

INSPECTION REPORT

CAMELOT PRIMARY SCHOOL

London

LEA area: Southwark LEA

Unique reference number: 100780

Headteacher: Mrs O P J Manyan

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 10 – 14 January 2000

Inspection number: 188343

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infants
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Camelot Primary School Bird-in-Bush Rd London
Postcode:	SE15 1QP
Telephone number:	0171 639 0431
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Haynes-Hart
Date of previous inspection:	5 - 9 February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs L Brackstone	Registered inspector	Under fives Special educational needs	What sort of school is it? What should the school do to improve further? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
Mr R Barnard	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
Ms H Rask	Team inspector	Mathematics Physical Education Religious education	
Ms D Cinamon	Team inspector	Design and technology Geography History English as an additional language	How good are the curricular and other opportunities offered to pupils?
Ms M Sinclair	Team inspector	Science Information technology	
Ms G Carter	Team inspector	English Art Music Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Camelot Primary School is a large school, with 437 pupils on roll aged between 3 and 11. The pupils come from predominantly African and Caribbean families. The proportion of pupils who speak English as an additional language is very high. The main community languages are Twi, Yoruba, Turkish and Arabic. Within the school there are ten refugee children and a small number of travellers also attend. Rates of pupil mobility are high. Over 56% of the pupils are eligible for free school meals, well above the national average. The percentage of pupils identified as having special educational needs is 28.8% and is above the national average. However, the percentage of pupils with statements is below the national average.

Children start nursery when they are three and the majority of them transfer to one of three reception classes when they are about four and a half. Attainment on entry is well below that expected for children of this age and this is particularly notable in their poor language and literacy skills.

Camelot Primary School aims to enable children to take their place in society by providing a curriculum that covers academic, pastoral, social, spiritual and moral needs. They seek to foster partnerships with the parents, local community and industry.

HOW GOOD THE SCHOOL IS

The school is achieving good standards in relation to the pupils' levels of attainment on entry and continually strives to further improve. Overall, pupils have satisfactory attitudes to work, although this does vary from very good to unsatisfactory at times. Over half of the teaching is good or better and pupils are learning well. The school has developed a curriculum that meets the needs of individuals and provides opportunities that benefit all pupils. There are very good arrangements for the care and welfare of pupils. Parents and carers are kept well informed about their child's progress and their support is valued. The school has made very good improvements since the last inspection and responds well to the challenges and issues it faces. It is inclusive in its policies, outlooks and practices and is well led and managed in a cost-effective way. It provides good value for money.

What the school does well

- The quality of teaching is good overall.
- Provision for moral, social and cultural development is very good.
- The educational and personal support and guidance given to pupils is very good.
- The pupils show a very good ability to use their initiative and older pupils are very willing to take responsibility.
- Procedures for monitoring and improving attendance, promoting good behaviour, and supporting pupils' personal development are very good.
- There is a very clear commitment to improvement and school priorities are appropriately identified. Staff manage delegated responsibilities very well.
- Teaching is very well monitored, developed and evaluated throughout the school.
- The curriculum for the under fives is very broad and balanced and the quality of the teachers' planning is excellent.
- The contribution of the community to pupils' learning is very good.

What could be improved

- Speaking and listening skills throughout the school.
- Standards of attainment in English at both key stages.
- Consistency in both the provision for information and communication technology and in teachers' knowledge and understanding.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1996 and standards have improved well since then. The quality of teaching has improved, attendance rates have increased considerably and are now in line with national averages. The school actively encourages punctuality and seeks to gain parental support for this. The school day has also been extended in order to meet current guidelines for curriculum time.

Standards of work in information and communication technology have improved since the last inspection and are in line with expected standards at the end of both key stages. Standards have also improved in religious education and now meet the expectations of the locally agreed syllabus. Pupils also have appropriate opportunities to develop a wide range of skills in design and technology and this extends their intellectual and creative abilities.

The school has now devised a school development plan that is manageable, appropriate to the needs of the school and carefully linked to financial planning.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	C
Mathematics	E	E	E	B
Science	E	D	C	A

Key

well above average A

above average B

average C

below average D

well below average E

At the end of Key Stage 2, results have steadily improved during the last three years. Compared to similar schools, standards at the end of Key Stage 2 are well above average in science, above average in mathematics and average in English. Over the past three years standards in mathematics and science have improved significantly. In comparison to national averages, results at the end of Key Stage 1 have been more variable during the past few years. Current standards in mathematics and science are broadly average and compare very favourably to similar schools. Although progress in English is slower, and attainment is below national averages in both reading and writing, when

compared to similar schools, they are favourable. The numeracy initiative is having a good impact on the teaching of mathematics, particularly with mental strategies, and investigative science is developing well throughout the school. The literacy strategy is also having a positive effect on standards in English. The school's targets are appropriately focused on the continuing improvement of standards in these core subjects.

In information technology pupils at both key stages are achieving in line with national expectations. Standards of display throughout the school are of high quality and pupils are making sound progress in other subjects.

The under fives make good progress in both the nursery unit and the reception classes, but children do not meet the targets set at the age of five.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The great majority of pupils show a positive attitude towards school, which has a good impact on their achievement.
Behaviour, in and out of classrooms	Pupils generally behave well around school, in assemblies and out in the playground. Behaviour in lessons is satisfactory overall.
Personal development and relationships	Pupils form good relationships with each other and adults, and there is little aggressive behaviour or bullying.
Attendance	Attendance is satisfactory with figures in line with national averages.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The overall quality of teaching is good. In the 76 lessons observed during the inspection, 96% of the sessions observed were satisfactory or better. 65% of teaching was good or better and 18% of lessons were very good or excellent. Only three of the lessons observed were unsatisfactory.

The staff responsible for under fives have a very good knowledge and understanding of the needs of these young children and basic skills are taught well. The overall quality of teaching in English and mathematics is good at both key stages and teachers use the literacy and numeracy strategies well.

Features of good teaching within the school are strong relationships, high expectations of both behaviour and learning, skilful delivery and thorough planning. Lessons generally cater for the specific needs of all the pupils through the provision of carefully targeted work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for the children under fives with all areas of learning covered comprehensively. Well balanced and broad at both Key Stages 1 and 2 with effective strategies to ensure consistent planning.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and pupils make good progress.
Provision for pupils with English as an additional language	Provision is good with well-planned activities, which ensures that pupils are given equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral, social and cultural development is very good. Provision for spiritual development is good.
How well the school cares for its pupils	Very good. Staff know individual pupils very well and are fully aware of their personal, emotional and educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is good. Both the headteacher and her deputy provides clear educational direction and delegated staff manage their responsibilities well.
How well the governors fulfil their responsibilities	Governors play an active part in the management of the school and effectively fulfil statutory requirements.
The school's evaluation of its performance	The senior management team are very knowledgeable about the strengths and weaknesses in teaching and learning and use the best teachers to influence the rest.
The strategic use of resources	Links are good between planning and spending and there is effective financial control and administration.

The school has a good number of qualified teaching and support staff, working in an effective partnership to provide an education of good quality for all children. The accommodation is satisfactory overall and is well maintained by the premises staff. The school is well resourced in all areas of the curriculum and this provides good support for teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school 	<ul style="list-style-type: none"> • The provision of an interesting range of

<ul style="list-style-type: none"> • The children are making good progress in school • They feel comfortable about approaching the school with questions or problems • They feel that the school is well led and managed • They feel that the school is helping their children to become mature and responsible • The school expects their children to work hard and achieve their best 	<p>activities</p> <ul style="list-style-type: none"> • Children getting the right amount of homework
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The inspection team judges the school to provide a good range of activities and cannot find justification in this comment by parents. The school is aware of the need to formalise the amount of work given to do at home and has recently drawn up a policy in consultation with parents. This is to be ratified shortly.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Taking into account the high number of pupils with special educational needs, those who use English as an additional language, and the high pupil mobility, the overall picture is one of improving standards. The school has worked hard to improve and this is reflected in the good progress made by the pupils.
2. The majority of children start school with knowledge, skills and understanding in all areas of learning that are well below average levels for this age. Children make good progress in both the nursery unit and reception classes but, by the age of five, standards in literacy are still well below expectations. By five, attainment in numeracy is also below recommended expectations. Nearly all children fall short of achieving the targets set for five year olds.
3. In the 1999 National Curriculum English tests at Key Stage 1 results were below the national average for reading and well below for writing. In comparison to similar schools, results for reading were well above average and above average for writing. Scrutiny of work and discussion with pupils show that overall standards in English are well below the national average. Pupils use a limited variety and choice of words in their speech and do not listen carefully. In reading they are often reluctant to use phonic strategies they have learnt and their spoken language is limited. They make a slow start to writing and struggle with basic spellings and punctuation. In the tests for eleven year olds, results were well below expected levels in comparison to the national average, but in line with standards in similar schools. Inspection findings indicate that standards in English in both key stages are below average. At the end of Key Stage 2, a few pupils are reading at expected levels but the majority still read hesitantly and are often unable to talk widely about authors and different types of books.
4. In the 1999 National Curriculum tests in mathematics for seven year olds, results were close to the national average and well above average for similar schools. Scrutiny of work and discussion with pupils indicates that standards are just broadly in line with national averages. A particular strength is pupils' mental agility with numbers, which has been developed well during the numeracy hour. By the end of Key Stage 1 pupils count in 2's, 5's and 10's using a hundred square grid. They add and subtract up to ten, with the higher attainers using numbers up to twenty. They solve simple written problems, show some understanding of data and know how to make whole objects into halves. In the tests for eleven year olds, results were well below the national average, but above average in comparison to similar schools. Inspection findings indicate that standards in mathematics are below average at the end of Key Stage 1. By Year 6, most pupils are developing confidence with multiplication tables up to ten and some are able to multiply three digits by two digit numbers. Higher attainers are developing well their ability to solve problems, check their answers using calculators and have a good grasp of decimals.
5. In science, the results of the National Curriculum tests for eleven year olds in 1999 were just below the national average, but in comparison to similar schools, were well above the average. Inspection findings indicate that standards in science are improving and evidence from lesson observations, discussion with pupils and scrutiny of work show that standards are close to the national average. Towards the end of the key stage, pupils are able to predict results of experiments and offer relevant explanations. Higher attainers design their own tests. Teacher

assessment tests in science at Key Stage 1 indicate that standards are broadly in line with the national average, with pupils able to confidently take part in investigative work and satisfactorily record their findings.

6. At Key Stage 1 standards in mathematics and science have been maintained during the past three years. Standards in reading and writing have fluctuated over the same period and a considerable dip in results was recorded in the results of 1999. There are no significant differences in the achievement of both boys and girls in mathematics and writing but boys perform less well than girls in reading tests.
7. At Key Stage 2 there has been a significant rise in standards in mathematics and science since 1997. Although standards have generally improved in English the rise has been slower and this reflects the number of pupils who use English as an additional language. The performance of boys at the end of Key Stage 2 has been consistently below the national average in all core subjects.
8. Standards in mathematics and science compare favourably to similar schools. This indicates that, in relation to prior attainment, pupils achieve well and good progress is generally made in these subjects.
9. Overall, standards in information and communication technology are in line with expectations in both key stages. Progress is good. By the end of Key Stage 1 pupils are confident with a mouse and use the keyboard with developing success. By the end of Key Stage 2 most pupils confidently use multi-media programs and CD-ROMs to find information. This is an improvement since the last inspection when standards in information technology were unsatisfactory.
10. Standards in religious education are broadly in line with expected levels of the locally agreed syllabus. This is an improvement since the last inspection when standards in religious education were judged to be unsatisfactory.
11. Across both key stages, pupils' achievement is in line with expectations in design technology, geography, history, and physical education. Progress in all these subjects is good. Standards in art are good and very good progress is made throughout the school. Standards have improved in design technology since the previous inspection when they were judged to be unsatisfactory. Due to timetabling arrangements it was not possible to observe a sufficient amount of music to make a secure judgement on standards.
12. Overall, progress throughout the school is good. The current emphasis on literacy and numeracy is proving successful; both national initiatives benefit from effective management, good teaching and successful implementation.
13. Those pupils with special educational needs make good progress. Detailed individual education plans and targets are clear, and pupils are developing an understanding of what they are doing. Pupils who use English as an additional language make steady progress in speaking, listening and in literacy.
14. The school is eager to improve standards and carefully analyses the results of the national tests. Realistic targets have been set in line with national initiatives. The school is well placed to meet these, given the good leadership, conscientious staff, the focus for raising standards and the positive attitudes of the pupils to learning.

Pupils' attitudes, values and personal development

15. The great majority of pupils show a positive attitude towards school and this has a good impact on their achievement in lessons and their personal development.
16. Attitudes of children under five are good overall. There is a marked difference in attitudes and behaviour in reception classes between children who had previously attended the nursery and those that enter directly into school; children with nursery experience show a significantly higher degree of maturity and personal development.
17. Attitudes to work in both Key Stages 1 and 2 generally improve as pupils' progress through the school. In one Year 2 class problems of concentration by a significant number of pupils often limits progress in lessons. In the majority of lessons in Years 5 and 6, pupils show very positive attitudes to work. They concentrate well, are keen to learn and wish to improve their work. Throughout the school pupils often show more positive attitudes in practical sessions compared to more formal lessons.
18. Behaviour in lessons is satisfactory overall. Inappropriate behaviour occurs when there is inconsistent management by the teachers. Pupils generally behave well around the school, in assemblies and in the playground. They respond especially well to the wide range of activities provided in the playground.
19. Standards of behaviour have improved as a result of the high priority given by the school to behaviour management. A particularly good example is the lunchtime dance class provided by a specialist dance instructor. Pupils with serious behaviour problems respond in a superb way to this provision. They behave impeccably during the session and this has a very positive impact upon their self-esteem. The school has had no permanent exclusions in the last year. Fixed period exclusions are in line with the borough average and, in most cases, relate to pupils permanently excluded from other schools.
20. Pupils form good relationships with each other and adults. There are very few cases of aggressive behaviour and no evidence of racist attitudes or sexist language was observed. All pupils play and work together in a harmonious and co-operative manner.
21. In both assemblies and lessons, pupils reflect well on moral and social issues. They relate well to feelings, values and beliefs of others. The peer mediation scheme is outstanding, both in encouraging pupils' personal development and in helping pupils to reflect and consider the impact of their behaviour on others. Pupils respond well to opportunities to show initiative and develop personal responsibility throughout the school. The youngest children eagerly return registers to the office and older pupils show great pride in carrying out duties, such as acting as behaviour monitors.
22. Overall attendance is in line with national averages, although unauthorised absences are slightly higher than the national average. Attendance rates have shown a significant increase since the previous inspection and are about 6% higher than four years ago. This reflects the considerable efforts made by the school in this area and this has had a positive impact on achievements of a considerable number of pupils. A significant number of pupils are constantly late, which slows down the start of the school day. The impact of lateness is reduced by the good efforts made by the school to remedy the problem.

HOW WELL ARE PUPILS TAUGHT?

23. The overall quality of teaching is good. In the 76 lessons observed during the inspection, 96% of the teaching was satisfactory or better. Teaching was good or better in 65% of these lessons, very good or excellent in 18% and only three lessons were unsatisfactory. In these less than satisfactory lessons, although basic skills were generally taught at appropriate levels, there were weaknesses in controlling the class and not all pupils engaged in the lessons. Sessions were not always planned appropriately and time was wasted whilst the teacher prepared materials. Pupils then lost their concentration and learning opportunities were limited.
24. The quality of teaching is good overall across all areas of learning for the under fives and the range of well planned activities result in the children making good progress. Both teachers and support staff have a good understanding how young children learn; they have established stimulating classrooms and adopt a lively approach. As a result of effective teamwork, the children soon adapt to the routine of school life, developing an appropriate degree of independence to positive to learning
25. Good teaching is evident in both key stages and in each year group. Subject knowledge is particularly strong in English at both key stages and mathematics and science at Key Stage 2. The consistently good quality of teaching in Years 5 and 6 means that most pupils are able to reach their full potential as they prepare for secondary school.
26. Teachers in both key stages generally show good explanation and demonstration skills. Most of the lessons are well organised and endeavour to involve all pupils and encourage them to complete tasks within allocated time scales. The majority of staff interact well with pupils to check their understanding and to ensure they remain on task. Relationships within the classroom promote a positive learning environment. Interactions between pupils and teachers are good and this motivates pupils to work and receive praise for their efforts.
27. Teachers are well organised and use questioning skilfully to move children's learning forward. Most lessons move at a brisk pace and teachers achieve a good balance between whole class, small group and individual teaching. There is a purposeful atmosphere, which means that the majority of teachers do not have to spend time on managing behaviour. Time is set aside at the beginning and end of lessons, particularly in literacy and numeracy, for teachers to share the learning objective behind the planned activity and for pupils to reflect on the key facts, ideas and skills they have learnt.
28. Teachers are gaining expertise through in-service training. This is especially evident in the teaching of literacy and numeracy. For example, some very good lessons were observed in literacy lessons at Key Stage 2. This high quality learning occurred when the teachers demonstrated very good subject knowledge through confident use of technical language and new learning was promoted. Lessons had very clear objectives, which were shared with the class and sensitive questioning was used to evaluate pupils' learning.
29. Lessons are generally well planned and taken at a brisk pace, which leads to good progress in pupils' learning. For example, successful features of good numeracy lessons include the provision of exciting activities, which carefully build on prior knowledge, challenge development and encourage pupils to think for themselves. For example, 'Mental Maths Bingo' was used to motivate and encourage the skills of pupils in a Year 3 class. Through the setting of this challenging task, the teacher encouraged them to use key vocabulary and this promoted the learning of new concepts.

30. Good teaching of science throughout the school leads to consistent progress across the school. The teaching of information technology is inconsistent and subject knowledge is variable. Teaching in religious education is satisfactory overall and teachers ensure that pupils consistently acquire new knowledge and skills throughout the school by clearly planning from the locally agreed syllabus. The quality of teaching in Key Stage 2 is good and incorporates interesting visits to achieve interest and progress for pupils. Art teaching is generally effective with many teachers having a personal enthusiasm for the subject. In physical education, teaching is at least satisfactory and some examples of good teaching were observed when expectations of behaviour and achievement were high.
31. Teachers and support staff use good strategies to help pupils who have special educational needs. The quality of pupils' individual education plans is good. The targets are broken down into small steps and tasks are well matched to the pupils' individual needs. Teachers focus on specific targets and help pupils to achieve them. Good assessments of pupils give teachers a clear understanding of their abilities.
32. Class teachers recognise the needs of bilingual pupils and teaching expertise is used well to move the pupils on in their learning. For example, assessments are made through the lesson and the next step forward discussed with the class teacher. Groupings of pupils give sufficient opportunities for pupils whom English is an additional language, to practise speaking in English with other children. The teaching of bilingual pupils in small groups is always good. It is characterised by careful explanations, well-chosen activities and good use of resources.
33. All pupils are given clear oral assessments about their work and teachers monitor it regularly. The marking of pupils' work is inconsistent throughout the school, but where practice is good, comments are used to provide challenge and to give encouragement to them. Homework is used satisfactorily to extend what is learnt. Children in both the nursery and the reception classes take books home on a regular basis to share with their parents. They are also given relevant activities to do at home that relate to their topic at school. Homework in both Key Stages 1 and 2 is less well developed and inconsistent in approach. However, the school is aware of this and has recently drawn up a draft homework policy in consultation with the parents.
34. The quality of teaching has improved significantly since the last inspection and makes a positive contribution to the standards attained and the quality of education provided.

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

35. The quality and range of learning opportunities provided by the school is good and has a positive impact on the progress made by its pupils. The school meets the statutory requirements including the provision of religious education. Since the last inspection the school has worked hard to improve the balance of the curriculum. The curriculum for children under five is now very well balanced and the effectiveness of the planning is excellent. The amount of teaching time in Key Stages 1 and 2 has been increased to meet national guidelines and time given for each subject is now consistent throughout the school. Priorities have been appropriately set to meet the needs of the school and national initiatives. A good start has been made in implementing the numeracy strategy and the literacy initiative has had a significant impact on standards. Additional literacy support is provided for targeted pupils and this is effective in

raising standards. The core subjects are securely in place and religious education is taught in accordance with the locally agreed syllabus.

36. Most other subjects have policies and schemes of work, although there is no scheme of work for art and physical education. Others are quite new, in draft form or not fully implemented. When these are fully in place schemes of work have a good impact on practice. For example, the comprehensive scheme of work for history ensures that there is a consistent approach to the teaching of historical skills. However, the continuity of learning is limited in subjects such as geography, which are taught in one term only during each year. A sound programme of after-school clubs, which include physical activities taught such as rugby, football, basketball, a lunchtime dance class and choir, enhances the curriculum appropriately.
37. Provision for special educational needs is good and has a positive impact on pupils' progress. Pupils are well supported in both the classroom and through withdrawal and progress is carefully monitored to ensure that work is set at the right level.
38. The school very effectively plans and manages the curriculum to ensure pupils of all backgrounds and gender have equal opportunity to the curriculum. A strong feeling with regard to these issues is evident in the aims of the school and in its practices. Performance is monitored for ethnic minority achievement and action taken to address any weaknesses identified. The school is also used as a base for the Caribbean Volunteer Readers and Performers Project who are currently working closely with Year 2 pupils to improve achievement.
39. The school makes good provision for personal, social and health education. Sex education is taught in line with the guidance from the local education authority. Parents are informed about the school's approach and invited to come in and talk about any concerns. Circle time is well established and provides a good forum for drugs education. Good arrangements are made for transfer from the nursery to the reception class and links are being forged with the many secondary schools pupils transfer to.
40. Links with the community are very strong. For example, community service volunteers have prepared the school garden plots, improving opportunities for learning from the environment. They have also supported artwork in Year 6. The school makes good use of local facilities such as local museums, parks and docks. Pupils have also been involved with local community projects such as 'Safer route to school' and are closely linked with a multi-national chemical industry. The school is starting to benefit from involvement with the wider community as pupils increase their skills in using technology such as the Internet. As part of Black History Week an impressive number of visitors came from different parts of the world. These included the High Commissioner from Barbados and an international basketball player. These provide very positive role models for pupils.
41. The school is very involved with the local cluster group. Co-ordinators meet regularly and the curriculum benefits from schemes of work that have been developed together. There are also conferences to discuss whole school issues and to provide support. The cluster group provides a forum for pupils to be involved in joint curriculum activities. The school has good links with parents, especially those with children in the early years. The school maintains very good relationships with educational institutions through teacher training partnerships.

42. The school very effectively cultivates pupils' personal, spiritual, moral, social and cultural, development. Assemblies are well planned to explore values and beliefs and link to the programme for religious education.
43. Significant progress has been made since the previous inspection, which judged spiritual development to have some weaknesses. This aspect is now good, is an integral part of the religious education policy and includes appropriate contributions from acts of collective worship. For example in an assembly, pupils listened to a story about Noah and were encouraged to think about the importance of promises. They then reflected on the value of their own promises to themselves and others. In a delightful moment in a religious education lesson, pupils developed insights into the beliefs of a boy who had volunteered to say a prayer in Arabic.
44. The promotion of moral development is very good. School rules are prominently displayed throughout the building ensuring that all who enter are clear about the code of behaviour. Each class has its own code of conduct, and there is an emphasis on conflict resolution if any rules are broken. An effective reward system motivates pupils to work hard and behave well and is celebrated in the achievement assembly at the end of the week. Pupils have clear ideas of right and wrong and older pupils also apply these to wider issues, apparent in the writing about the life of Nelson Mandela. The peer mediation arrangements provide the mediators with valuable experience in helping other pupils sort out problems. The idea of conflict resolution is further strengthened when pupils mark Remembrance Day and then discuss worldwide issues such as racism.
45. Provision for social development is very good. Pupils are encouraged to co-operate to share ideas and in lessons such as maths they work together in pairs to solve problems. Independence is encouraged from the start and even the very young take registers to the office. Responsibility is developed through a range of jobs such as dinner monitors, opportunity to voice opinions at the school council and initiatives such as peer mediation. 'We are special' displays raise self-esteem and also promote a sense of community in the school. Responsibility for the wider community is encouraged, for example, by giving harvest gifts to a local senior citizens residential home.
46. There is very good celebration of cultural diversity in displays, the curriculum, and in particular Black History Week. Pupils are encouraged to appreciate a variety of cultures through work in the different areas of the curriculum. For example, they study the work of authors, poets and artists and add to their understanding by visiting places, such as art galleries and the newly opened Opera House at Covent Garden. They visit local churches and mosques, celebrate festivals and value different languages and scripts. For instance, some pupils have made Diwali cards with a message in a Hindi script, and different number systems are displayed in some classes. The school encourages visits from novelists and writers, particularly black writers. Children have been involved in their own musical productions and a number of poems have been published.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school provides good care for all its pupils. Staff know individual pupils and their backgrounds well, including those from a wide range of ethnic groups and those with special educational needs. They are fully aware of their personal, emotional and educational needs and provide support and guidance in a sensitive and helpful manner. The school takes good steps to ensure the health, safety and security of all pupils. Child protection procedures and staff

awareness of issues are good, although the current policy is still in draft form and does not reflect the good practice.

48. The school has very effective procedures to promote and monitor attendance, which has had a significant impact in improving overall levels of attendance. Procedures to identify lateness are good, but have yet to significantly reduce the number of persistent offenders.
49. The school has a very good, positive, behaviour policy, with a strong emphasis on praise and reward. This has been carefully developed and reviewed to take account of pupils' patterns of behaviour. The majority of staff implement the procedures consistently and this has had a positive impact on standards of behaviour. In a minority of lessons, inconsistent application of the policy results in unsatisfactory behaviour and response from pupils, which has a detrimental effect on their achievements. An impressive number of initiatives to deal with pupils with behaviour problems and low self-esteem are having a positive impact on standards. For example, the provision of a lunchtime dance lesson produces excellent response from pupils, with a positive development of their self-esteem. The wide range of activities provided in the playground has a very good impact on behaviour at playtime and lunchtime. The school has effective systems to deal with any bullying or challenging behaviour.
50. Since the last inspection, the school has developed thorough assessment procedures to assess the progress of its pupils. These are manageable and effective and used to inform future planning. Procedures are very good for the youngest children. The good use of information gathered has a positive impact on the academic and personal progress made by children in the nursery and reception classes. The individual education plans for pupils with special educational needs are detailed and support the pupils' academic and personal development needs. These are well used and contain clear learning objectives for each individual. Information is shared with parents through the annual written reports and regular consultation evenings.
51. The consistent monitoring of pupils throughout the school enables good individual support to be given to all children, especially in relation to English, mathematics and religious education. The recent review of procedures has clearly identified minor inconsistencies, such as in marking work constructively, and the school has clear plans for improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has effective links with parents to consolidate and develop pupils' learning and is making good efforts to further extend this partnership.
53. Parents are satisfied with standards achieved and have no major concerns about the school. They receive good information about their children's progress in annual reports and at termly consultation sessions. Reports are particularly good in informing parents about progress in English and mathematics. The school has recognised current shortcomings in the consistency of information provided and intends to improve the quality of reports for religious education and information and communication technology.
54. The provision of information from home to school is satisfactory. Appropriate use is made of newsletters and the recent introduction of termly information on the curriculum is helpful. Home/school reading records are used well in Key Stage 1 but this is less consistent for older pupils. A satisfactory home/school agreement and homework policy have been recently adopted. The governors' annual report is a well produced and an informative document.

55. Parents and teachers of the youngest children have good contact at the start and end of the day and this assists children to settle into school well. A small number of parents provide effective help in the classroom. The school makes very good efforts to involve parents in issues such as the curriculum, behaviour management and attendance.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher provides good leadership for the school. The leaders of the school and majority of staff share a common sense of purpose and put the development of pupils first. Teamwork is well established and the headteacher, her deputy and all governors have taken steps to make their work more effective. There is very good delegation to staff with management responsibilities and they take active steps to improve both their knowledge and that of the other staff. Governors have a good sense of the strengths and weaknesses of the school and work positively with staff. The governing body has good levels of expertise and is well organised and thorough in its approach. They take a keen interest in the way the school is perceived locally, in both the achievement and welfare of the pupils. They meet their statutory responsibilities. This is a significant improvement since the last inspection when governors were judged to be insufficiently involved in the management of the school.
57. The senior management team rigorously monitors teaching throughout the school and evaluates its effectiveness thoroughly. This is also used effectively as part of the appraisal procedure. Curriculum planning sessions have been formalised and very good use is made of expertise within the school to demonstrate high quality practice. Both the headteacher and her deputy have carefully analysed where teaching is weak and support is needed. Progress is carefully evaluated against National Curriculum results and learning is accelerated where necessary. For example, booster sessions for core subjects are introduced during the term before the standardised tests take place.
58. The management of the school's finances is good. The headteacher provides regular reports to the governors who review the budget in detail. The school development plan drives well the financial planning in the school. The day-to-day administration of the school finances is undertaken efficiently. Administrative staff support the school very well, working to aid its smooth running and keeping intrusion into the working day of pupils and staff to a minimum. The recommendations raised in the last auditor's report into the school's finances have been dealt with appropriately.
59. Through the provision of up-to-date financial information, the senior management and governors are able to monitor the budget more efficiently. A new system of information technology has been introduced recently to track pupil mobility. This enables senior management to plan for this movement, which has a particular affect on the National Curriculum assessment tests at the end of Key Stage 2.
60. The governors are shrewd and aware of best value principles. For example, they employ the premises officer to clean the school, which is cost effective. They invite formal tenders for building maintenance and have set criteria for selecting contractors.
61. The school has a good number of teaching staff who are appropriately qualified and experienced to teach primary-aged children. The good number of support staff, including those involved with special educational needs and English as an additional language, are highly valued and work in an effective partnership to provide an education of good quality for all children.

The school uses the specific Ethnic Minorities Achievement grant well and carefully ensures that good learning opportunities are provided with the fund. The school has very good systems for the induction of staff new to the school and provides good support for both newly qualified teachers and students from their partner institutions.

62. The accommodation is satisfactory overall and is well maintained by the premises staff. There are two safe and secure outdoor areas for the under fives which has a good impact on the learning for both nursery and reception children. The remainder of the playground is cramped and there is no grass area for sports. This makes it unsuitable for games sessions. Some of the fabric of the building is in poor condition and is in need of urgent replacement. For example, the windows in the tower block need replacing.
63. The school is well resourced in all areas of the curriculum and this provides good support for teaching and learning. For example, the library is well resourced and attractive and this greatly supports children's learning, especially in literacy. Resources for special educational needs and pupils who use English as an additional language are also good and meet their needs well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to further raise standards and the quality of education, the governing body, headteacher and staff should:
- Put in place a structured programme for teaching speaking and listening skills. (Paragraph 89)
 - Continue the drive to raise standards in literacy and numeracy in line with the strategy outlined in the school development plan. (Paragraphs 88, 96)
 - Continue to improve standards of competency in all areas of information and communication technology by ensuring that teachers' knowledge and understanding of this subject is consistent across the school. (Paragraph 128)
65. In addition to the key issues above, the following less important points should be considered for inclusion in the action plan;
- Improve presentation skills. (Paragraph 100)
 - Replace the windows in the tower block, which are in urgent need of repair. (Paragraph 62)

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

66. Pupils who speak English as an additional language make steady gains in speaking, listening and in literacy, reaching standards which are broadly satisfactory for the amount of time they have spent in the school. However, the speaking skills of the bilingual pupils, in common with those of many pupils in the school, are limited in terms of the range of purposes for which they speak and this impedes their progress in writing.
67. The school has a very high proportion of pupils speaking English as an additional language. There is significant mobility in the school population with many pupils frequently changing school while some are also new to the country. The school has a strong commitment to welcoming pupils from diverse backgrounds and all teachers make a significant contribution to the learning of bilingual pupils enabling them to make good progress.
68. Specialist Ethnic Minority Achievement (EMAG) teaching is good and has a positive impact on pupils' learning. For example, when the EMAG teacher takes the literacy lesson in a reception class, she helps the very newest pupils enjoy a story and begin to learn how to behave in a large group. Her approach is lively, making holding the book the right way into a game and successfully reinforcing ideas about the direction of print. There is a good focus on learning initial sounds and plenty of involvement with children who are given opportunities to write letters on the board to show what they can do.
69. Pupils are withdrawn for lessons for well-considered reasons. For instance, some Year 4 pupils tend to be reticent about answering question in the class. However, in a small group they gain confidence and have plenty of opportunities to express themselves. Well-paced activities enable them to make very good progress in drafting their work for correct tenses, basic punctuation and coherent sentence structures. In these small group tasks, pupils are enthusiastic about editing a passage for errors, adding full stops or capital letters, spotting gender mistakes and improving coherence. Role-play helps them improve their spoken language. They have good recall of parts of speech and give examples of adverbs and adjectives to add to sentences but are far from using these in their written work.
70. Good access is provided to all National Curriculum subjects and difficult concepts are dealt with sensitive teaching. For example, in a Year 6 history lesson good use of questioning helped a group of pupils interpret the family tree of the Tudors. The teacher listened carefully to the pupils' ideas and responded to clarify their thinking. She skilfully turned the succession of the Tudor kings and queens into a story, using the names of the pupils in the group and successfully gained the interest of one boy who hitherto had found the subject too abstract to understand.
71. The school takes good care of its bilingual pupils. Records are generally thorough and teachers know pupils well. The current system for assessment of levels of English is reviewed. In the meantime, there is good ongoing assessment of learning by the EMAG teacher and lesson plans are well focused on the learning needs of individual pupils. Links between EMAG and class teachers are good, with evidence of joint planning. The impact of EMAG support staff is yet to be felt as these are newly appointed and due for training.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	17	47	30	4	-	-

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50	381
Number of full-time pupils eligible for free school meals	-	269

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	113

English as an additional language	No of pupils
Number of pupils with English as an additional language	247

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence	%
School data	3.1
National comparative data	5.4

Unauthorised absence	%
School data	2.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	34	37	71

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	31
	Girls	30	29	34
	Total	54	52	65
Percentage of pupils at NC level 2 or above	School	76	73	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	29	31
	Girls	30	34	33
	Total	55	63	64
Percentage of pupils at NC level 2 or above	School	77	89	90
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	25	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	15	20
	Girls	14	13	20
	Total	23	28	40
Percentage of pupils at NC level 4 or above	School	45	55	78
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	16	17
	Girls	15	16	20
	Total	24	32	37
Percentage of pupils at NC level 4 or above	School	47	63	73
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	116
Black – African heritage	193
Black – other	6
Indian	5
Pakistani	0
Bangladeshi	10
Chinese	6
White	94
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	6	-
Black – African heritage	3	-
Black – other	1	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	7	-
Other minority ethnic groups	-	-

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19.5
Number of pupils per qualified teacher	20.83:1
Average class size	23.4

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	275

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	12.5:1
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FTE means full-time equivalent.

Financial information

Financial year	98/99
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	£
Total income	1,066,524
Total expenditure	1,046,678
Expenditure per pupil	2,395
Balance brought forward from previous year	27,136
Balance carried forward to next year	46,981

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	297
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	65	31	4	0	0
Behaviour in the school is good.	42	46	4	4	4
My child gets the right amount of work to do at home.	23	46	15	15	0
The teaching is good.	58	31	12	0	0
I am kept well informed about how my child is getting on.	42	35	19	0	4
I would feel comfortable about approaching the school with questions or a problem.	54	38	0	4	4
The school expects my child to work hard and achieve his or her best.	58	31	0	0	12
The school works closely with parents.	38	46	12	4	0
The school is well led and managed.	50	42	0	4	4
The school is helping my child become mature and responsible.	38	54	4	4	0
The school provides an interesting range of activities outside lessons.	46	19	15	4	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. Children enter the nursery class when they are three years old and there are two intakes each year, at the beginning of the autumn and spring terms. They are accommodated in a 50-place unit on a full-time basis. At the time of the inspection, a number of children were joining the nursery for the first time. About two-thirds of the children transfer to one of the three reception classes when they are about four and a half. During the week of the inspection, approximately half of the children in reception had just started school.
73. Children enter the nursery and reception classes with overall levels of attainment that are well below average, particularly in the important areas of language and literacy. Although children's progress is good overall, by the time they are five most are still below the expected targets for this age. Their attainment in language and literacy is still well below that expected for their age. Children who have attended the school's nursery are more confident in all areas of learning and it is clear that this provision has a very positive impact upon their learning.
74. Both the nursery and the reception classes have appropriate teaching areas that attractively display and successfully celebrate the work of the children. There are also good secure outdoor areas for play which promote well the physical development of the children

Personal and social development

75. The majority of children come to the nursery happily and are eager to explore new experiences. They are beginning to develop confidence, motivation and are learning to behave appropriately. Most are keen to take part in activities and enjoy working individually. Although some children are still rather dependent on adults, they are learning to operate independently within a secure environment. For example, they have started to visit the toilet themselves and know that they must wash their hands afterwards. They are beginning to be able to wait their turn for equipment and are starting to learn to understand the importance of fairness. The children are learning to sit together, enjoy a school lunch with their friends and share special events such as birthdays. Children in the nursery are developing their ability to concentrate and this is particularly evident when they use the computers. They have also started to show an appreciation of the immediate world around them by respecting the nursery environment and its routines. They are given good opportunities to be involved in the wider school environment by joining in Christmas festivities and other celebrations.
76. Children under five come enthusiastically to reception and are continuing to gain confidence and independence. They are learning to work together and are gradually starting to listen to each other. They follow instructions well and often listen attentively. By the age of five, children have made good progress, but because their social skills are so limited on entry, their development in this area of learning is still below expected levels.

Language and Literacy

77. Good planning in the nursery provides children with opportunities for developing speaking and listening skills. Children are starting to recognise and sing both nursery rhymes and songs with confidence. Nursery staff are good at encouraging children, for whom English is an additional language, to speak and they achieve this through the use of hand movements. Children are

encouraged to experiment freely with paper and writing tools and are developing an understanding that print carries meaning; for example, in the 'office area' they are given typewriters and keyboards to experiment with writing. Reading related opportunities are provided for children to gain early skills. Staff share quality 'big books' with groups of children or they encourage them to look at books on an individual basis in the reading area. Children are taught to recognise their own names and are given books to take home to share with their parents on a regular basis. Detailed assessments are made on a regular basis to ensure that all the children are making good progress.

78. Children continue to make good progress in reception with literacy skills but, by the time that they are five, their standards are still well below the expected levels for their age. They know a good number of nursery rhymes and songs and are continuing to develop their ability to listen to each other's news. They are able to communicate with each other using key words and, in imaginative play situations such as 'The Shop', become engaged in simple dialogue. Children are slowly developing their ability to listen to stories attentively with varying degrees of success. The higher attaining children confidently identify the characters in the story, make careful observations from the pictures and recognise simple rhyming patterns. Those who have been in school for a longer time are able to handle books carefully and know how they are organised. Children develop their writing skills further by drawing letters in the air, using sand and clay to form letters, and all 'write' freely in their books.

Mathematics

79. Staff in the nursery, plan interesting mathematical activities to promote learning and this ensures that the children make good progress. Attainment is very variable and tends to depend on the length of time the children have been attending the nursery. The higher attaining or older children count orally to five and most know all colours, including silver and gold. The lower attaining or younger children are just starting to recognise basic primary colours and counting skills. All children are learning to match shapes using wooden jigsaws with varying degrees of success and are starting to order objects by size. They carry out activities that involve mathematical language and learn to understand vocabulary such as 'in, on, and above'. The children are also starting to recognise shapes such as circles and squares.
80. Children continue to make good progress in mathematics during their reception year, but by the time that they are five, standards are still below the nationally agreed levels for their age. Children who have been in reception for one term are developing their oral counting skills and the higher attaining children confidently recognise numbers up to ten and beyond. They can count small numbers of objects with reasonable accuracy but have little understanding, as yet, of early practical addition or subtraction. The higher attaining are able to confidently identify a variety of two-dimensional shapes and use mathematical language such as 'big, little, small and large' with meaning. All children develop their ability to copy patterns using coloured bricks and became familiar with money through play.

Knowledge and understanding of the world

81. Teaching in this area is good in both the nursery and reception classes and prepares children well for the National Curriculum. By the age of five, the children have made good progress, but levels of attainment in the geographical, historical and scientific aspects of this area of learning are below that expected. Teachers in both the nursery and reception classes use the school well to develop the children's understanding of their local environment. Children are beginning to see their homes in the wider context of the local community. Interesting displays

are created and good opportunities for work with clay, sand and water are planned for. Children enjoy looking at living things such as worms and are encouraged to learn about plants and flowers.

82. Attainment in the technological aspects of the knowledge and understanding of the world is as expected by the age of five. Good use is made of information technology to support the children's learning across a range of areas in both nursery and reception classes. Children confidently develop their hand and eye co-ordination as they use the mouse as a control panel. For example, children create patterns and pictures in a wide variety of colours on the computer screen and develop their counting skills using mathematical games. Higher attaining children, and those with special educational needs use the computer well to communicate and write stories. By the age of five, many children are able to use large construction kits and make models from a variety of different materials. Activities which promote sticking, cutting and joining skills provide the children with opportunities to experience a variety of different materials.

Physical development

83. Children enter the nursery with poorly developed physical skills. However, the provision of good resources, thorough planning, and good teaching, ensures that good progress is made in both nursery and reception and, by the age of five, children are just below the targets set for this area of learning.
84. Children in both the nursery and reception classes move around the classrooms appropriately and their co-ordination is encouraged through the use of safe, secure outdoor areas. Large wheeled toys, climbing equipment and balls are used with developing skill and control. Reception children are developing their ability to throw and catch beanbags and are gaining some confidence using the space in the school hall.
85. Good opportunities are provided for the children to develop their fine motor skills. They confidently learn to handle small objects accurately in small construction and play activities, such as sorting and threading. They use pencils, crayons and paintbrushes with varying degrees of success and substances such as play dough and sand are used to develop their manipulation and control.

Creative development

86. Teachers provide well for children's creative development in both the nursery and reception classes. All adults take an active part in the activities and opportunities to guide and extend children's development are rarely missed. Children come to school with poor creative skills and although they make good progress, by the age five, their skills are still below the expected levels. Many good quality opportunities are provided to stimulate their imaginative experiences. For example, opportunities for creative skills are evident through the use of role-playing facilities such as 'The Shop'. This is used to develop structured talk, play and social interaction. Opportunities for the children to make their own pictures helps them to develop their drawing skills, and higher attaining children draw simple observational drawings. Children are learning to sing with confidence and a wide number of opportunities are provided for them to express ideas and communicate feelings through a wide range of musical activities. For example, the nursery unit and each reception class have a music table where children can freely experiment with instruments and experience for themselves how they sound when these are tapped or shaken. Higher attaining children in reception can clap back simple rhythms.

Creative development in the nursery and reception classes is promoted further through sand and water play where children talk eagerly about their experiences. Painting, drawing and model-making activities also stimulate their imagination and encourage responses to patterns, colours and their surroundings

87. The previous inspection report found that there were an insufficient amount of opportunities for the children to extend their individual enquiries and interests. The nursery now provides many areas of focus for children to explore freely. The outdoor area has also been improved since the last inspection and the accommodation now gives no cause for concern. Lunchtime arrangements have also been improved and are now pleasant social times where the children can relax and enjoy the occasion. The quality of the staffing in the three reception classes has become more consistent through internal deployment changes and the appointment of new high quality staff with specialist training in early years.

ENGLISH

88. Standards in English at the end of both key stages are below national averages. Results are slightly lower at Key Stage 2 than at Key Stage 1. During the previous inspection, standards were judged to be satisfactory at the end of Key Stage 2 but unsatisfactory at the end of Key Stage 1. The changes in standards are explained by the high numbers of pupils who attend the school with special educational needs and those who use English as an additional language. There is also considerable mobility throughout the school, particularly in Years 5 and 6. Standards at the end of Key Stage 1 are above average in both reading and writing when compared to similar schools. Standards at the end of Key Stage 2 are broadly in line with those of similar schools.
89. Many pupils enter school with only a limited range of language experiences. By the end of Key Stage 1, despite the enriching experiences of the school's early years department, many pupils are still not listening intently. There is a lack of variety and interest in the choice of words they use and sentences are generally short and simple. By the end of Key Stage 2, pupils talk readily but many make grammatical errors, use a limited range of vocabulary and do not express themselves in extended sentences. Pupils listen appropriately in small groups but they do not have sufficient opportunities to develop their listening skills through reporting, discussion and debate. Throughout the school there is a lack of a focused structure to aid the teaching of both speaking and listening skills and this is a weakness. In Key Stage 1, pupils are given sufficient opportunities to develop focused listening skills. In Key Stage 2, pupils are not provided with regular sessions, which focus specifically on the development of both speaking, and listening skills.
90. Reading standards are below the national average in both key stages. Although many pupils have made a sound start in reading by the end of Key Stage 1, they are often reluctant to use the phonic strategies they have learnt and their limited spoken language skills prevent them from making guesses at what new words in their books might be. At the end of Key Stage 2, a few pupils are reading at the expected level and can express their preferences for authors and different types of books, as well as discussing plot and character and are showing good skills in reading for information. However, the majority still read hesitantly and are often unable to predict what a word is likely to be because of their own limited range of experience of English.
91. Writing standards are well below the national average in both key stages. Pupils make a slow start with their writing, and by the end of Key Stage 1, are still struggling with basic spellings

and punctuation. Their pieces of writing are often short and, like their speaking, do not contain a variety of interesting or imaginatively chosen words. This is similar in the written work in Key Stage 2, where, although writing, spelling, punctuation and grammar show good improvement, pupils rarely manage to vary writing styles to suit their range of purposes. This is despite the good models that are given to them in their class reading sessions and the constant reminders from their teachers about how to make writing interesting or remarkable.

92. Although standards are well below national averages, pupils are making good progress in relation to their prior attainment on entry to school. This good progress can be attributed to the thorough and carefully structured way in which teachers develop literacy across the range of subjects. Pupils with special educational needs and those who use English as an additional language, also make good progress.
93. Pupils' response in lessons makes a positive contribution to their learning and the good progress that is made. Most enjoy their work and, when they are appropriately stimulated, are eager to learn. Pupils respond well to good teaching and positive attitudes. They are frequently interested, concentrate well and keen to participate. Older pupils in Key Stage 2 work well in groups and the majority settle well to the tasks. Behaviour in English lessons is generally satisfactory. However, a minority of pupils do become restless and unmotivated as a response to unsatisfactory teaching.
94. Overall teaching is good throughout the school but varies from very good to unsatisfactory. Teaching skills are particularly effective at the top end of Key Stage 2 where there is a focus on calm, quiet management, well organised classrooms, clear objectives for lessons and sensitive questioning skills. Successful lessons also incorporate activities that match the differing needs of all the pupils. Lessons are unsatisfactory when the pace is poor, learning objectives are unclear, knowledge is imperfect and pupil management weak.
95. The highly effective co-ordinator ensures that there is a suitable range of materials to promote literacy skills. Teachers' planning is also successfully managed and teaching is monitored effectively throughout the school. The school checks and evaluates test results regularly, makes the necessary changes to support any weak areas and this leads to improvements.

MATHEMATICS

96. Standards at the end of Key Stage 1 are broadly in line with the national average but well below the national average at the end of Key Stage 2, although a minority of high attainers are working in line with the expected levels. A consistent influx of pupils into the school and considerable pupil mobility is one of the reasons for this dip in standards at Key Stage 2. There has been a steady rise in standards of attainment at the end of Key Stage 1 over the past three years and results are well above those in similar schools. Results at the end of Key Stage 2 dipped considerably in 1997 and 1998 but rose dramatically in 1999. In comparison to similar schools standards at Key Stage 2 are above average.
97. At the end of Key Stage 1 pupils count in twos, fives and tens using a hundred square grids. They write numbers from one to a hundred onto a grid square and undertake addition and subtraction up to ten or sometimes twenty. Pupils use simple graphs and show some understanding of interpreting simple data. They estimate measurement and identify halves of given shapes. Pupils record time, add coins of up to twenty pence and confidently solve simple oral problems. At the end of Key Stage 2, pupils further develop their computational skills. They are able to multiply two digit by two digit numbers and some are able to multiply three

- digit by two digit numbers. Many pupils are confident in using multiplication tables up to ten and are able to explain alternative strategies used in mental calculations. Calculators are used appropriately to check answers. Some higher attaining pupils have a good grasp of decimals and problem solve. Pupils confidently work on data analysis, graphs and the exploration of the properties of three-dimensional shapes. Higher attainers are able to read and plot co-ordinates.
98. All pupils make good progress in mathematics, including those with special educational needs and those who use English as an additional language. Numeracy skills are developed in other areas of the curriculum through, for example, data handling and information technology. However, teachers do not yet fully exploit the use of information technology during mathematics activities.
99. Pupils enjoy mathematics lessons. They show great enjoyment of mental mathematics, especially when there is a slightly competitive edge or tight time limit to the task. During whole class sessions, pupils are almost always keen to offer explanations of how they worked out an answer. They show respect for the efforts of each other, especially in the Key Stage 2 classes. Pupils' work especially well together in pairs and in groups, particularly in Years 5 and 6. Equipment is used sensibly and pupils collect and distribute resources responsibly in lessons. Although most pupils concentrate well in lessons, a minority, mainly in Key Stage 1, are easily distracted from the task in hand and become noisy and disruptive when their behaviour remains unchecked.
100. The quality of teaching is good in both key stages. Over half the lessons observed were good and one was very good. Of the remaining lessons observed, only one was unsatisfactory and this was due to weak management and lack of challenge. The school has worked very hard indeed to improve the quality of teaching in mathematics and has been very active in implementing the National Numeracy Strategy initiatives. Teachers demonstrate good knowledge and understanding of the subject and plan lessons carefully to ensure that pupils of all abilities work at appropriate tasks in line with their attainment. The majority of lessons are conducted at a lively pace, with a range of motivating and challenging mental maths activities at the start of each lesson. Lessons at the upper end of Key Stage 2 are consistently well managed and structured, catering well for a very wide ability range. Very good teaching takes place in Year 6 when pupils are challenged to demonstrate a variety of different strategies, for example in multiplication, and increasingly complex tasks are given within a time limit. However, in a few lessons teachers tolerate unnecessarily noisy group work, which detracts from the good whole class teaching undertaken earlier in the lesson. Particularly good features of teaching are the ways in which teachers extend and develop the range of pupils' mathematical language and use probing questions to challenge mental processes. This is of great benefit to all pupils, especially for those learning English as an additional language. Teachers offer useful feedback to pupils during teaching sessions and make good use of plenary sessions to do this. Marking of work is inconsistent throughout the school and there is insufficient attention given to the presentation of work, particularly at Key Stage 1. Approaches to the setting and marking of homework are also inconsistent.
101. Weaknesses in the teaching, which were identified in the previous report, have, in the main, been addressed. The quality of teaching has been enhanced by model demonstration lessons by the co-ordinator, additional in service training courses and booster class training for the upper Key Stage 2 teachers. More strategies have brought about a rise in standards of attainment.
102. The subject is well led by a highly enthusiastic and well-qualified co-ordinator, who has been instrumental in developing the school's positive approach to the introduction of the National

Numeracy Strategy. The planned introduction of booster classes for the end of Key Stage 2 pupils, together with additional staff training, reflects the whole school commitment to raising standards in the subject. Resources are good and are well used in lessons.

SCIENCE

103. Standards at the end of both key stages are satisfactory. Since the previous inspection, there has been an improvement in the level of pupils' knowledge and understanding at Key Stage 1. Standards at Key Stage 2 have improved during the past two years. When compared to similar schools, standards at the end of both key stages are well above the average for similar schools.
104. By the end of Key Stage 1, pupils confidently identify parts of plants, know about seed dispersal and understand that both light and water are required to make them grow. They make simple electrical circuits and study animals when finding about about life processes. They appropriately take part in investigative work and record their work in a variety of ways.
105. Most pupils in Year 3 know that light cannot pass through all materials and, by Year 4, correct use is made of scientific vocabulary, such as translucent. Pupils in Year 5 are able to predict which soluble substances will dissolve in water and offer interesting reasons why this happens. By the end of Key Stage 2, pupils confidently design their own tests to assess the strength of bricks that they have made.
106. All pupils make good progress throughout the school, including those with special educational needs and those who use English as an additional language. Although results from recent National Curriculum tests indicate that boys achieve less well than girls, there were no appreciable difference in their performance in their project work seen during the week of inspection. Pupils like science and are enthusiastic in lessons. They are careful in their experimental tasks and work well in both pairs and small groups. Behaviour in class is generally good.
107. Teaching is generally good and learning objectives are achieved. Teachers ensure that the pupils work at a brisk pace and learn about a range of topics. They use a systematic approach to the teaching of science and good use is made of well-organised topic boxes. Pupils learn easily as a result of the emphasis on practical investigations, which they enjoy. These changes have had a beneficial effect on the quality of teaching and learning since the last inspection. During science lessons, pupils acquire new knowledge and work productively. Teachers' subject knowledge is sound and pupils are challenged with thoughtful questioning. Effective lesson plans ensure a variety of approaches and usually include a formal introduction, which is then followed up by investigative work. The majority of teachers have built up good relationships with most pupils. Unsatisfactory progress in class is directly related to poor classroom management and a lack of focus.
108. Senior management has strongly supported the continued development of science. The committed co-ordinator has worked hard with the local teachers groups in an advisory capacity to produce a more finely tuned curriculum. The co-ordinator has begun the process of monitoring and evaluating the teaching and learning of science.

ART

109. Standards of work in art lessons are in line with expectations. Much of the work on display throughout the school is of high quality. Pupils show increasing confidence in their use of a

widening range of media including pencils, paint, charcoal, oil pastels, chalk, watercolour and collage. At the end of Key Stage 1, pupils produce observational drawings, which show a good level of accuracy. They also learn about different painting styles and, for instance, have studied closely the work of Van Gogh and following his example, have produced their own efforts. Pupils at the end of Key Stage 2 concentrate well on producing the fine detail characteristic of Tudor portraits. They showing increasing control of the media they choose, and both skilfully evaluate and modify their work. Throughout the school, pupils show a real interest in the works of well-known artists and recognise some of the most familiar names and the styles for which they are famous.

110. In the last inspection art was judged to be a real strength of the school and this remains so. The lessons seen and the quality of work produced indicate that teaching is effective and enables pupils to take pride in their achievements and make good progress. Teachers have great personal enthusiasm for the subject and plan carefully within their phases to provide the range and quality of experiences that contribute to good quality output. They teach basic art skills well, such as shading with chalk and charcoal, and have high expectations of what pupils can achieve. Teachers manage pupils effectively and share their own enthusiasms for art and artefacts successfully. This encourages pupils to become very motivated, and they listen and concentrate well.
111. The coordinator has carried out a useful audit of resources in the school and collaborated with colleagues to find out what more they need. There is no scheme of work on which teachers can build their planning but this has not had a negative impact on standards. The curriculum is enriched by both outings to art galleries and through visits from local artists. Their stimulating input is responsible for some impressive portraits currently on display in the school.

DESIGN AND TECHNOLOGY

112. Only a few lessons were seen and none were observed at Key Stage 2. However, evidence from the lessons seen, scrutiny of work and discussions with pupils, indicates that the school has made sound progress in design and technology since the previous inspection and standards are now satisfactory. This subject now has a secure place in the curriculum and progress by all pupils throughout the school is good.
113. By the time pupils reach the end of Key Stage 2, pupils have developed a satisfactory sense of the process of designing, making and evaluating. They describe pop-up toys made in the previous year and know about how they work in relation to use. Pupils also know that accurate measurements are required in the initial planning. They talk about checking and needing to make alterations. They have good recall of the health and safety aspects of food technology in terms of hygiene and in the use of equipment.
114. The quality of teaching is satisfactory at Key Stage 1. For example, teachers help pupils to evaluate the strength and suitability of materials for making houses and provide a range of materials so pupils can select those appropriate for their designs. However, although teachers give pupils' opportunities to design, planning is rather weak at times. Only a few pupils' draw plans incorporating their chosen materials, the rest do not understand what a design is and merely draw pictures of houses. Good opportunities are given for revising what pupils know at the end of the lessons.
115. The scheme of work is relatively new but already it has had a positive impact on design and technology in the school. However, there are insufficient units of work to make clear the

development of skills, knowledge and understanding over time and this has a negative impact on standards at times.

GEOGRAPHY

116. Throughout the school, standards are broadly in line with expectations. There has been particularly good improvement in the work set for older pupils and in the standards that they have reached since the previous inspection. No teaching was seen but scrutiny of work, displays and interviews with pupils indicates that the quality of teaching is variable. Despite good work on the locality at the end of Key Stage 1, some of the topic based work in this key stage still lacks the geographical focus noted in the previous inspection and close attention to specified learning outcomes.
117. Progress in Key Stage 1 is inconsistent. For example, while one class makes progress with map-making skills, local environmental issues and the use of keys and symbols, the other parallel class lacks similar opportunities to gain the same geographical knowledge and skills. In Key Stage 2, progress is more consistent, particularly in Years 5 and 6. Pupils in Year 5 gain a considerable boost to their learning when good teaching enables them to have a sound idea of location, change, and geographical comparisons. In their recall of studies of Castries in St Lucia, pupils show a good sense of direction and distance. They locate Castries as being in the north west of the island, know the main physical features, have good understanding of the value of the banana crop to the economy and of the conflicts that arise from the increase of tourism. They know about latitude and longitude and how to use two-figure grid references. Pupils are interested in their work, are proud of their achievements and very keen to talk about what they know.
118. The arrangements for teaching the subject in one term each year has a negative impact on the continuity of learning and the development of geographical skills, particularly for younger pupils. A good range of resources and visits enhances the subject and teachers use the local environment well. The programme of work provides clear guidance but is not as yet fully implemented.

HISTORY

119. Pupils make good progress throughout the school and, by the time they leave the school, they broadly reach average expectations. Older pupils in Years 5 and 6 have sound sense of chronology and factual knowledge about the topics they study and successfully use a range of resources, including the Internet, to find information about the past.
120. No lessons were observed in Key Stage 1, but displays show that pupils have a sound understanding of the use artefacts and parental experience as primary sources of information. For example, pupils in Year 2 know that the past and present can be demonstrated through comparisons between the use of old utensils, such as washboards and washing machines.
121. Pupils are very positive in their approach to learning about the past and work hard to increase their knowledge. When working in groups, there is a buzz of activity and pupils sustain their concentration. They are proud of their work and older pupils work well in groups and share their research to achieve a good team effort.
122. The quality of teaching in Key Stage 2 ranges from satisfactory to very good and is good overall. When teaching is very good, the impact on pupils' abilities to extract and interpret

information is marked. For example, in a history class a teacher used photographs of her own family to help pupils understand how to read a family tree. She then guided pupils through the family tree of the Tudors and skilfully questioned pupils to help them understand the conventions used, such as the importance of dates when working out the line of succession. Expectations were high and pupils successfully completed answers to questions that reinforced what they learned. In another class the teacher helped bilingual pupils to understand similar concepts when she named the pupils in the group as kings and queens and matched them with some of the events in Tudor times.

123. The subject is well supported by visits and makes good use of local resources and the community. The work done during Black History Week makes a significant contribution to pupils' knowledge and understanding of the contribution made by people from a variety of cultures to the social and cultural development of the world. There are good links with other subjects such as art, when pupils study Tudor portraits and costumes as the basis for work on textiles and embroidery.
124. There has been considerable improvement since the last inspection, particularly in the upper part of the school. The programme of work provides good guidance, clear planning for objectives and a wide range of resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. The previous inspection judged that the teaching and learning of information and communications technology was unsatisfactory. Significant improvements have since been made and the achievement of pupils by the end of Key Stage 1 and Key Stage 2 meets national expectations. They are competent in all the strands of the National Curriculum for this subject.
126. By the time they are seven, most pupils are confident in using a keyboard and mouse. They word process their written work and produce graphics. Pupils enter commands into a programmable floor robot and understand the need to sequence them correctly in order to achieve a specific outcome. By the end of Key Stage 2, pupils have benefited from a range of experiences, which have had a good impact on their learning. They competently access information from a CD-ROM and are able to produce graphics to represent the results of a travel survey. Pupils write and enter simple instructions to control a screen turtle and confidently use a programme that allows them to create a story with music and pictures. Pupils word process extensively and use laptops with confidence.
127. There is satisfactory support for pupils who have English as an additional language or those with special educational needs. A concept keyboard is available for younger pupils and there are programmes for those with specific language and numeracy problems. The school has identified gaps in the pupil's knowledge due to difficulties encountered with the new ICT equipment. For example, Year 6 pupils are receiving specialist teaching on how to use a spreadsheet and to learn the techniques commanding and controlling complex robots.
128. Overall the quality of teaching is satisfactory. The school has recently carried out an audit of teacher knowledge and senior management are aware that skills vary widely. Teachers are gradually gaining more confidence in this subject as they become competent in using the new computers and software. Good practice occurs with new skills being formally taught and demonstrated to either the whole class or small groups, thus enabling all to quickly learn the basics. For example, Year 6 was introduced to a new program to help their mathematics. Teachers make effective use of the knowledge of individual pupils to support the learning of others and pupils in a Year 2 class benefited from the help of more experienced classmates

whilst learning about how to log on and load programs. On occasions, teachers make too little contact with pupils sat at a computer whilst a lesson is taking place and the quality of the learning experience is diluted.

129. Although there is some use of information and communication technology to underpin the learning of mathematics and English, the school recognises that these areas need developing, as does the use of sensors to monitor physical changes in work with geography or science. Pupils use CD-ROMS to find out more about some history topics such as the Tudors and on occasions to extend their knowledge of art and music. Overall, however, there is too little use of computers as a tool to aid learning across the curriculum.

MUSIC

130. No class music lessons were seen during the inspection, since the subject is not timetabled for this half term. However, some pupils played instrumental pieces well on guitars and recorders in assemblies and the majority sang enthusiastically and tunefully.
131. The subject coordinator has worked hard to address the issues of underachievement at Key Stage 2 and limited access to the full curriculum identified in the last inspection. A curriculum map has been recently introduced that helps staff plan within their phases and provides pupils with their full entitlement within the subject. There is intensive enrichment in the subject by arranging visits to concerts by the London Symphony Orchestra and Music for Youth and encouraging the school's participation in local musical activities, such as singing at the Globe Theatre. Pupils experience a range of lively musical activities. Resources in the school are good. The subject is well managed and pupils learning individual instruments are keen and enthusiastic.

PHYSICAL EDUCATION

132. During the inspection it was only possible to see movement and gymnastics lessons at Key Stage 2. No judgements on teaching at Key Stage 1 can be made. Pupils have regular opportunities to go swimming in the summer term in Years 5 and 6 at the local Peckham Pulse baths and the majority are able to swim twenty-five metres by the time that they are eleven. This meets National Curriculum requirements. All pupils make satisfactory progress in physical education.
133. In the movement and gymnastics lessons observed, pupils made satisfactory progress and the standards achieved were in line with expectations. In movement, pupils worked well in pairs to create patterns in movement in response to Tudor music. They watched one another and suggested ways in which they could develop sequences of movement. In gymnastics, pupils worked hard during a rapid aerobic warm up session and then tried out different ways of travelling across mats by stretching and curling. In team games, pupils delight in dodging opponents to reach their goal.
134. Pupils are eager and enthusiastic, although sometimes become over-excited, especially during competitive games and group activities on the mats, when noise levels rise.
135. Teaching is satisfactory overall with some good teaching also observed. Lessons are of a good standard when standards of discipline are high and pupils are asked to demonstrate sequences

to each other in gymnastics. All pupils change into a physical education kit and work barefoot in indoor sessions. Teachers do not always remember to change into appropriate footwear and clothing as well. Where this is done, the teacher demonstrates and participates fully in the lesson and this enhances the teaching.

136. The school is fortunate to have good links with a local football club whose reserve team players visit to undertake training with boys and girls at the school from time to time. There are also good links with a local basketball team. There is a range of extra curricular sports clubs for the pupils to attend, including a popular basketball club led by the school site manager. Each year pupils at Key Stage 2 have an activity week that includes a two-day trip to an activity centre in Rochester, where pupils try out activities such as archery and orienteering. Pupils at Key Stage 1 have a Fun Day where parents and pupils use all the sports equipment in the school, with access to the whole of the outdoor area for games and activities. This is a popular event in the school year.
137. There is no subject co-ordinator and no scheme of work but future strategic planning is in place to develop the subject. The school has a clear policy on physical education and a curriculum working party is working on the development of a scheme of work at the present time.

RELIGIOUS EDUCATION

138. Due to the timetabling, only four lessons were observed during the week of the inspection. Inspection judgements are also based on the scrutiny of work, assessment samples, records of work undertaken and evidence from classroom displays. Pupils' attainment in religious education broadly meets the locally agreed expectations at the end of both key stages. This is a significant improvement since the last inspection, when a key issue was to improve standards of work. Pupils show genuine respect for matters to do with religion. For example, when asked to explain what religion means, one Year 3 child suggested, "The worship of different kinds of God".
139. Key Stage 1 pupils show a genuine interest in learning about Islam and enthusiastically listen to their Muslim classmates who are eager to share their expert knowledge. Pupils reflect upon the significance of special foods to mark the end of Ramadan at the festival of Eid-u-Fitr and show an understanding of the meaning of fasting. Year 2 pupils enjoy creating Eid cards and show awareness of diversity in scripts as they compare the Arabic lettering to that on Hindi Diwali cards made earlier in the year.
140. Key Stage 2 pupils develop an understanding of Islam further, through their reflection on prayer observances and the meaning of religion to an individual. Year 5 pupils make detailed paintings and drawings of the Buddha and in their written work make thoughtful links between their own everyday lives and the right way outlined in Buddhism. For example, one child, reflecting on selfishness, wrote, "Once I asked for a lot of games, and when I did not get it, I was angry. But later I tried not to be selfish."
141. At both key stages, pupils make good progress in developing their knowledge and understanding. Pupils with special educational needs and pupils learning English as an additional language, contribute alongside their peers in whole class discussions. Pupils listen with attention, especially during stories and when exploring religious artefacts. They ask thoughtful questions, for example, "Why do Muslims speak so many languages, if the Koran is in Arabic?".

142. Overall teaching in religious education is satisfactory and sometimes good. This is a considerable improvement since the last inspection, where standards of teaching were judged to be unsatisfactory. Teaching is good when teachers use artefacts and photographs to promote lively discussions about aspects of religious belief, values and attitudes. For example, a Year 1 child recited a prayer in Arabic, whilst holding the prayer beads, and the class listened with interest. This promoted a sense of reverence and respect in the pupils. Where teaching is less effective, poor standards of behaviour are tolerated.
143. All staff have benefited from in-service training in religious education and their subject knowledge is satisfactory. A satisfactory programme of visits to a range of places of worship is in place and good links have also been established between local churches and the school. This enhances the pupils' experience and understanding.
144. The co-ordinator has shown good leadership and works hard to promote the development of religious education throughout the school through systematic formal and informal monitoring procedures. Good assessment procedures are in place, which includes a record of representative samples of pupils' work across each phase. Careful attention is given to making links to assembly themes to ensure that the overall curriculum is broad and balanced. Religious education also links well into the whole school approach to personal and social education and promotes both mutual respect and tolerance within the school community.