the structured approach and the quality of teaching. Pupils gain confidence in developing reading skills through frequent practice at home and at school. They learn to use letter sounds to decode unfamiliar words. Once pupils feel confident in their school surroundings they make good progress in speaking and listening. Good opportunities are given in whole class sessions at the beginning and end of lessons for pupils to express

their ideas and answer questions. In writing, pupils extend their knowledge of how to spell words and they begin to use correct sentence punctuation. In Key Stage 2, pupils write for a widening range of purposes, spell increasingly difficult words accurately, and punctuate with increasing competence. Progress in the development of handwriting skills is less systematic. Pupils with special educational needs often make good progress because of the extra support they receive. This is well targeted on their needs, which are clearly set out in their individual education plans. The plans are reviewed regularly and discussions held with all staff involved so that they are kept up-to-date. Hearing impaired pupils make steady progress, which often becomes good progress when they receive well directed individual support from well trained staff.

104. Attitudes to learning are mainly positive. Enthusiasm for reading is evident throughout the school and contributes to progress. Pupils are keen to take an active part in lessons and they collaborate well in groups. They listen to others courteously and enjoy responding to teachers' questions. Concentration is sometimes lost towards the end of the first half hour in literacy session, particularly if the pace of the lesson has been slow and only a small proportion of pupils have been actively involved.
105. The quality of teaching was satisfactory or better in 90 per cent of lessons observed. One lesson was considered unsatisfactory. Teachers' knowledge of the subject is good. Most classes follow the National Literacy Strategy well, with successful outcomes particularly in reading. Lessons are well planned using the standard planning format. Teachers manage pupils well and most have high expectations of behaviour. Resources, particularly the big books for shared reading, are used well. Teachers use questions effectively to take pupils' learning forward. The unsatisfactory lesson lacked pace and this resulted in pupils being inattentive and insufficient learning taking place.
106. The curriculum is derived from the National Literacy Strategy. There are no school specific schemes of work and teachers' medium term plans are based on the termly content of the strategy. The recommended structure of the literacy hour itself, and the content, are closely followed in Key Stage 1 and in Years 5 and 6. Teachers in Years 3 and 4 do not plan in the same way, nor do they necessarily follow the suggested structure. This leads to inconsistencies in pupils' experiences.
107. Assessment procedures are well developed. Pupils' progress is monitored through twice yearly tests of reading and by retaining marked samples of pupils' writing throughout their time in the school. These arrangements provide information for the monitoring of standards and they are used to indicate developmental points for individuals, and to set targets for improvement.
108. An experienced teacher, who has been actively involved in the implementation of the literacy strategy, leads the subject. She has ensured, in consultation with colleagues, that resources such as books and other equipment are available. The co-ordinator monitoring role is constrained by the fact that she is only employed on a part-time basis. This is unsatisfactory. The new library is developing as a useful resource for extending pupils' information retrieval skills, and as a place for changing personal reading books. Its use is restricted at present to designated class times when there is a part-time member of staff present.
109. English makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Stories are used effectively to explore moral issues. There is little evidence of the use of drama to extend pupils' skills.
110. The last inspection reported that classroom collections of books were adequate, but poorly displayed. This remains the case, but most books for personal reading have been relocated in the new library where the storage is better. However, the stock of these books is not extensive and much is in need of replacement.

111. A major concern at the last inspection was the lack of a scheme of work, to ensure that skills are gradually built-up and to provide full coverage of the National Curriculum. The introduction of the Literacy Strategy addresses the concerns about curriculum coverage for most pupils. Teachers' planning is generally very detailed. There is not yet sufficiently rigorous monitoring to ensure that the literacy strategy is fully implemented in all classes. Assessment of individual pupils' progress at the end of the units gives the information necessary to inform future planning. Overall there has been steady improvement since the last inspection.

126. **Mathematics**

112. In the 1999 end of Key Stage 1 tests, the results show that the proportion of seven year olds reaching Level 2 or above was well below the national average, while the number reaching the higher Level 3 was above the national average. When results are compared to schools in similar circumstances they are below average. Trends over three years show a slight increase in standards but pupils' performance is still below the national average. The school has significantly improved the percentage of pupils attaining Level 3. In 1998 it was well below the national average and in 1999 it was above the national average. Inspection evidence indicates that by the end of Key Stage 1, pupils' attainments are now broadly in line with national expectations. The main reason for this is the good teaching, which is well planned so that new work builds on what pupils already know. These judgements are similar to the findings of the previous inspection report in 1996, which reported that standards of achievement were average in relation to pupils' abilities.

113. The 1999 test results at the end of Key Stage 2 show that the percentage of pupils achieving the national target of Level 4 was below the national average. The number of pupils achieving the higher Level 5 was close to the national average. One reason for this was the setting arrangements, which enabled work to be more closely matched to pupils' needs, and the provision of booster classes. Performance figures from previous years show that standards at Key Stage 2 have been gradually rising, but with a significant dip in 1998. When results are compared to similar schools the attainment of pupils at the end of Key Stage 2 is in line with expectations. Evidence during the inspection from the work scrutiny and lesson observations indicates that the attainment of pupils by the end of Key Stage 2 is below the national expectations. This judgement differs from the previous inspection when standards were reported as being higher than the average.

114. Overall, pupils' attainment in mathematics is not as good as it is in English and science in Key Stage 2. The main reasons for this are the variations in the standard of mathematics teaching across the school, the fact that a significant proportion of pupils appears to experience difficulty in the subject and the lack of appropriate challenge in some of the work set.

115. Pupils in Key Stage 1 are able to add and subtract numbers confidently up to fifty and beyond. They show good skills in measurement using both standard and non-standard units for length. Pupils tell the time using both digital and analogue clocks. For example, pupils work out everyday problems on time, and record their results accurately. They use graphs effectively to display information gathered from measuring different objects. They are beginning to use a selection of strategies for solving problems as they select cubes to make numerical patterns.

116. Pupils in Key Stage 2 make calculations using all four rules and use large numbers up to a thousand. They begin to recognise the importance of place value by looking at numbers up to ten thousand. They use brackets to partition numbers and are confident in working out the answers. They learn how to double and halve numbers using their digit cards effectively. Pupils show a clear understanding of measurement and pupils in Year 6 use this information to work out area and perimeter. For example, pupils successfully learn how to find the perimeter of rectangles by using an appropriate formula. Pupils investigate different two-dimensional shapes and record their properties. They also illustrate some of their work with the use of graphs and pie charts. Some work seen in probability is sound, with

pupils using the correct vocabulary of ‘certain’ and ‘likely’. Attainment throughout the key stage varies with a significant proportion of pupils not achieving an appropriate level at this stage in the term. Lower attaining pupils, and average pupils at the beginning of the key stage, are working within lower levels and work for higher achieving pupils is similar in content, which does not fully challenge the pupils and raise their level of attainment.

117. All pupils, other than those with special educational needs, make satisfactory progress through Key Stage 1 both in lessons and over time. Despite the apparent low standards of attainment by the end of Key Stage 2, pupils still make sound progress through this key stage with a variation of progress in Years 3 and 4 where the quality of teaching has no significant positive impact on pupils’ progress. Pupils with special educational needs make good progress through both key stages. This is due to the sound additional support they receive in class. The national numeracy framework, which has been recently introduced, the setting arrangements and the target setting for mathematics are beginning to have a positive effect on pupils’ progress.
118. Pupils’ attitudes to mathematics are generally satisfactory. The majority of pupils are attentive and they show enthusiasm for the subject. Pupils enjoy lessons that are brisk, exciting and challenging and when their teachers’ expectations of them are high. However, attitudes are sometimes dependent on the teachers’ methods, organisation and classroom management. When these strategies are not firmly adhered to, pupils’ attitudes to learning deteriorate and a minority of pupils misbehaves. Overall, pupils behaviour in lessons is satisfactory. Good relationships exist between staff and pupils. Presentation of pupils’ work is generally tidy.
119. The quality of teaching is sound overall in both key stages, but varies from good to unsatisfactory. Of the lessons observed, three were good, three were unsatisfactory and the remainder satisfactory. In both key stages, teachers know their subject well and are putting the numeracy hour strategy into practice effectively. In the best lessons, the pace was brisk, the subject matter interesting and the work set appropriate for the pupils’ needs. Where teaching was unsatisfactory, the pace was slow with pupils spending too much time sitting on the carpet area and planning was brief with unclear learning objectives and inconsistent strategies for managing pupils’ behaviour.
120. The curriculum in mathematics is satisfactory. Planning is based on the numeracy framework and medium term plans are satisfactory, although they do not consistently show assessment opportunities. There is good coverage for using and applying mathematics, number, shape, space and measures. Aspects of handling data are included in planning, but were not strongly evident in the scrutiny of pupils’ work. The use and application of mathematics is now more effectively applied in all lessons. The recent introduction of setting in Key Stage 2, based on previous attainment, is working well, although a greater range of work needs to be planned in these groups to ensure better progress, particularly from the higher attaining pupils.
121. Assessment procedures are in place. Pupils are assessed on a half-termly basis and samples of pupils’ work are kept as a record of progress. Optional tests are taken in Years 3, 4 and 5 and these results are monitored by the headteacher. As part of day-to-day assessment, teachers mark pupils’ work consistently. Assessment information to inform future curriculum planning is not firmly established across the school.
122. The co-ordinator plays a positive role and communicates well with the staff. Resources are adequate. Some mathematical software is available to use in lessons but this was not evident during the numeracy hour. The school has made a satisfactory start in implementing the Numeracy Strategy
137. **Science**

123. In the 1999 National Curriculum teachers' assessments at the end of Key Stage 1, the percentage of pupils reaching the expected level was in line with the national average. The results were above average when compared with those of similar schools. This is an improvement on the previous year's results. The improvement is due to the school's initiatives for raising attainment over the last two years, for example the emphasis placed on investigating and experimental work and improved schemes of work since the last inspection.
124. In Key Stage 2, results in the 1999 National Curriculum tests indicate that pupils' attainment was above average when compared with all schools and well above average when compared with similar schools. These results are better than those in 1998. Analysis of results for the last three years shows that there is no consistent pattern of one sex performing better than the other in either key stage. The general trend is that results are improving.
125. The inspection evidence found that in both Years 2 and 6 current attainment is average when compared nationally. The revision programme and good teaching in Year 6 are expected to raise attainment above this level by the end of the year.
126. The last inspection judged standards to be in line with national averages and highlighted the conflict between the topic approach and learning science. It called for schemes of work to be developed and the monitoring of teaching and learning. Since then there have been some improvements in results at both key stages but there are still inconsistencies in planning, teaching, assessment, and there is insufficient monitoring at both key stages. These are causing some uneven progress for pupils, in particular for the more able.
127. By the end of Key Stage 1 many pupils have average investigative skills and knowledge. When experimenting, pupils observe well and describe their results. They use all their senses, for example to hear the direction of sounds and to taste common substances. They describe the conditions necessary for life in animals and plants. They name the main parts of living organisms and describe the effect of exercise on the heartbeat. They are beginning to recognise the properties of common materials. Some pupils remember work on sources of light and sound from the previous year. However, the recording of their knowledge is sometimes at too elementary a level for the most able. There is little use of mathematics skills in recording results, which would help progress in both subjects.
128. By the end of Key Stage 2, pupils achieve average standards through regular practical science. Their investigative skills are good. Pupils identify crucial variables, change one without affecting the others, predict, measure accurately and present conclusions in a scientific manner. They have adequate knowledge of the processes of pollination, fertilisation and dispersal in plants and of main animal functions. They also describe the states of matter and the processes of evaporation, condensation and filtration. They remember some work on gravity, electricity, sound and the solar system from last year. However, pupils are not always competent with accurate scientific terminology and the use of the computer or other mathematical representation of data is under-developed.
129. In Key Stage 1 most pupils make satisfactory progress in lessons and throughout the key stage as a whole. In Key Stage 2 progress is satisfactory overall, but pupils' skills and knowledge across the range of programmes of study do not progress consistently. For example, progress in lessons seen was very good for the older pupils. Higher attaining pupils in both key stages do not make enough progress due to the few opportunities to learn at more advanced levels in both science investigations and knowledge. Pupils with special educational needs generally make good progress.
130. Both boys and girls have good attitudes. They enjoy science, listen carefully and are mostly well behaved. When provided with opportunity, pupils ask questions, generate ideas, solve problems and make decisions in small teams. During practical work they handle equipment carefully and share resources. However, in Key Stage 1 and amongst some of the younger half of Key Stage 2, pupils'

concentration levels are unsatisfactory. In Key Stage 1, written and pictorial presentation is untidy and loud voices sometimes interrupt the concentration of others.

131. The quality of teaching is generally satisfactory and a small proportion of the teaching is good. Teachers have a firm knowledge of the subject. They are using the new half-termly planning to good effect and provide adequate resources to stimulate pupils' learning. On-going assessment is used well in lessons where teachers question pupils and test understanding. Homework is set for the oldest pupils. There is also firm discipline for the oldest pupils, but, in some of the other classes, noise levels are allowed to interfere with learning during parts of lessons. Although there is some variation in the work on the lesson plan, this is not given a high enough priority throughout the school. In particular, the most able pupils are not routinely expected to perform at a higher level.
132. The science co-ordinator has a specialist qualification. Since the last inspection two satisfactory schemes of work have been adopted. The current one is derived from national guidelines. These have been useful tools in raising pupils' levels of achievement. The co-ordinator has led an initiative to teach all science by investigative and experimental methods. This approach is still strongly evident, especially at the ends of the key stages. However, assessment, which was developed alongside this initiative, is now limited to Year 2 and Year 6. This assessment which is carried out in the spring is effective. It leads to a suitable teaching programme, which is raising standards. However, in other year groups the informal assessment is unsatisfactory. It does not provide enough sound information for teachers to match work to pupils' individual needs and to enhance progress in all ability groups, or give the co-ordinator an adequate overview. The monitoring of teaching and standards throughout the school is still not sufficiently developed in science, as priority has been given to literacy and numeracy.
133. Links are strong with some other subjects of the curriculum especially design and technology, for example in the healthy eating and bread making projects, and in art through science sketches from close observation. Science makes a good contribution to pupils' literacy by way of discussion and written work. It makes a limited contribution to numeracy with some measuring practice and data representation. There is little evidence of the use of information technology. Resources for science are adequate. At present there are no plans to develop a wildlife area on the school site, but use is made of a local facility. Pupils also visit the Science Museum, London Zoo and woods and farms. Year 6 attend lectures at the Royal Institute.

148. **OTHER SUBJECTS OR COURSES**

148. **Information technology**

134. The previous report found that attainment was below expectations at the end of both key stages. The action plan, which was drawn up in response to the findings of the last inspection, has been effective in raising standards across the school. Currently the majority of pupils at the end of Key Stage 1 attain the standards expected in all aspects of the subject. At the end of Key Stage 2, pupils' attainment has improved, but it still does not reach the expected levels in all areas, especially control and monitoring. This is because it takes time to build up the necessary skills and the required equipment has only recently been provided.
135. The growing strength in the subject is the way in which teachers now teach specific skills and give pupils the opportunity to practise them throughout the week. There is a knowledgeable member of the support staff who is timetabled to work in different classes with individuals or small groups of pupils to consolidate their learning. In this way staff ensure that pupils make at least satisfactory and sometimes good progress in acquiring new skills and knowledge and they become familiar with the associated vocabulary. In reception classes, pupils learn to operate the computer using the mouse. With support they write and print out short sentences and they create their own fireworks pictures

using the art program by using the spray facility and selecting a variety of colours. By Year 2, pupils have extended their word processing skills and they use CD ROMS to access information. Links are made with mathematics when they use the programmable floor robot to investigate turns and angles. In Key Stage 2, pupils refine their word processing skills and they learn how to change the size, style and colour of the text to give a variety of effects. They import pictures to illustrate their work. Pupils use database programs to process the information they collect and to construct graphs to illustrate their findings. In Year 6, pupils are beginning to understand some of the features of the Internet, but the success of this is limited as the school is not yet connected and some pupils have to rely on second-hand evidence.

136. Pupils enjoy working on computers and they are keen to talk about their work. The majority concentrates well in whole class lessons, despite the difficulty of seeing the screen. They listen carefully and watch quietly whilst other pupils practise the skills the teacher has demonstrated. Most pupils co-operate well when working with a partner on the computer. They have good relationships with the support assistant. Pupils treat the equipment with respect.
137. Teachers' subject knowledge is slowly improving as they are required to teach new elements of the curriculum. The co-ordinator has given demonstration whole-class sessions in most classes and has also run workshops to give teachers the opportunity to extend their skills. These have helped to increase teachers' confidence. Teachers give clear explanations and demonstrations when introducing new skills and use their informal assessments of pupils' understanding to guide future planning. When the contribution of the support assistant is taken into account, the quality of teaching is judged to be good. Most teachers keep a record of computer usage to ensure equality of opportunity. There is no agreed method of record keeping or assessment to show the skills or level of understanding of individual pupils. This is unsatisfactory.
138. The school has adopted most of the programmes of study published by QCA to ensure that skills are introduced progressively, with new work building on what pupils already know. The co-ordinator is very active and monitors teachers' plans as well as helping them to improve their subject expertise through workshops. Although pupils' skills are developing appropriately there are lost opportunities, for example to use programs to reinforce work on shape in mathematics or to work on grammar in English. This means that the rate of skills acquisition is often slow, and pupils do not fully realise the potential use of computers. There is some evidence of the use of computers in other subjects, for example data handling in mathematics and science and word processing work in English, but this aspect is underdeveloped. There are large parts of the day when the computers are not in use.
139. Resources are just satisfactory. The school is planning to connect to the Internet in the near future and to develop a computer suite. The range of software and other equipment is gradually being extended, but the software available to support work in mathematics and literacy is limited. One computer has been adapted to support a pupil with specific learning difficulties, but the use of computers in general to support pupils with hearing impairment or other special educational needs is under-developed.
154. **Art**
140. Art is taught as a subject in its own right and to support other parts of the curriculum, particularly writing, science, design and technology, religious education and information technology. Particularly successful are the computer assisted writing and drawing at Key Stage 1. Examples include the use of plane shapes to generate a picture in Year 1 and the production of computer generated pictures after the style of Jackson Pollock and Piet Mondrian, in Year 2. Sketching skills are used in design and technology at Key Stage 2, particularly in drawing tools and designing packaging. Good use is made of information technology skills when pupils use a computer program to design packages for cartons of juice. Artistic contributions in literacy are particularly effective in the symbolic bright borders around the letters to Neville Lawrence. Pupils have visited London galleries, in particular the Tate Gallery

and the nearby Dulwich Art Gallery.

141. In Key Stage 1, pupils make satisfactory progress in developing their ability to show what they can see, touch and imagine. In reception, pupils use drawing, paint and collage to produce portraits and autumn prints. In Years 1 and 2, pupils develop the skills of observational drawing and painting when they produce detailed portraits in crayon and paint. They use a good selection of the works of famous artists for inspiration.
142. In Key Stage 2, pupils make satisfactory progress in developing their skills in two-dimensional work and some pupils make very good progress. Observational work is very well developed in sketching. This is seen in drawings of crumpled trainers and other footwear. Although the range of media is limited, the pupils' skills with texture, design, line, tone, and form are impressive. For example, in Year 3 and Year 4 pencils are used effectively to draw horse chestnut leaves. Pupils in Years 5 and 6 sketch battered saucepans and shiny coffee-pots in charcoal and chalk. Year 4 pupils observe the silhouettes of skylines and turn these into sketches containing great detail and form. Block printing, using principles of reflection and rotation, is done well in Years 5 and 6. The work of famous artists is used to introduce ideas and to develop critical appreciation. In particular the use of images of Mary from different cultures has led to sensitive pictures in two classes. Progress of pupils with special educational need is good in both key stages.
143. Pupils' attitudes are satisfactory and they clearly enjoy their art experiences. At Key Stage 2 the standard of presentation is often good and, overall, it is satisfactory. Concentration levels vary and where these are weak, the standard suffers.
144. In order to have weekly lessons of sufficient length, the school has decided to rotate art with design technology half-termly, and this works well. This only allowed one session, which contained art alongside science, to be observed during the inspection. Scrutiny of displays shows that teachers' knowledge is satisfactory and they plan well for the projects on show. Most have high expectations of what pupils can achieve and use opportunities presented by other subjects to enhance pupils' skills in art. Teachers appreciate that drawing skill underpins all development in art and they use sketchbooks appropriately.
145. The management of art is at present unsatisfactory since the co-ordinator is absent and there is no scheme of work. Some half-termly plans have been completed for this term. The necessary curriculum map is not in place to show a full range of coverage, in particular of three-dimensional work, including modelling and sculpture, imaginative and creative work and larger work. Resources are similarly limited. Some basic media are in place, for example a good range of papers and fabrics. However, a rich range of culturally inspirational materials, to reflect the wide cultural differences of the community and beyond, is not yet in place. Assessment is informal. Few samples or photographs are kept. The subject's satisfactory contribution to literacy and numeracy is seen in composition illustrations and pattern work. Gallery visits and some famous artists' works contribute to pupils' cultural development. However, the impact of ethnic cultural art is under-developed.
160. **Design and technology**
146. Pupils' progress in design and technology is satisfactory and this is an improvement since the last inspection. The improvement is due to a better scheme of work and improved resources. However, progress is uneven. In some parts of Key Stage 1 progress is not satisfactory due to the time taken merely observing before pupils were allowed to peel or cut, while in another class they were moved forward more quickly. At the top of the school pupils progress at a good rate. Pupils with special educational needs progress well. Attainment levels are satisfactory overall.

147. In Key Stage 1, pupils make satisfactory progress overall in acquiring designing and making skills. The timetable rotation with art, and the timing of the inspection, made it difficult to sample enough work to illustrate this fully. When making, pupils cut, shape and join materials appropriately. Pupils combine their designing and making skills with their knowledge of the world in a satisfactory way. The youngest pupils make ambulances, fire engines and police cars from cardboard boxes. In Year 2, pupils make colour spinners for art and science work and peel and cut fruit as part of their work on a healthy diet.
148. Pupils make satisfactory progress in Key Stage 2 in designing and making, including developing sound evaluation, planning and organising skills. By Year 6, pupils evaluate bread packaging, and taste products to see if the information about them could be improved. Pupils use a range of materials including textiles, wood and other construction materials, food and card. Opportunities to work on real life problems are in evidence and cultural expertise among the pupils is used well. An example was in the gathering of information about sourdough bread. The younger pupils in the key stage disassemble and assemble products using appropriate cutting and joining skills. They are beginning to make evaluations and improvements. This includes the making of pop-up mechanisms and box packaging.
149. Pupils' attitudes are mainly satisfactory. During the inspection most of the work was individual rather than in teams or groups. Resources are well handled. All pupils listen well to the teachers' explanations and enjoy the activities. Some pupils in Key Stage 1 do not take enough care with drawing and writing. In some classes, mainly among the younger age ranges where teaching is unsatisfactory, pupils become noisy and distract others.
150. The quality of teaching is satisfactory overall and teachers' subject knowledge is generally good in the work seen. In the unsatisfactory session seen in Key Stage 1, the management of pupils was unsatisfactory during the activity part of the lesson and this is linked to inefficient methods and organisation. Resources are relevant and interesting, but in Key Stage 1 there are not enough safe cutting implements provided to allow hands-on experience of cutting fruits in some classes. The lesson planning sheets do not readily prompt teachers to incorporate product evaluation or to focus on knowledge and skills in designing and making arrangements. Since the previous inspection the co-ordinator has been well trained. She has introduced two schemes of work and bought resources. Whereas these measures have improved standards, there is still a limited breadth in the work covered. The main omission is in sophisticated construction kits, which can incorporate control technology. Pupils do not use floor robots. There are good art and science links but few for mathematics. Design and technology makes a good contribution to literacy by way of discussions. Assessment has not yet been introduced and there is no time set aside for the co-ordinator to develop and monitor the subject. Few work samples or photographs are kept.
165. **Geography**
151. The previous inspection reported that standards were average and that most pupils were achieving appropriate levels for their abilities. Evidence from this inspection indicates that standards have been maintained at this level at both key stages. Judgements are mainly based on the scrutiny of pupils' work, display across the school, teachers' planning and an interview with the co-ordinator.
152. In Key Stage 1, pupils show an awareness of their local environment. They map a journey from school to the local church and they record information on a block graph to show how they travel to school. Pupils have looked at different weather conditions and discussed where they live.
153. Pupils in Key Stage 2, have a sound understanding of their locality. They have looked at the area of East Dulwich and Goose Green and have effectively located different buildings, including the site of

the school, on large-scale maps. Pupils study a contrasting locality in Jamaica, comparing climate and physical conditions with areas in the British Isles. Pupils look at the River Nile and trace its source as well as learning key words, such as “tributaries” and “meander”. They study the importance of the river for transport.

154. From the evidence of the work scrutiny, pupils make satisfactory progress. Pupils with special educational needs make good progress. Pupils grow in their awareness of the locality around them and aspects of the wider world beyond. Pupils’ work in their books shows careful presentation. Maps and other illustrations are generally neat and well presented. There is no evidence of the use of information technology and the subject makes only limited contribution to the development of pupils’ literacy and numeracy skills.
155. Only one lesson was observed during the inspection. Therefore, no overall judgement can be made about the quality of teaching. Teachers’ planning is satisfactory in the long and medium term. Short-term planning is brief and lacks clear learning objectives to match work to the needs of all pupils. QCA’s exemplars are used for the long term planning and from this teachers draw up their medium-term plans. There are no systems of assessment in place to assess how well pupils are acquiring geographical knowledge and skills. As a result there is no way of ensuring that new work is well matched to pupils’ needs and that it builds on what pupils already know and understand. The curriculum gives satisfactory coverage but does not provide sufficient depth in geographical skills and the study of themes and places particularly by the end of Key Stage 2.
156. Resources are adequate and are satisfactorily used by staff and pupils. The locality is used well as a resource to improve pupils’ learning.
171. **History**
157. Few lessons were taking place during the inspection. Evidence is taken from a scrutiny of pupils’ work and from teachers’ planning. Since the last inspection there has been a reduction in the amount of time allocated in order to accommodate the increased emphasis on literacy and numeracy. There is evidence that pupils are making progress in the knowledge they have of events in the past and of the use of various sources of evidence, but the range of work covered is limited.
158. In Key Stage 1, some elements of history are incorporated within science based topics. For example, within a topic about ‘Ourselves’, pupils in Years 1 and 2 develop an understanding of chronology by thinking about their past, present and future. They also make comparisons between their toys and those used in the past.
159. In Key Stage 2, pupils study history for about an hour a week for one term. Pupils in Years 3 and 4 learn how and why the Celts lived in hill forts. They develop their understanding of historical evidence, by reference to archaeological sites, and they gather information from books and tapes. Pupils study the Roman invasion of Britain and use their literacy skills to write letters home to Rome from the viewpoint of a Roman soldier.
160. Pupils have good attitudes to the subject. They listen attentively, are enthusiastic and give thoughtful responses to questions.
161. The quality of teaching seen was satisfactory. Teachers have secure subject knowledge and use resources well to stimulate pupils’ interest. For example a tape, giving a dramatic account of the invasion of Britain, was used with an actor playing the part of a Roman soldier. Lessons are well planned and appropriately paced, giving a strong sense of purpose to the lesson. Good questioning

skills help to deepen pupils' understanding and to assess what pupils know and understand.

162. There is no co-ordinator at present because of staff illness. The recently revised policy outlines how the subject is to be taught. There is no scheme of work to show what aspects need to be covered each year and to ensure that new work builds on what pupils already know. Teachers' medium-term plans indicate coverage of a few key historical skills, such as seeking reasons for people acting as they did. Resources are adequate. History makes only a limited contribution to pupils' cultural development.
177. **Music**
163. Pupils' progress in music is just satisfactory. The majority of teachers rely heavily on commercially produced pre-recorded tapes to develop pupils' musical knowledge, understanding and skills gradually. There is no detailed scheme of work produced by the school to ensure that there is an appropriate balance between performing and composing and listening to and appraising music. Whilst good quality singing is a notable feature of the school, other areas of musical education are not so well developed, including an awareness of music from other times and cultures. Pupils have the opportunity to listen to a range of music at the beginning of assemblies, but teachers do not make appropriate attempts to develop pupils' appreciation of what they are hearing.
164. No music lessons were observed during the inspection, so no comment can be made on the quality of teaching or pupils' skills in composing or playing music in class. Pupils' singing was heard in assemblies, in class and in hymn practice. They sing with a good sense of rhythm and pitch. Attitudes and behaviour are usually good when pupils are actively involved in singing, with a very high proportion of pupils participating and enjoying what they are doing. Pupils in Years 3 and 4 vary the volume of their singing to respond to moods in the songs they sing.
165. Some teachers are accomplished musicians and they use their skills well in extra-curricular activities, such as recorder clubs and choir, which are held in lunchtimes or after school. Pupils are currently preparing for a performance at Christmas. In the advanced recorder clubs, pupils read and interpret notation well and they reach a good standard of performance. There are also peripatetic music teachers who visit the school to give individual lessons to pupils. Parents are required to pay for these, so although the experience is very valuable for some, it is not open to all pupils. These pupils also play in the school band, which meets during the school day and performs at school events. The band includes clarinets and brass instruments. Pupils reach good standards. They work hard and enjoy what they are doing.
166. The co-ordinator has been ill for some time, so there has been no clear leadership or monitoring to ensure that the subject is appropriately covered. Moreover, the amount of time given to the subject has declined with the increased emphasis on improving standards in other subjects. This explains why standards were reported as good in the previous inspection, but are now lower. In addition, opportunities to broaden the curriculum and to extend pupils' cultural experiences through music are not well developed. There is a satisfactory range of good quality musical instruments, but there are few multicultural instruments.
181. **Physical education**
167. The previous inspection report found that standards of achievement in physical education were in line with national expectations for pupils' ages with some underachievement in Key Stage 2. Evidence from this inspection indicates that standards have been maintained at Key Stage I and improved at Key Stage 2. During the inspection week, pupils participated in a range of activities including gymnastics, games and swimming.

168. Pupils in Key Stage 1 learn how to travel by running, jumping and rolling. They are beginning to show control and balance in floor work. Pupils are developing spatial awareness as they competently move around the hall. They improve their skills of balance and poise as they move on the apparatus.
169. In Key Stage 2, pupils participate well in the areas of activity observed. They understand the reasons for warm-up and cool-down exercises. In some good warm-ups, they show good co-ordination in their movements. In gymnastics, pupils are given the opportunity to perform forward rolls, which prove a little difficult for a minority of pupils, as they are not certain of hand and head positions. Basketball skills are taught as part of the games programme. Pupils are learning the appropriate skills required for dribbling and shooting. They begin to evaluate each other's performances in order to improve their own skills. Pupils in Years 3 and 4 take part in swimming.
170. Progress is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils with special educational needs make good progress, particularly when they receive additional support. Considerable work was seen to improve skills in basketball, particularly in Key Stage 2.
171. Pupils behave sensibly and safely in physical education lessons. They generally change quickly into suitable clothes. Staff are correctly attired and they set very good role models. Pupils in Key Stage 1 organise their equipment efficiently and are trained to carry benches and mats safely. Pupils treat each other with respect and offer support when necessary. Behaviour is satisfactory overall, but on occasions pupils are very noisy and become over-excited, which leads to inappropriate behaviour.
172. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2, despite the one unsatisfactory lesson seen. Where teaching is good, teachers show effective control and management. They demonstrate sound knowledge of how to develop skills, good planning methods and organisation and they set challenging tasks with appropriate physical demands. Where teaching is unsatisfactory, there is an over directed teaching method, which prevents pupils from planning and performing, and the pace of the lesson is slow with little momentum. Consequently the progress of pupils is restricted. Lessons usually begin with appropriate warm-up sessions and end with a cooling down task. Health and safety matters are emphasised by most staff.
173. There is a policy, but no scheme of work. The school intends to address this situation in order to improve the coverage of various activities. The temporary co-ordinator for physical education at present oversees the subject. Assessment is through direct observation during lessons, but there are no written assessment strategies established. Assessment is not used to inform curriculum planning. Monitoring of the quality of teaching and planning is not established.
174. Resources for small games are inadequate and have not improved since the last inspection. The halls provide good space for indoor physical education and the playground is used to full advantage for outside activities. The swimming baths are within walking distance from the school. The school provides football after school for pupils in Key Stage 2. The sessions are organised by one member of staff with help from a football coach. Approximately 20 pupils, including two or three girls regularly attend the club. Pupils take part in a weekly in a league competition.
189. **SWIMMING**
175. The inspection included a focus on swimming, which was part of a national survey carried out by Ofsted in all schools inspected in November.
176. Pupils in Year 3 and 4 attend weekly swimming sessions throughout the year. There is no swimming provision for pupils at the end of Key Stage 2 as pupils in Year 5 and 6 are not included in the

swimming programme. Inspection evidence suggests that pupils are making satisfactory progress during lessons and by the end of the year a significant proportion are likely to be able to swim 25 metres, the standard expected by the end of Key Stage 2.

177. The instructor and the teacher at the swimming baths teach all pupils in Years 3 and 4. During the current inspection two lessons were observed at the local baths which is in close proximity to the school. Pupils, who are learning to swim, are taken by the instructor in the shallow end within a limited area of water where they receive individual help. Pupils with better skills are taught by the teacher, who ensures that pupils are developing the correct techniques to swim confidently. Pupils are given floats to assist them in learning both front crawl and backstroke. Evidence from both lessons observed showed good progress for the majority of pupils. There has been gradual progress in the development of skills and water safety since the start of the swimming programme.
178. Lessons are planned within the physical education programme. Each year group has one session per week of thirty minutes duration. The swimming baths are ten minutes away from the school so there is little wastage of time in travelling. Pupils change quickly. Boys have cubicles beside the pool and the girls have a larger changing room, which is accessible to the pool. Changing is well supervised by school staff, including support assistants. The pool is heated and is 1 metre in depth at the shallow end to 2 metres at the deep end. The length of the pool is twenty-seven metres.
179. There is good provision for pupils at the beginning of Key Stage 2 but not at the end of the key stage. Teachers monitor pupils' progress and make assessments. Certificates are awarded for achievement.

194. **PART C: INSPECTION DATA**

194. **SUMMARY OF INSPECTION EVIDENCE**

180. A team of six inspectors carried out the inspection over a period of five days. A combined total of 20 ½ days was spent in school. This included an additional day for a team member to gather information about the school's provision for swimming for Ofsted's national survey. One team member spent a day looking specifically at the education of pupils with hearing impairment.
181. Before the inspection, the team read a range of documentation regarding school policies and practice. This included the previous inspection report and the school's action plan to respond to the key issues raised. The registered inspector held a meeting, which 16 parents attended, when comments and views on the school's performance were invited. The information from this meeting and from the 28 (10 per cent) questionnaires returned by parents was analysed.
182. During the inspection, all class teachers were observed teaching and 66 sessions were seen, including a few sessions led by support staff working with children on computers or in the library. Over 93 hours were spent observing lessons, having discussions with pupils and scrutinising pupils' past and present work. In addition, three pupils were heard read in each year group. Other observations were made of registration periods, playtimes and lunchtimes. Pupils were questioned about their knowledge and understanding of a range of subjects, including science and information technology. Discussions were held with staff, governors, and the head of services for the hearing impaired in the Borough. Records kept on pupils, teachers' planning files, attendance records, minutes of meetings and budget information were also examined.

197. **DATA AND INDICATORS**

183. **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	285	7	71	57

198.

184. **Teachers and classes**

199. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	12.70
Number of pupils per qualified teacher:	22

199. Education support staff (YR – Y6)	
Total number of education support staff:	24
Total aggregate hours worked each week:	304

185. Financial data

Financial year:	1998-9
	£
Total Income	656,003
Total Expenditure	647,990
Expenditure per pupil	2167
Balance brought forward from previous year	8013
Balance carried forward to next year	42,780

186. **PARENTAL SURVEY**

Number of questionnaires sent out: 285
 Number of questionnaires returned: 28

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	32	54	11	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	43	14	0	0
The school handles complaints from parents well	15	48	26	11	0
The school gives me a clear understanding of what is taught	21	61	14	0	4
The school keeps me well informed about my child(ren)'s progress	18	61	11	7	4
The school enables my child(ren) to achieve a good standard of work	21	61	11	4	4
The school encourages children to get involved in more than just their daily lessons	19	56	11	7	7
I am satisfied with the work that my child(ren) is/are expected to do at home	19	58	23	0	0
The school's values and attitudes have a positive effect on my child(ren)	43	50	4	4	0
The school achieves high standards of good behaviour	32	54	7	7	0
My child(ren) like(s) school	71	21	7	0	0

201. **Other issues raised by parents**

Three letters were received from parents. They expressed concerns in a variety of areas. These included the school's behaviour policy, the provision for the more able pupils, the encouragement given to children to improve their academic achievement and the variable attitudes shown by teaching and support staff.

201. **Summary of responses**

Only 10 per cent of parents returned the questionnaires. A small proportion of parents attended the parents' meeting. As a result the responses, especially the criticisms are often the views of only one or two families.