

INSPECTION REPORT

ALDERWOOD PRIMARY SCHOOL

Eltham

LEA area: Greenwich

Unique reference number: 100112

Headteacher: Mr John James

Reporting inspector: Ms S Tweddell
1709

Dates of inspection: 8 – 12 May 2000

Inspection number: 188604

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior, Infant and Nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Rainham Close Eltham London
Postcode:	SE9 2JH
Telephone number:	0208 850 6841
Fax number:	0208 850 6011
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Janice Marnham
Date of previous inspection:	17 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sandra Tweddell	Registered inspector	History	What sort of school is it?
		Music	How high are standards? a) The school's results and achievements
		English as an additional language	How well are pupils or students taught?
			How well is the school led and managed?
Candy Kalms	Lay inspector	Equal opportunities	How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Paul Cosway	Team inspector	English	How good are the curricular and other opportunities offered to pupils or students?
		Design and technology	
		Physical education	
Val Ives	Team inspector	Science	N/A
		Information technology	
		Art	
		Under fives	

David Whatson	Team inspector	Mathematics	
		Geography	
		Religious education	
		Special educational needs	

The inspection contractor was:

Cambridge Education Associates Limited
Demeter House
Station Road
Cambridge
CB1 2RS

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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 13
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18 - 19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 - 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21 - 22
PART C: SCHOOL DATA AND INDICATORS	23 - 26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27 - 41

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Alderwood Primary School is situated within the Avery Hill housing estate and most pupils come from the surrounding area, which has high unemployment. There are 221 pupils on roll and 54 children attend the nursery, 37 on a part-time basis. Children enter the nursery in the term in which they are three and transfer to the main school in the term in which they are 5. There are many more boys than girls in the school particularly in Years 1, 2, 5 and 6. The number of pupils for whom English is an additional language is 19 and 8 of these are at early stages of learning to speak English. The main languages spoken by these pupils are Bengali, Cantonese, Turkish and Arabic. The nature of the school has changed significantly since the last inspection. There are fewer pupils and the number eligible for free school meals has risen sharply to 44 per cent. There are more pupils with special educational needs than previously, 104 pupils are on the register of special educational need and 7 pupils have a statement of special educational need. These figures are well above the national average and many of these pupils have a high level of need. The attainment on entry is well below average. The population of the school is constantly changing as a large number of pupils enter the school after the age of 5 and others move to different areas. Many of these pupils have special educational needs.

HOW GOOD THE SCHOOL IS

Alderwood Primary School gives its pupils a satisfactory education and is becoming increasingly effective due to good management that is clearly focused upon raising attainment. Standards are well below average because of the high proportion of pupils with special educational needs, many of whom have serious problems with literacy. The provision for these pupils is very good and they achieve well in relation to their prior attainment. The school has worked hard to improve attendance and punctuality and has successfully reduced the number of pupils who arrive late. It has not been as successful with attendance that is well below average because many parents do not encourage their children to attend regularly. The progress of these pupils is badly affected. The school has effective systems in place to deal with the changing population and pupils are quickly made to feel welcome because of the very caring ethos. There is much good teaching in the school and pupils' learning is generally sound, although many have poor skills of listening and concentration that affect their ability to learn. The school gives satisfactory value for money.

What the school does well

- The leadership is good.
- The senior management team reviews the work of the school effectively, which is leading to significant improvement.
- Pupils with special educational needs achieve well because of the very good provision.
- Children in the nursery are prepared well for entry into the main school.
- The behaviour and attitudes of pupils are good, as are relationships.
- All adults work hard to ensure that pupils are cared for well in an environment that is warm and welcoming.
- The provision for social and moral development is good.

What could be improved

- The school has recognised these points for improvement in its school development plan and is taking action to improve them.
- Many pupils have poor skills of literacy and speaking and listening which prevent them from learning effectively.
- Standards in mathematics and science are well below average at the end of Key Stage 2.
- A significant number of pupils do not attend regularly which adversely affects the progress they make and the standards they achieve.
- Systems for assessing the work of pupils and using the assessment to plan for teaching are not yet in place.

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 June 1996 and has made good improvements in most of the areas that were identified as being weak in the last inspection. The quality of leadership has improved and all staff now contribute to the development of the school and work effectively as a team. Teaching has improved significantly and is now satisfactory overall whereas in the last inspection, a high proportion of teaching was unsatisfactory. The curriculum has improved and covers the National Curriculum. The health and safety concerns have been successfully tackled. Behaviour and attitudes have improved significantly at Key Stage 1. Although the school has introduced good systems for monitoring attendance, many parents do not ensure that their children attend regularly. However, there have been significant improvements in punctuality due to rigorous action by the headteacher. Attainment has fallen since the last inspection because of the changed nature of the intake. The methods that are being put into place to raise attainment are too recent to have had an effect.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	E	C	well above average A above average B average C below average D well below average E
Mathematics	B	D	E	C	
Science	B	D	E	C	

The table above shows that at the end of Key Stage 2 in 1999, the performance of pupils was well below that of schools in England and Wales but close to the average of schools that have a similar range of pupils. Two of the reasons were the high number of pupils with special educational needs and a significant number of pupils who entered Year 6 part way through the year who did not reach the expected standards. At the end of Key Stage 1 in 1999, performance in reading and writing was well below all schools and below in mathematics. In comparison with similar schools, performance was close to average. The trend in performance over the past four years has risen in line with the trend nationally.

The inspection found that attainment is improving because of effective action by the senior management team and pupils of average attainment achieve the standards that are expected. The large number of pupils with special educational needs means that attainment at the end of Key Stage 2 is well below average. Many pupils have poor basic skills, which impede their attainment in most subjects. Pupils make sound progress across the school and the progress of pupils with special educational needs is good. The attainment of children in the nursery is well below average, but they make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are attentive and concentrate hard on their work.
Behaviour, in and out of classrooms	Good. Pupils are polite and when moving around the school, show care for adults and each other.
Personal development and relationships	Good, relationships between all adults in the school and pupils and between pupils themselves are good. Pupils respond well to the opportunities to take responsibility.
Attendance	Poor, although the majority of pupils arrive on time.

The positive ethos of the school is seen in the good attitudes and behaviour of most of the pupils and the good relationships throughout the school. A significant number of pupils do not attend regularly which adversely affects their attainment.

TEACHING AND LEARNING

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

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 quality of teaching is satisfactory overall. All the teaching observed was satisfactory or better; 59 per cent of teaching was good or better and 23 per cent very good. There is little difference between the key stages. The teaching of English is good and of mathematics is satisfactory. Teaching in the nursery is very good and the teaching of the under-fives in the main school is satisfactory. Teaching has improved because of the effective methods used by senior management to review teaching and because all staff have recently taken part in professional development to enhance their skills. These factors have led to staff being competent in all of the subjects they teach. Pupils' learning is sound and is improving because of the effective teaching. Teachers have high expectations of the behaviour of pupils and they plan well which helps them to meet the aim of the lesson. In many subjects, higher attaining pupils are sometimes not given work that is suitable for their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Appropriate time is given to literacy and numeracy.
Provision for pupils with special educational needs	Very good. Class teachers, learning support assistants and the special educational needs co-ordinator work most effectively as a team to support pupils.
Provision for pupils with English as an additional language	Satisfactory overall. Pupils make good progress as they are supported well by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The provision for social and moral development is good but for spiritual it is unsatisfactory. Acts of collective worship do not meet statutory requirements.
How well the school cares for its pupils	Good. Pupils are safe in a caring environment. Effective methods are in place to ensure that children behave well.

The school has satisfactory methods to work in partnership with parents. The curriculum is broad but there are few activities outside lessons. The provision for pupils in the nursery is very good. Pupils with special educational needs make good progress because they are looked after well. Provision for pupils' social and moral development is an intrinsic part of the life of the school and is good. However, there are few opportunities for spiritual development in assemblies and in lessons. The ethos of the school is caring and pupils are looked after well. Assessment and its use to move pupils on in their learning is currently unsatisfactory as it is inconsistent but it is currently being developed as the next priority on the school development plan.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives very good leadership and is ably supported by the deputy. Co-ordinators have recently been given more responsibility and lead effectively. The leadership and management of special educational needs are very good.
How well the governors fulfil their responsibilities	Good. Governors know the school well and have a good overview.
The school's evaluation of its performance	This is good and is the principle reason for the school's improvement.
The strategic use of resources	Good. There is a clear understanding about the need to ensure value for money.

The headteacher has set a clear direction for the school, which is leading to improvement. Driving the work is the wish to raise attainment. A particular strength is the developing methods to evaluate the performance of the school, which have led to improvements in teaching. Governors are highly supportive and give much of their own time to the school. Staff and governors apply the principles of best value well, but areas of the building are not used and the building is therefore an expensive resource. Staffing, accommodation and learning resources are good overall. Staff are well deployed and supported well by learning support assistants who have all been trained.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most are pleased with the progress their children make. • Pupils behave well in school. • Teaching is good including teaching of pupils with special educational needs. • The school is well managed and most would feel happy to approach staff if they had a problem. • Pupils are expected to work hard. 	<ul style="list-style-type: none"> • There is inconsistency in the amount of homework pupils are given. • A few feel that they do not receive enough information about how well their child is doing and that the school does not work closely with parents. • There are few activities after school.

Inspectors found that parents are justified in their views. Staff are aware of the lack of extra-curricular activities and are planning to introduce more, for example, science, information technology and breakfast clubs. Reports to parents give inconsistent information about progress and there are currently only two meetings at which parents can meet staff although parents are welcome to come in and discuss their children and many do. The school is increasing the number of meetings to one a term, starting in September. Homework is inconsistently set.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school has a large number of pupils with special educational needs and a significant number of pupils enter the school after the age of five. Both of these factors have an adverse impact upon standards. At the end of Key Stage 2 in 1999, attainment was well below national averages in English, mathematics and science but was close to the average for schools that take in similar pupils. At the end of Key Stage 1, performance in reading and writing was well below the national average and was below average in mathematics. In comparison with similar schools, attainment was close to the average in all three. At Key Stage 1, there was little difference between the performance of boys and girls, but at Key Stage 2, girls did less well than boys in mathematics and science. There were a number of higher attaining boys in the year group that caused this.
2. The inspection found that attainment is improving, particularly at the end of Key Stage 1, because of the effective action by senior management. It is still well below average in English, mathematics and science at the end of Key Stage 2. Although pupils of average attainment achieve the standards that are expected of them, the large number of pupils with special educational need depresses the overall performance of the school. Many of the pupils have a high level of need. Progress throughout the school is sound overall because the teachers work hard to ensure that pupils maintain concentration and therefore learn. Pupils for whom English is an additional language make good progress as staff understand their needs. The school has worked hard to ensure that pupils with special educational needs receive effective support. The provision is very good and as a result, pupils make good progress. Higher attaining pupils sometimes do not make the progress they should because the work is not always suitable for them. The school is aware of the large number of boys and the needs that they have and staff make sure that boys are equally motivated, contribute to lessons and therefore learn. Targets are being set for all pupils but it is too early to see how this is improving attainment.
3. Children who are under-five enter the nursery with poor skills of literacy and often of personal development. Although their attainment is well below average by the age of 5, they make good progress in all the areas of learning because the provision is very good. A particular strength is their personal development. They quickly become confident and learn how to share with others. One child who had entered the nursery the day before watched the older children with fascination and copied their behaviour when they sat in a group. A small number of children are confident and articulate but many have difficulty in finding words and often resort to pointing. Children love hearing stories and they listen intently and look with great interest at the pictures. Staff take every opportunity to develop both language and skills in number through their interaction with the children. Many children therefore begin to use mathematical language such as *bigger than* by the time they enter the main school. They are encouraged to take an interest in their surroundings, such as when raindrops fell off the roof and a member of staff joined the group that was looking at this and encouraged them to talk about what was happening. Children's creative development is encouraged well. One child had used blue paint to print patterns and the teacher talked to her about Picasso and offered to bring in one of his paintings to show her. Children enjoy hearing songs and learn how to join in. When using large apparatus they move with an awareness of each other and with increasing skill. The progress of children who are under five in the reception class is sound as there are fewer facilities for physical development and a restricted area for working outside.
4. At Key Stage 1 and 2, the skills of literacy and of speaking and listening of many pupils are poor and this prevents them from achieving well in most subjects. By the end of Key Stage 2, pupils of average and higher attainment read with interest and fluency, use reference skills well and express their ideas clearly in writing and in speech. They use these skills effectively in subjects such as history and geography. Many pupils however, read with hesitation and do not easily understand what they have read. Many have poorly developed skills of listening and speaking and struggle to explain. Their writing lacks fluency, vocabulary is limited and spelling erratic. The school is tackling this appropriately by allocating one session of the literacy hour to improve pupils' skills in writing.
5. Progress in mathematics is sound at both key stages and at the end of both key stages, pupils of average and higher attainment achieve appropriately. Although attainment is well below

average at the end of Key Stage 2, it has improved at the end of Key Stage 1 in that more pupils are working at the higher level than last year. The numeracy hour is having a positive impact on attainment, particularly in pupils' skills of mental arithmetic towards the end of Key Stage 2. By the end of Key Stage 1, many pupils use numbers to 20 skilfully and develop their skills with number well so that by the end of Key Stage 2, average and higher attaining pupils develop confidence in working with numbers to 1000 and the lower attaining pupils to 100. Many pupils understand how shapes can form patterns and have a working knowledge of the names of a number of shapes. Staff are aware of the need to develop skills of numeracy in all subjects, including developing mental arithmetic during registration and this is having a positive effect on the pupils' understanding and use of number. In history and geography, pupils develop skills in number and graphs and in design and technology they improve their skills in measurement.

6. In science, attainment at the end of both key stages is affected by the large number of pupils with special educational needs and poor skills of literacy but progress is sound at both key stages. At the end of Key Stage 1, pupils' understanding of scientific facts is well below average, but their ability to carry out practical investigations has improved recently and many pupils are able to make predictions and record their observations. At the end of Key Stage 2, many pupils have insufficient depth of understanding, particularly in relation to carrying out experiments although recent work shows that this is improving. Skills of recording work are generally weak.
7. In all subjects, the attainment in lessons is higher than in written tests as pupils have more time to talk through their ideas and their understanding. In history, geography and religious education, pupils have a sound knowledge of facts and with support, use historical and geographical skills of enquiry and research well. Pupils enjoy history and geography as staff ensure that activities are interesting and this supports their attainment. Many pupils have difficulty in presenting their ideas in writing, this depresses their attainment, particularly at the end of Key Stage 2.
8. In information and communication technology, pupils at both key stages are beginning to make good progress because of improvements in the quality of provision that includes the regular teaching of skills. At the end of Key Stage 1, many pupils use a mouse skilfully and understand how to input data. At the end of Key Stage 2, pupils use word processing skills including changing fonts to improve the presentation of their work.
9. Pupils make sound progress in design and technology and achieve appropriately in relation to their prior attainment. The poor linguistic skill of many of the pupils impedes their ability to evaluate their work in depth, although pupils of average and higher attainment develop appropriate skills in this. These pupils also apply their imaginations well and show good creative skills but the designs of many pupils are superficial.
10. Attainment in the arts and physical education is below average. Progress at both key stages is unsatisfactory in art and music as the school has appropriately concentrated upon literacy and numeracy in line with government guidelines, which has decreased the time available for both subjects and therefore the depth of teaching. Progress is improving in music and at the end of Key Stage 2, pupils sing well, particularly when unaccompanied. They learn to listen to music and many pupils in Year 6 are able to identify which musical instruments are playing. In art, pupils respond well to the opportunities to paint and draw but their work often lacks skill. Progress in physical education is sound overall, a significant number of pupils at the end of both key stages achieve well in games and athletics. The school successfully gives dance a high priority and pupils achieve well.

Pupils' attitudes, values and personal development

11. Pupils' attitudes and behaviour across school are good. This is a significant improvement since the previous inspection. Together with the good relationships and personal development of pupils these are strengths of the school and make an important contribution to the teaching and learning in the school.
12. The vast majority of pupils demonstrate positive attitudes to school. They are eager to learn. They are well motivated, attentive in lessons and show an interest in their work. Pupils respond well to the good teaching in lessons and this has a positive effect on their learning. They are keen to answer questions and contribute to discussions; for example, in a Year 6 geography lesson, pupils contributed well to the discussion about changes in the local

environment. In most lessons pupils concentrate well and persevere when they encounter difficulties.

13. Pupils are well behaved in lessons and around the school. This has a positive effect on life in the school and the learning that takes place. Most pupils are clear about the standards of behaviour expected and respond well to the expectations implicit in the school ethos. Behaviour in lessons is good although a few examples of lost concentration or restless behaviour occurs. Pupils play well in the playground, some in small groups others play games. Behaviour was good during the wet lunch break. Many parents who responded to the questionnaire and attended the meeting expressed satisfaction with the levels of behaviour in the school, and in particular commented on how much behaviour has improved. The level of exclusions has dramatically improved since the previous inspection. There have only been two fixed term exclusions this year and neither were for direct behavioural matters. Harassment and bullying in the school are rare and there is little evidence of bullying or other unacceptable behaviour between pupils. In discussion with pupils they expressed the view that bullying is not an issue. They felt that if such behaviour takes place it is quickly resolved.
14. Relationships in the school are good. They are based on a mutual respect that underpins the school's ethos and this enables pupils to work with increasing confidence. Pupils get on well together and with teachers and other adults who work with them in the school; this contributes to pupils' motivation and learning. Pupils are courteous to visitors; they readily hold open doors for adults and each other. Different cultural groups work and play well together.
15. Personal development is good. Pupils grow in confidence and gain a sense of positive esteem in response to the opportunities and ethos in the school. As they move through the school, many pupils listen carefully to each other during lessons and are aware of other people's feeling and values. Pupils work well unsupervised in the literacy and numeracy lessons. When they are given opportunities to work together, for example, working in teams in physical education, pupils collaborate well. Pupils in Year 6 are very much involved in the daily routines of the school. They are willing and helpful in their duties as monitors around the school, for example assisting in the dining hall at lunch time, locking the doors at 9.00 a.m., and acting as librarians. They value the responsibility to act as class representatives on the recently initiated school council.
16. Levels of attendance are poor and unauthorised absences are well above the national average. This has a significant effect on the learning of a number of pupils. Patterns of attendance are inconsistent. They vary between classes, and between year groups. Although figures are slightly affected by pupils starting and leaving during the school year, the main contributory factor affecting attendance levels is that many parents have a relaxed attitude to the importance of regular school attendance and a number stay at home for relatively minor health problems. Punctuality in the school has improved and is no longer a significant problem in the school. The vast majority of pupils arrive promptly in the mornings.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching has improved significantly since the last inspection when 25 per cent was unsatisfactory. All of the teaching is satisfactory or better and 59 per cent of teaching is good and 26 per cent of teaching is very good. There is little difference between the key stages, which is an improvement from the last inspection. Teaching of the under-fives in the nursery is very good and is satisfactory in the main school. Teaching of English, religious education, history and information and communication technology is good overall as is the teaching of music at Key Stage 2. The teaching of other subjects is satisfactory and has many strengths. The improvement is due to rigorous monitoring by the headteacher and a good programme of professional development as a result of the monitoring.
18. Staff in the nursery work very effectively as a team and have a good knowledge of how young children learn. Provision for all the areas of learning is very good. The learning environment is stimulating and resources are used effectively which prompts children's curiosity and extends their learning. Staff take every opportunity to develop children's language and number skills by talking to them and questioning their responses. They have very high expectations of their work, which results in good progress. Staff also have high expectations of how children should behave which creates an environment in which all can listen and learn and effectively extends children's personal development. This feature was observed in all classes.

19. Pupils with special educational needs are very well taught. The class teachers make good provision for pupils by matching work and related activities to their needs. This is often very well supported by the numerous and very effective learning support assistants that are deployed across the school and curriculum. Prior to the lesson the class teacher devises relevant learning objectives and activities for the lesson, based on the targets in the individual education plan. These are then shared with the assistant who uses and then evaluates them. This high level of liaison is very effective and valued and the school has allocated additional funds to ensure its continued development. In termly whole staff meetings the special needs co-ordinator and all class teachers write the individual education plans for pupils at stages 1 and 2 of the Code of Practice, thus sharing expertise and knowledge. The special needs co-ordinator as the learning support teacher for pupils at stage 3 and above on the Code of Practice prepares tightly written and measurable learning objectives for these pupils.
20. Teachers in the main school have a secure understanding of the subjects they teach that enables them to extend the learning of pupils. They use planning well to guide the lessons, which ensures that the aims of the lessons are met. Some staff share the aims with the pupils. In a history lesson in Year 1, this enabled the pupils to be clear about the tasks they were given. In many subjects, apart from English and mathematics, the planning does not always take into account the needs of higher attaining pupils. In a Year 6 English lesson, the teacher gave higher attaining pupils extra challenges on the task sheet which extended their learning successfully. Similarly, in a Year 2 mathematics lesson, the teacher provided different objectives for higher attaining pupils. Although many staff expect these pupils to extend the work they do and put questions to them which provoke their thought, this practice is inconsistent as it is not always planned for.
21. Basic skills are taught effectively and staff are very aware of the need to promote literacy in the subjects they teach. There are good links with literacy in history through writing and discussion. Adults generally give clear explanations which help pupils to understand what is being taught, particularly those with poor skills of literacy. In a very good geography lesson in a Year 4 class, the clarity of explanations extended pupils' understanding of how to use secondary sources to identify physical and human features and promoted their knowledge and use of geographical vocabulary.
22. Most staff have good skills in asking questions which develop pupils' speaking and listening skills and encourage them to reflect upon their learning. In a Year 4/5 class, the teacher's questions enabled the pupils to reflect on their responses to an advertisement by focusing them closely on the text. Very good learning took place as a result. The same class were led to understand the different features needed in a shopping area by careful use of questions.
23. All staff plan for a range of activities to ensure that the aim of the lesson is met. This also maintains the motivation of the pupils. Pupils in a Year 6 class extended their listening skills by the range of activities carefully planned to encourage them to listen to the number of beats in a bar. In a Year 2 physical education lesson, all pupils developed their skills in movement because of the well-planned range of activities. All staff mark pupils' work assiduously, but frequently, the comments written do not suggest ways in which pupils can improve their work, although this happens through discussion. Homework is set inconsistently and mainly consists of English and mathematics.
24. Time in lessons is used effectively, as are resources. A wide range of resources in a design and technology lesson in Year 1 enabled pupils to develop their skills in choice. Pupils in a Year 5/6 class studying persuasive language were highly motivated by the good use of an overhead projector and brightly coloured transparencies. An art lesson with a Year 2 class extended pupils' understanding of mosaics by the good use of a range of resources.
25. Relationships throughout the school are good which gives pupils the confidence to answer and not to be afraid of making mistakes. The ethos of the school encourages pupils to respect one another and this extends into the classrooms. This has a significant impact on the quality of learning in the school.

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

26. The school's curriculum is satisfactory overall. It is planned and organised satisfactorily to meet the needs of its pupils. The curriculum for the under fives is planned to cover the desirable outcomes for children of this age in both the nursery and reception, including in reception, a significant amount of work on literacy and numeracy skills. There is adequate coverage of knowledge about the world, creative and physical development and the development of personal and social skills. The provision for children in the nursery is very good.
27. The curriculum at Key Stage 1 is satisfactory in its breadth and balance, providing an hour a day of numeracy teaching. The guidance for literacy teaching is exceeded, with almost an hour and a quarter set aside for it daily. This is appropriate to the needs of the pupils, who enter, in general, with relatively low literacy skills. Adequate time is allowed for teaching most of the other subjects of the National Curriculum and religious education. However, the time given to art and music does not allow the subjects to be taught in depth.
28. The Key Stage 2 curriculum is also satisfactory in balance and breadth. The time allowed for the teaching of English is increased from that at Key Stage 1, in an attempt to improve the standards in writing in the school, which have been recognised as disappointing. This is an appropriate strategy. Slightly more time is allocated to design and technology, physical education, history and geography. The time allocated to music and art is reduced which has the same effect as at Key Stage 1. The school has only limited access to specialist music teaching but makes the best use possible of the provision it has.
29. The curriculum is planned well, on a two-year cycle to take account of the need to ensure that there is progression and satisfactory coverage of the curriculum for pupils in the mixed age classes. The planning has been done jointly, with the involvement of the whole teaching staff, and the process has been managed well by the deputy headteacher. There are schemes of work and policies in place for all subjects, but some of these, such as the one for personal and social education are a brief framework to provide an initial outline and are due to be revised and extended in the coming year. Overall, they provide adequate guidance for staff.
30. The numbers of pupils in Key Stage 2 year groups have forced the school to adopt a policy of grouping pupils into mixed age classes. There were plans to reorganise classes to band pupils, to some extent, by ability. It was not possible to follow this process through this year, but it should be considered again next year as one strategy to provide work for the average and above that will challenge and extend them. In English and mathematics, pupils are grouped within the classes into small working groups of pupils of similar ability levels. In mathematics lessons, the work set to groups varies according to the needs of the pupils in each group and this is done in some English lessons. Sometimes, extension in English for the higher attaining groups is a requirement to produce more work of the same type as that being done by the rest of the class, rather than a more challenging task.
31. The literacy and numeracy strategies have been fully implemented and are making a satisfactory impact on pupils' learning. Much good work has been done to plan and prepare suitable teaching materials.
32. There is unsatisfactory provision at present for extra-curricular activities. The range is small, though it includes clubs for recorders, an after school play-club, a very good dance club and teams for football and netball. Pupils take part in concerts, including singing in a choir. They also compete in district sports and swimming events. There are intentions, part of the school development plan, to introduce a homework, information and communication technology and a science club in September and to look for ways to increase the opportunities for extra-curricular music. A reasonable percentage of pupils take part and benefit from those activities that do run and they enhance the curriculum and provide good quality experiences, helping to raise the self-esteem and attainment of those who take part.
33. There is equal access to the curriculum for all, with good opportunities for those who have been placed on the register of special educational need. Booster classes were run after school up until Easter to help those pupils who would benefit from them to improve their grades in English, mathematics and science. These classes provided valuable additional support for those involved. The provision for pupils for whom English is an additional language is satisfactory, their needs are taken into account by class teachers who deploy the expertise of additional support well.
34. All pupils with special educational needs are given full access to all parts of the curriculum;

pupils with statements of special educational needs are given the opportunity to assist in the nursery during break times. The principle of working with pupils in the classroom is central to the school's philosophy of inclusion, although it is accepted that at times withdrawal is a necessary course of action. Pupils' educational needs are fully met by the school and outside agencies. Their individual education plans include targets, such as behaviour or the development of social skills to ensure involvement in the full life of the school.

35. There is a policy and framework for the teaching of personal and social education lessons as part of the curriculum for all pupils. The provision for sex education ensures that pupils are given the knowledge and understanding they need of the changes in their bodies as they grow and the importance of human relationships. The school nurse is involved at appropriate times and makes a valuable contribution. The provision for other aspects of personal and social education is less secure across the school and its teaching is not yet planned effectively, although individual teachers handle it well. A scheme of work is being prepared ready for implementation in September and this will include drugs awareness education, which is currently taught through science with some teaching in personal and social education.
36. The school makes some effective use of local and more distant resources, with organised visits to places of educational interest in the local area and extended journeys to a residential centre in Swanage. The frequency of trips is adversely affected by the cost of buses. Overall, provision is satisfactory but some classes get no opportunities to extend their studies beyond the immediate environs of the school. There are adequate links with the community that enhance the curriculum. These provide useful learning experiences through contacts with, for example, local pensioners who share their memories of the past history of the local area with pupils to support their studies in history and local vicars who enhance the spiritual and moral provision for pupils. Good liaison arrangements with the local secondary school and the nearby university provide valuable support for work in drama, design and technology and information technology.
37. There has been good improvement since the last report in both key stages. The criticisms made then of curriculum planning, the lack of schemes of work, continuity of learning from class to class and the length of the taught day have all been tackled well. Statutory requirements were not being met in information technology, art and design and technology. The picture has improved. All subjects now meet the statutory requirements of the National Curriculum, but only minimally in music, art and design and technology because of the relatively small proportion of curriculum time for these subjects. The requirement for teaching religious education to all was not being met which it now is.
38. The school makes unsatisfactory provision for the spiritual development of the pupils. Currently acts of collective worship do not meet statutory requirements. The school, however, has recognised the urgent need to remedy this and there are draft plans for the introduction of a locally agreed format. Within lessons such as religious education there are few planned moments of spiritual awareness due to the reliance on teaching about world religions and not about faith or belief. What spiritual moments occurred during the inspection were spontaneous rather than planned. In Year 1 pupils were hypnotised by the item carefully brought out of the suitcase in the history lesson; later identified as a Victorian tie press. Year 6 were struck with sheer amazement at the cut and paste challenge in an information communication technology lesson.
39. Provision for moral development is good. The behaviour of pupils is good and is encouraged by high expectations from all the staff. Reminders are given about how to behave around the school and within lessons and pupils are expected to respect each other and follow the school rules. School assemblies are used well to support the area of moral development with themes such as jealousy and being thankful discussed well. Moral development is an implicit part of all the teaching within the school. For example, lessons in geography discuss the effects that humans have on the natural world and, in religious education, Year 1 and 2 pupils understand the importance of the Buddhist belief of caring for others.
40. The school makes good provision for social development that, like the provision for moral development, runs throughout the life of the school. Pupils have a satisfactory range of responsibilities such as helping in the canteen and supporting the younger pupils at break times. They take initiative in raising money by setting up cake stands for a variety of charitable causes and the newly elected school council is eager to commence work on discussing the fate of the local copse. In lessons pupils are given opportunities to work collaboratively. In geography and mathematics lessons pupils, sometimes without the intervention of the class

teacher, worked well together in discussions and solving problems. Pupils are given appropriate opportunities to interact at play times and lunch times and the staff provide good role models for pupils' social interaction. Behaviour systems that reward 'the nicest person' in each class on a weekly basis are valued by the pupils and are powerful tools by which the school helps develop pupils' self esteem and the principles of good social behaviour.

41. Provision for pupils' cultural development is sound. Pupils learn about their own and different cultures though work in subjects such as the development of Britain in history and the study of overseas locality in geography. World religions and cultures are covered in religious education. There are several displays within the school, such as those based on African stories, which effectively highlight different cultures in a positive way. There are good relationships with the local church and it is a focal point of activity at Christmas and Easter. The Vicar visits the school regularly taking assemblies that are sources of great interest to the pupils. The school makes the best use it can of the local area with frequent visits to Eltham to support both geography and history lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has maintained the high levels of support and guidance identified in the previous inspection report. The head teacher and staff know the pupils and their circumstances well and the school provides a caring supportive atmosphere that contributes greatly towards pupils' learning.
43. The school successfully ensures the health and safety of its pupils and has tackled the health and safety issues identified during the previous inspection. There are suitable arrangements for dealing with minor accidents and emergencies, and sufficient staff have first aid qualifications. The *I am special* notices in classrooms ensure all staff are made aware of all the pupils in their class with medical conditions. Suitable procedures are in place to routinely identify health and safety risks, and all equipment is subject to annual checks. The school has good systems in place to deal with any child protection issues that occur. Local procedures are complied with, and an appropriate child protection policy is in place. The headteacher, as designated person, and the special educational needs co-ordinator have received up to date training. Staff are clear about the school's procedures to deal with any situation that occurs but a regular pattern of training to heighten staff awareness is not yet fully established.
44. The school operates an effective and consistent referral system based initially on the class teachers' observations. The special needs co-ordinator then quickly and carefully assesses the pupil's needs before establishing an individual education plan or seeking a referral to an outside agency. Results from yearly tests are used to identify pupils in need of support as well as assisting in deciding where resources are to be focused. New and more comprehensive and streamlined assessment procedures are being developed to assist in the identification, assessment and monitoring of pupils with special educational needs. Currently, however, information from termly reviews, that involves the analysis of pupil progress in relation to their learning objectives, is used to make decisions as to what is best for the pupil. The individual education plans and the targets for the learning support assistants are relevant and practical and able to be implemented by the class teacher. The school has very good relationships with a wide range of external agencies and support groups.

45. Although the school has good procedures to monitor levels of attendance, the procedures to improve attendance have had a limited effect. Accurate records are kept on levels of attendance; registers are regularly checked and reward systems have been introduced. The Education Welfare Officer is appropriately involved and newsletters are used to raise parental awareness of the need for good attendance. These procedures are not sufficiently rigorous to be effective in improving attendance. Unexplained absences are not consistently followed up to reduce the high levels of unauthorised absence. The headteacher's punctuality patrol each morning has significantly reduced the number of pupils who arrive late.
46. Effective measures are in place to monitor and promote discipline and good behaviour. Clear expectations on the standards of behaviour expected are implicit in the ethos and values of the school and are reflected in the orderly atmosphere in the school. The behaviour policy includes a framework of suitable rewards and sanctions. It provides clear guidance for staff on how to deal with bad behaviour. Class teachers have effective management skills that have a positive influence on standards of behaviour. The recently developed red and yellow card system for the playground has successfully encouraged good behaviour at lunchtimes. Class incident books are in place to record serious breaches of discipline but these are not yet being used consistently by all staff. Suitable procedures are in place to deal with any incidents of harassment and bullying, and pupils were keen to report that their occurrence is rare and incidents are dealt with effectively.
47. Pupils' personal development is well supported through the caring ethos of the school. Formal systems for monitoring are in the early stages of development. However, informal monitoring is effective and benefits from the teachers' knowledge of pupils. There is no planned programme for personal and social development as this is in the next phase of the school's development. The informal systems, including the recognition of good work and effort in Friday assemblies, provide a secure foundation for pupils to learn.
48. Assessment procedures and the use of assessment are currently unsatisfactory but are being developed this term as the next priority on the school development plan. Staff have undertaken training and information technology is starting to be used to track the progress of each pupil to aid setting targets. All staff keep records of assessment which they use to plan the next phase of teaching, and these will be replaced appropriately by a common system throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The majority of parents are supportive of the school, but there is a small number who expressed concerns about some aspects. Most parents who returned the questionnaires and attended the pre-inspection meeting felt that their children liked school and were making good progress. They considered teaching good, felt comfortable in approaching the school with any worries or concerns, the school is well led and managed, and that the school expects children to do their best. However, a small number of parents raised concerns about the levels and consistency of homework, and did not feel the school worked closely with parents. Other areas of parental concern related to the range of activities outside lessons, and the amount of information they are given about progress. Inspection evidence supports the views expressed by parents although the school has recognised the concerns and is taking action to deal with them.
50. The school has a satisfactory relationship with parents and the head teacher is keen to develop this into a full partnership with parents. Discussions have taken place with parent governors to consider initiatives to encourage parents to become more involved in the life of the school and the education of their children. A few parents contribute towards school life, helping in classrooms and around the school and the head teacher has used newsletters to invite parents to accompany trips. A small active Friends' Association has recently been reformed and organises social and fund-raising events that enable the school to purchase additional equipment and resources, for example recent purchases have included a new television and videos.
51. Homework is set inconsistently and mainly consists of English and mathematics. The home school contact books are a valuable link between home and school and much appreciated by parents but their use is sometimes inconsistent. The homework policy contains some guidance but does not make expectations clear enough for parents to know exactly what homework pupils will receive each week.

52. The quality of information provided by the school is unsatisfactory. Monthly newsletters and additional letters do however keep parents well informed about school matters, key dates and forthcoming events. The prospectus contains some useful information on school routines but fails to meet statutory requirements as some information is missing. The governors' annual report to parents also omits some statutory information. Until recently, few opportunities have been provided for parents to gain an understanding of the curriculum. A meeting was held to explain the National Literacy Strategy and curriculum workshops are planned to begin in September. Parents are provided with information about work done in lessons. Staff are available to speak to parents informally and the school notifies parents of concerns as they arise through the home contact books. The current system of two consultation evenings a year is insufficient to keep parents regularly informed about concerns or progress. However, the headteacher has tackled these issues and has written to parents informing them that there will be termly meetings next year. Annual end-of-year reports are unsatisfactory and fail to meet statutory requirements. They do not include all subjects of the curriculum and although some give information on pupils' strengths or weaknesses and identify clear targets for future learning, this not standard.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Strong and determined leadership has enabled the school to make good progress in the key issues from the last inspection and the school is improving in effectiveness because of the systems that are in place to manage the school. The headteacher offers very good leadership and is most ably supported by his deputy and the senior management team. On his appointment in January 1998, he undertook an audit of the school's needs. From this, a clear direction has been set for the school with a clear focus on raising achievement. The good ethos in the school stems from an appropriate concern for the staff and pupils in his care.
54. The headteacher has a good overview of the school and knows where improvements are needed. As a result, when the deputy was appointed a year later, she was appropriately given a strategic role in relation to the curriculum. Together, they have established a good team spirit that is helping to move the school forward. An infrastructure has been developed to manage the school which has led to many improvements in the provision that it gives, but has not yet had time to impact upon attainment.
55. The governors know the school well and fulfil their role effectively. They visit regularly and report back to the full governing body but have not established formal systems for their visits, such as establishing a rolling programme which links visits to the priorities of the school development plan. They are highly supportive of the school and give much of their time to it. Governors and staff have a good awareness of equal opportunities. Most legal requirements are met with the exceptions of a daily act of collective worship for all and some statutory information which is missing from the governors' annual report to parents, the prospectus and reports to parents about the progress their children make.
56. Co-ordinators that are in place offer good leadership and have started to monitor their subjects. All subjects now have guidance that is an improvement from the last inspection. The guidance has helped to improve the quality of teaching. Each co-ordinator has drawn up an action plan that they use to talk to governors about their subjects, raise their awareness about resources and monitor their actions.
57. One of the first priorities of the headteacher was to establish ways of reviewing the performance of the school. All staff are regularly observed and the information from this is used to establish a programme of professional development. All staff have taken part in training over the last two years. This process is the main reason for the significant improvements in the quality of teaching. Over the past eighteen months, co-ordinators for English, mathematics, science, information and communication technology and special educational needs have monitored their subjects, including observing lessons with a proforma that focuses attention on successful teaching.
58. The school development plan is a most comprehensive document and is used effectively to ensure that the school keeps to the priorities that have been agreed by staff and governors. The plan has a most useful overview that shows what needs to be done monthly. The action plans written by co-ordinators are part of the plan and governors have their own. There is also a most useful buildings and maintenance plan for the next ten years. The school development

plan is a highly effective working document.

59. The leadership and management of special educational needs are very good. The school's special needs co-ordinator and numerous support staff are very well qualified and have a very wide range of relevant experiences. The special educational needs teacher and support staff enable all pupils on the register to be taught effectively. The special educational needs room provides a very quiet and purposeful learning area and a base where resources, published assessments and teacher resources are kept tidily and readily accessible. These resources are frequently used around the school to support pupils with a wide range of needs.
60. The school has a dedicated and hard-working staff who are well qualified to teach the range of pupils in the school. In the last inspection, teachers lacked skills and confidence to teach information technology. The school is tackling this through the effective provision of support and training given by the newly appointed information technology co-ordinator. Learning support assistants work in effective partnership with the class teachers to support those pupils with special educational needs. They make a positive contribution to pupils' learning. The nursery nurses, appropriately deployed to the nursery, form part of a well-organised and highly effective team. Administrative staff and the premises manager provide a friendly and efficient service to the school. Midday supervisors and cleaning staff are well organised and carry out their duties with care and efficiency.
61. Professional development of all adults was the first priority of the headteacher on his appointment and this has been a key to the successful improvements in the quality of teaching. There are good arrangements for the professional development of staff. Although, currently there is no formal appraisal system operating, the headteacher has observed all staff teaching and provides them with informal personal development interviews for career development. Co-ordinators have been set targets for their work. They keep contact with available courses and produce yearly action plans for the future development of their subjects. Those attending courses report back to colleagues. Arrangements for supporting newly qualified teachers are thorough. A mentor is provided, together with guidance in the classroom, lesson observations and evaluations.
62. Overall, the accommodation is good with a few shortcomings although not all of it is used as it was originally built for much larger numbers. There is no provision for outdoor play for the children who are under-five in the reception class and the sink is too high for them to use in the classroom. The school grounds are attractive with a good-sized hard-surfaced playground, although there is only a small grassed area for pupils to practise skills for physical education. The visual appeal of the grounds is enhanced by a recently developed copse area that is used effectively to support the curriculum. Learning resources are satisfactory overall. In English, there is a good range of big books, equipment and books for guided reading, mainly the result of the implementation of literacy hour. Newly purchased books have been put appropriately into the classroom libraries to support literacy which has reduced the stock in the library where many books are old and out-dated. In mathematics, resources are sufficient to support numeracy hour. Resources for information technology have improved since the last inspection due to the resourcefulness of the headteacher. However, the information and technology suite is furnished with out-of-date computers that provide limited opportunities to develop the full range of information technology skills, although they enable teachers to teach word processing skills to pupils.
63. The present headteacher inherited a significant budget deficit of over £80,000 two years ago. Very careful financial management has cleared the deficit and there has been funding this year for educational developments. The last auditors' report found serious weaknesses in the financial arrangements at the school. All of the recommendations the auditors made have been adopted and the school's policy and practice are now good. The governors are fully involved in the setting of the budget and monitor it regularly, using information supplied by the local authority and the school's very efficient finance officer. Specific grants, such as those for the support of pupils with special educational need, are used very effectively and are allocated appropriately. Governors have found funds to support the appointment of a specialist music teacher to raise standards in music. In order to help to ensure that the school gets the best possible value for the funding at its disposal, contracts are put out to tender and awarded accordingly. The principles of best value are applied well in all the school's budgeting and resourcing decisions and it makes very good use of the resources available to it. The accommodation, resources for learning and staffing are all used efficiently. The timetable is organised, for example, to ensure that as many pupils as possible have access to the part time music teacher, who is only employed for one day a week. The school buildings are far larger

than the number of pupils on roll can justify. There are for example eight classes in a school built for many more and rooms are empty. There are two halls, two dining halls and a gymnasium for about 220 pupils. The costs of running and maintaining this very generous level of accommodation are taking an undue proportion of the school's budget. This money could be better used to increase the amount of class support, levels of educational resources or to enhance the curriculum through subsidies for educational trips and extra-curricular opportunities.

64. Now that funds are available, senior staff and governors are making informed decisions, clearly linked to the school development plan, to ensure that educational developments are supported through financial planning. All decisions on spending are carefully linked to identified priorities. The most important of these in the current academic year has been the provision of learning support assistants throughout the school. It was recognised that if the pupils were to make better progress, more adult help was needed in the classrooms. There were no learning support assistants last year; now there are eight. The inspection team found that they are making a significant impact in classrooms, giving good and effective support to those pupils who need it.
65. Taking account of the good personal development of pupils, of the quality of education the school provides, especially the quality of the teaching, the above average unit cost and the satisfactory progress made by the large majority of pupils, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to continue the improvements and to raise standards, as the school development plan recognises, the headteacher, senior management team, governors and staff need to ensure that the following action take place;
- raise standards in literacy by consolidating the recent initiative of increasing the time given to improve writing and drawing on the best practice in the school, (paragraphs 2, 4, 7, 9, 81, 82, 84, 85, 90, 116, 118, 122, 145)
 - raise standards in mathematics and science by ensuring that all staff teach the literacy skills that are needed for the subjects, (paragraphs 2, 5, 6, 92, 100, 101, 102)
 - improve attendance by using the information from the good monitoring to put methods into place which raise parents' awareness of the importance of regular attendance, (paragraphs 16, 45)
 - implement the plans to improve both the procedures for assessment and its use. (paragraphs 44, 48, 106, 149)
67. Other areas that governors should consider in their action plan are;
- improve spiritual development, (paragraphs 38)
 - met the requirements for an act of collective worship, (paragraphs 38, 55)
 - ensure that higher attaining pupils are given suitable work by using information from assessment, (paragraphs 2, 20, 30, 87, 103, 119, 126, 138,142)
 - improve marking so it gives information as to how work can be improved, (paragraphs 23, 98, 106, 126)
 - implement the plans to develop the foundation subjects, (paragraphs 10, 28, 29, 37, 107, 109, 110, 114, 135)
 - improve the quality of information in reports so parents are clear about how well their child is doing, (paragraphs 52)

- improve the consistency of homework, (paragraphs 23, 51)
- ensure that reports, the annual report to parents from governors and the prospectus meet statutory requirements, (paragraphs 52, 55)
- increase the provision of extra-curricular activities. (paragraphs 32, 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	33	41	0	0	0

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)	34	221
Number of full-time pupils eligible for free school meals		98

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	9	104

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	8.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.5
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	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	16
	Girls	8	9	11
	Total	21	22	27
Percentage of pupils at NC level 2 or above	School	66 (66)	69 (68)	84 (72)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	13
	Girls	8	9	8
	Total	21	24	21
Percentage of pupils at NC level 2 or above	School	66 (68)	75 (72)	66 (42)
	National	82 (80)	86 (84)	87 (86)

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	15	27	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	12	15	17
	Total	22	26	29
Percentage of pupils at NC level 4 or above	School	52 (56)	62 (47)	69 (64)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	21	16	15
	Total	32	27	28
Percentage of pupils at NC level 4 or above	School	76 (61)	64 (66)	67 (75)
	National	68 (55)	69 (59)	75 (62)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	3
Black – other	0
Indian	6
Pakistani	1
Bangladeshi	0
Chinese	3
White	170
Any other minority ethnic group	29

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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)	11.4
Number of pupils per qualified teacher	19.4
Average class size	28.2

Education support staff: YR– Y6

Total number of education support staff	11
Total aggregate hours worked per week	205.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	34

Total number of education support staff	2
Total aggregate hours worked per week	66

Number of pupils per FTE adult	11.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	678689
Total expenditure	667303
Expenditure per pupil	2616
Balance brought forward from previous year	12542
Balance carried forward to next year	23928

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	255
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	34	3	3	1
My child is making good progress in school.	44	47	6	0	3
Behaviour in the school is good.	37	46	10	3	4
My child gets the right amount of work to do at home.	16	47	15	12	10
The teaching is good.	54	41	1	3	0
I am kept well informed about how my child is getting on.	37	32	19	7	4
I would feel comfortable about approaching the school with questions or a problem.	69	25	3	3	0
The school expects my child to work hard and achieve his or her best.	60	34	3	0	3
The school works closely with parents.	40	40	16	3	1
The school is well led and managed.	65	31	1	3	0
The school is helping my child become mature and responsible.	50	35	7	3	4
The school provides an interesting range of activities outside lessons.	25	40	15	9	12

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

68. At the time of the last inspection, the provision for children under-five in the nursery was judged to be good. Since then the provision in the nursery has improved and is now very good. However, there has been disruption in the reception class because of the long-term illness of a teacher and this has affected the continuity in the children's learning.
69. There are three intakes of children into the nursery and the school every year. The majority of pupils enter with well below average attainment, and many have poor skills of literacy, although there are a few children with average attainment. By the age of five, they have made good progress, but their attainment is still well below average. Children with special educational needs and those for whom English is an additional language are identified quickly and fully integrated into the class. They make progress at the same rate as the other children. Good use is made of assessment. The information gained when the children first join the nursery is used effectively to plan activities for them. Continual observations and assessments are made of each child's progress to ensure that work continues to match their needs and builds on their previous learning. Early years' staff work extremely well together and collaborate very effectively to plan activities and assess children's needs.

Personal and social development

70. By the age of five, the majority of children do not meet the expected standards in their personal and social development. Many of the children are very reluctant to speak when they enter the nursery. With helpful encouragement they are beginning to form positive relationships and to communicate suitably with one another and with adults. Relationships are very good and staff are effective in creating a warm, caring and stimulating learning environment in which the children develop good attitudes to learning and become self-confident. They are taught the difference between right and wrong. For example, during role-play activities in the *Animal Hospital* the children learn the right way to look after the live terrapins and begin to understand their needs. Clear routines have been established in which the children thrive. They are expected to help clear away after finishing their activities by returning equipment to the correct places, putting chairs under tables and generally tidying areas for the next session. The older children in the reception class remain interested in tasks until completed, particularly when working with an adult. They are becoming confident when they are asked, for example, to take the register to the office and they carefully follow instructions. They are beginning to share equipment and collaborate appropriately during group work, such as when using small construction kits to make habitats for different animals.
71. The overall good teaching in this area has a positive impact on children's learning as children are secure and confident. Teachers plan good opportunities for the children to learn and to concentrate on a given task. No opportunity is missed to help them learn how to live amongst a large group. Staff have high expectations that children will learn how to give and take, share and begin to understand what they may expect of others and others of them. By working very well together, the staff give the children very good role models which support their development in this area of learning.

Language and literacy

72. By the time they are five, the majority of children are well below average in language and literacy. They make good progress from entry and develop their skills satisfactorily. However, they lack confidence when sharing their experiences, particularly in the nursery, for example, when the children gave one word answers to questions about their reading books. All adults use skilful questioning to encourage them to express their ideas and increase their vocabulary. Children develop skills in writing which are appropriate for their prior attainment. For example, the older children in the reception class are beginning to identify the initial sounds of words in their attempts at independent writing. Most children handle books carefully. They understand how books are written and know that pictures tell a story and words have meanings. A small number reads a group of familiar words accurately and make sense of the story. A few higher-attaining children use a number of methods to read stories. For example, they use the sounds of the letters to help them read words or the pictures to give them an idea of what the writing is about. However, the majority of children do not have the necessary vocabulary and

confidence to talk about the stories. Teachers encourage all children to take home their books to share with their family and most do this regularly. Information technology is used effectively to support this subject, for example, through word processing or using word-matching programs.

73. Provision in the nursery is very good. The introduction of the literacy hour is having a beneficial impact on their learning in the reception class where teaching is satisfactory. Adults interact suitably with the children, particularly in discussion, to exploit any opportunities to increase children's vocabulary. Teachers and nursery nurses use praise well to build up confidence and self-esteem. Challenging work is successfully planned which makes children think and keeps them focused with interest on the activities provided, particularly in the nursery.

Mathematics

74. In this area, the majority of children enter school with well below average number skills. They make satisfactory progress but are still well below the expected standard by the time they are five. The reception children count and sort numbers to 10 orally and are beginning to compare, sort and match every day objects. All children have experience in ordering and sequencing pictures such as matching chairs, bowls and beds to the three bears. They are appropriately introduced to mathematical language such as big, little, more, less, in front of and behind. Teachers use every opportunity to reinforce their knowledge and understanding of number through consistent repetition, for example, in the singing of various number rhymes. The introduction of a numeracy hour in the reception class is having a positive impact on pupils' attainment and progress in mathematics. Information technology is used effectively to support mathematics through carefully selected number programs, such as 'Tizzy's Toybox' and in listening to counting rhymes on tapes.
75. Taking account of the nursery and the reception class, the quality of teaching is good overall and has a strong impact on children's learning and the good progress they make. Good teaching is characterised by clear and precise exposition and instructions so that the children know what is expected of them. Skilful questions are used to stimulate thought and provoke discussion from which children learn much. Work is effectively planned to meet the needs of all the children and clear objectives ensure that the children progress well. Teachers have secure understanding of how young children learn and provide a rich learning environment in which the children can develop.

Knowledge and understanding of the world

76. By the time they are five, the majority of children do not meet the national expectations in their knowledge and understanding of the world. Children are beginning to show an awareness of the features of living things, through making a collection of natural resources found in the park. Effective opportunities are provided for the children to develop their understanding of the senses through well planned activities. For example, they taste different sandwich spreads and fruits, look closely at the development of spawn into frogs and decide on the best materials to use in hot and cold habitats. They investigate how plants grow and use magnifying glasses to observe minibeasts from the garden. They enjoy using dough and handling a variety of tools to experiment in making, for example, different fruit-shapes. The children in the reception class are suitably developing an awareness of the passing of time through well-chosen activities. For example, they were able to discuss how animals were cared for in the past by their parents to how they are cared for today. Visitors into the nursery from workers in the community and a man with different animals, further enhance the children's understanding of the world around them. Visits from the Fire Brigade and the local policeman gave the children many worthwhile opportunities to experience these roles for themselves, for example, by using a fire-hose, sitting in a fire engine and setting up a course in the playground for stopping the traffic. A visit to the zoo enabled the children to see for themselves and look carefully at the different animals. Their computer skills are satisfactory: they are developing eye and hand co-ordination through controlling the mouse when following programs.
77. The quality of teaching is very good in the nursery and satisfactory in the reception class. Very good relationships have been established between the staff. The support assistants use their skills from their training well to make a valuable contribution to the children's learning by skilfully reinforcing their understanding and effectively supporting them. The stimulating displays support this area effectively. Teachers plan activities that develop and increase the

children's skills, particularly of observation. Plans clearly set out appropriate learning intentions for lessons. The activities are well matched to the needs of the children and they are precisely explained and demonstrated. Resources are very well prepared prior to the lesson.

Creative development

78. By the age of five, the children's creative development is well fostered through an appropriate range of activities. Children have daily opportunities in the nursery to express themselves by drawing, painting, marbling, engaging in imaginative play, using malleable materials, such as play-dough and sand and water-play. They produce pictures using a wide range of techniques, such as finger and hand printing and creating collage pictures by using a range of materials. They paint pictures, for example, of animals and flowers, working carefully and accurately. In music, the youngest children join in the action songs with enthusiasm. They are beginning to memorise the words of many nursery rhymes and songs. Reception class children successfully join the other classes in Key Stage 1 for a weekly singing lesson. They learn new songs quickly and with enjoyment. They are becoming aware of the difference between loud and quiet and fast and slow. The role play areas of an animal hospital in the nursery and a cafe in the reception provide stimulating opportunities for the children to play co-operatively and develop their imaginations by enabling them to take on the various roles and jobs.
79. Overall, teaching is good in this area of learning. Creative development is well fostered through a wide variety of activities. Teachers and support staff are well organised and use stimulating resources which are well prepared. They constantly talk to the children and ask relevant questions to enlarge their vocabulary and support their efforts. Staff work closely together and make positive contributions to the children's learning. For example, they participate in role-play and they help the children to select the most appropriate materials for their models.

Physical development

80. By the age of five, the majority of children make good progress, but do not reach the expected standards in their physical development. In the nursery, the children experience difficulty in controlling small tools such as pencils and glue spreaders and paint brushes. However, there are many effective opportunities planned for the children to develop these skills. By the time they are five, the majority of children are beginning to control and manipulate small objects such as pencils, construction apparatus, modelling tools, scissors and paint brushes, which they handle safely. They have many opportunities to cut, stick and join materials together. For example, when making a ferry a child in the nursery used glue to join balsa wood and small containers. Other objects that are on display are joined with nails and glue. In the nursery, the outdoor play area provides a good range of equipment to develop the children's ability to control and co-ordinate their bodies and gives them an awareness of space. For example, they use large constructional apparatus to become *Bob the Builder*. There is no outdoor area available to the reception class. This means that valuable opportunities are missed to develop the children's physical needs. Teachers, generally make good provision for the children's physical development. All staff have a very sensitive awareness of the children's safety.

ENGLISH

81. Standards of attainment on entry are well below the national average. At the end of both key stages, attainment is well below average. However, the proportion of pupils who are on the register of special educational needs is well above the national average and the pupils overall attain satisfactory standards in relation to their prior attainment. Over their time in the school, pupils make satisfactory progress. There is evidence that aspects of the National Literacy Project are bringing about improvements in progress, but it has not been in place long enough to have made a significant impact on attainment. The present Year 6 cohort has an even higher proportion of pupils with special educational needs than was the case last year. Despite improvements in provision, attainment at the end of the key stage remains well below average. Pupils' attainment is in line with that of pupils in similar schools. Low attaining and mid attaining pupils achieve reasonably well in the school in English and most of these pupils make good

progress. There is some underachievement amongst higher attaining pupils. Both boys and girls attain equally well and make similar progress. Pupils with special educational needs make good progress, because of the good provision made for them.

82. Standards in speaking and listening are well below average overall at the end of both key stages. Small numbers of pupils are fluent and articulate speakers of English and most can speak confidently to adults and their peers. Most do not have the breadth of vocabulary nor the syntax and knowledge of grammar to sustain a conversation in Standard English or explore ideas in depth. Very few, even of the older pupils, speak with assurance in formal situations, such as when talking to staff or parents. There are a few boys and girls, however, who have a reasonably wide vocabulary and the ability to formulate and express ideas and concepts orally in line with the average for their age. Few pupils listen well on entry, but this skill is developed satisfactorily in many. At the end of Key Stage 2, most girls listen well. They listen carefully to the instructions and teaching points made by teachers. In small group work, they listen to each other and are able to adapt their ideas to include the points made by others and discuss and work collaboratively well as a result. There is a significant minority of boys who sometimes appear to be listening but who then make mistakes in their work that show that were not actually paying full attention to what they were told.
83. There is a strong emphasis in the school, consistent in every teacher's planning, on providing opportunities for discussion and collaborative working in almost every lesson. This is a strength, along with the way in which all teachers value the oral contributions that pupils make. No answer or comment made by a child is ever dismissed as worthless by any teacher and this builds up an atmosphere of trust in which self-esteem and self-confidence are fostered. Pupils follow the good examples set by teachers in valuing and respecting the ideas and opinions of both children and adults.
84. Attainment in reading is below average overall at the end of both key stages, although a small minority attains above average standards at the end of Year 2 and Year 6. Most pupils can read well enough to make sense of texts that are appropriate for their age and can retell stories or the main points of non-fiction extracts well. Few can read aloud with expression. The detailed work done on texts in literacy hour sessions is improving older pupils' abilities to understand character, comment on relationships between characters in plays, novels and short stories and have a good understanding of motive. Higher attaining pupils understand some of the effects that authors attain through stylistic devices. One girl in Year 6 understood alliteration and its effect. Year 6 pupils can read persuasive texts analytically, such as advertisements, demonstrating a good understanding of how the media uses language and imagery to try to influence our purchasing decisions. They use information technology well and read information from computer programs and CD ROMs, adapting it to their purposes.
85. Skills in writing are well below average overall at the end of both key stages. Some high attaining pupils write well, adapting their style to a wide range of purposes and audiences, and attaining standards slightly above average. The mid-attainers write interesting and lively stories, but make spelling and punctuation errors that mean their writing can rarely be judged to be higher than average in standard and is more often just below. The significant proportion of lower attaining pupils tend to write using the constructions and vocabulary they use when speaking. They spell words phonetically and so make frequent spelling errors. Some do not join their letters properly when writing and most do not use paragraphs. Teachers work hard to improve writing skills and in the best examples, have concentrated on discussing with pupils how to make their writing more effective and have encouraged pupils to redraft their work to improve the technical accuracy of the writing.
86. A story written by a Year 6 girl shows sensitivity in the use of language. She uses words simply but effectively to describe her feelings in an unusual situation:
- 'I kept silent. I was always very shy around people - especially on my own. They seemed really nice, but, well, they were strangers. I was always taught not to talk to them. I felt like running out of the house, screaming, as if they were chasing me.'*
87. Progress is satisfactory overall, but varies from class to class. There is little difference in the progress made by boys and girls. Low attaining pupils and many mid attaining pupils make good progress in many lessons. Pupils for whom English is an additional language make good progress in learning English as the support is effective. Pupils with special educational needs often make good progress in acquiring basic skills in class, because of the individual support

they are given by both teachers and learning support assistants. It is the higher attaining pupils who are capable of better work than they are producing. They are not always making sufficient progress. The work is sometimes inappropriate for them and on occasions they are not sufficiently challenged. More work needs to be done with them to improve the quality of their writing. Inevitably, teachers concentrate much of their efforts on those with the greatest need in the class. This tends to be the lower attaining pupils.

88. Learning skills are generally good. Pupils are always ready to apply intellectual and creative effort in class, as a result of their own positive attitudes, the positive learning ethos in the school and the good relationships that teachers sustain and foster in class. They show interest and sustain concentration well, except for a minority of boys who have difficulty listening for sustained periods. Pupils understand what they are doing and know how to improve their work, partly because of the clear instructions their teachers give them. They are keen to succeed and want to do well. As a result they are not afraid of making mistakes but are willing to learn from them and will tackle difficult and demanding work with perseverance.
89. Pupils' attitudes and behaviour are good and most enjoy their lessons. Partly as a result of this, their behaviour is generally good. There are very good relationships in all classes and personal development is fostered very well. In all lessons, pupils are co-operative and collaborate well in small group and pair work. They listen to the views and opinions of others and treat them with respect. Pupils are generally enthusiastic and form good relationships with their teachers and each other. There are no instances of intimidation or aggressive behaviour.
90. Teaching is good overall and in almost half the lessons, is very good. In lessons observed it was never unsatisfactory. The scrutiny of work indicates that there is much good teaching, but its impact on pupils' levels of attainment is sometimes disappointing. This is not always a reflection on the teaching, but indicates the necessity of spending time working with lower attaining pupils who take longer to show the benefits of this attention in marked improvements in standards. There are occasions, though, when the teaching is satisfactory or good in a lesson, but insufficient time is likely to be devoted in follow up sessions on revisiting the task and improving the quality of the written work through extensive reworking. Sometimes the work being covered is included, quite correctly, because it is part of the literacy strategy, but it is not what these pupils need at this point in their development of writing skills. There are strengths, however, in all teachers' work. Teachers know how to interest and motivate pupils and so encourage them to work hard. They form good relationships with pupils, so that pupils want to succeed to please their teacher and try to listen and behave well. Resources are used well, especially in the whole-class sessions, when a good and appropriate range of resources interests pupils and makes them enthusiastic to begin their tasks. Teachers have good control and management of pupils, ensuring a good atmosphere for learning. They have completed the training for the literacy project and so have good subject knowledge. All teachers are aware of the need to develop skills of literacy when they teach other subjects which makes a good contribution to the development of pupils' skills.
91. The subject is managed well. The support for teachers is good and the literacy project training has been carried out thoroughly. Resources are good and used well. A broad and balanced programme of work has been produced that provides a good range of structured tasks, progressing in difficulty. The co-ordinator monitors the subject well and has a good understanding of the strengths and weaknesses in English across the school. She has produced good development plans for the subject and is always available to give useful guidance and support to teachers who need it. The teaching of English and the quality of provision have improved since the last report, but the attainment levels have gone down because of changes in the intake. There are far more pupils with special educational needs in Year 6 than there were at the time of the last report.

MATHEMATICS

92. Overall attainment in mathematics at the end of Key Stage 2 is well below national expectations. This represents a deterioration since the last inspection when attainment was generally found to be satisfactory, but was in fact below national standards. In the national tests in 1999, pupils' attainment was below the national average at the age of seven and well below the national average at the age of eleven. The decline in attainment at both key stages can be directly attributed to the recent arrival of a large number of pupils in school who have a high level of need. When compared with pupils from similar backgrounds, the schools' results were broadly in line with similar schools at the end of both key stages. Over the four-year

period 1996 to 1999 standards have fluctuated, but the trend in attainment has increased broadly in line with national averages. At Key Stage 1, girls performed slightly better than nationally and out performed boys. This is in contrast to the national trend. This result was reversed at the end of Key Stage 2 with girls performing well below the national average and below the performance of boys. During the inspection there was no observable difference in the teaching of boys and girls. The school, however, is aware of the difference in attainment and has planned, but not yet implemented, actions to tackle it.

93. Inspection findings indicate that pupils' attainment at the end of Key Stage 1 has improved particularly in relation to the number of pupils achieving higher levels. This can be attributed to the very high quality of teaching at the end of Key Stage 1. Inspection findings indicate that attainment at the end of Key Stage 2 is well below national expectations. This is due to a high level of pupil mobility and special needs compounded by very low levels of literacy.
94. At the end of Key Stage 1 many pupils are confident in their number bonds to twenty and the higher attaining pupils work with higher numbers. The lower attaining pupils, that constitute over fifty percent of the class, are able to round numbers below fifty to the nearest ten. The more able pupils have a firm understanding of the rule of rounding numbers that end in five up, and can apply this rule to problems involving numbers to one hundred. Evidence from previous work shows that pupils are able to investigate different ways of making the number ten and use information communication technology in their work on basic two-dimensional shapes. At the end of Key Stage 2 many pupils know and use prime numbers; factors and multiples and understand fractions. They work with numbers to 1000, 'Big Numbers' to one million and are confident in rounding numbers to the nearest decimal. They use four rules of number and some use their knowledge that division is the inverse of multiplication when completing their number work. Lower attaining pupils, which constitute nearly fifty percent of the group carry out addition and subtraction of numbers to one hundred. Evidence from previous work and works on display demonstrate that Year 6 pupils know the facts and the appropriate terminology for both flat and two-dimensional shapes. Pupils have successfully used information communication technology to draw, cut, tile and rotate shapes to make repeating patterns of a variety of brightly coloured irregular shapes.
95. Overall pupils make satisfactory progress during their time in school. Throughout the school they develop their mathematical ability well. In Year 1, pupils soundly progress from choosing coins that add to ten pence to using mental strategies to calculate number bonds to ten and the higher attainers to twenty. In Year 2, the idea and practice of repeating patterns of numbers to introduce multiplication are thoroughly understood and applied, and then in Year 3 are applied to using addition and multiplication when working with numbers to fifty. In Year 4, pupils use the inverse relationships of multiplication and division to solve problems with numbers up to one thousand. In Year 5, pupils' mental strategies are used to multiply and divide by tens, hundreds and thousands, while in Year 6, they are able to do the same but within two decimal points. Pupils throughout the school become increasingly adept at understanding mathematical concepts and process although they often have difficulty explaining the mental strategies due to a lack of language skills. Throughout the school they solve problems of increasing difficulty involving money, measurement in standard units, area and perimeter. Pupils with special educational needs make good progress as they are well supported by very good support staff and management structures. Class teachers also ensure that the tasks they undertake are well suited to their needs.
96. Pupils' numeracy skills are regularly developed in other subjects; for example, in geography when using co-ordinates to read maps in Year 2. In Year 3 pupils plotted line graphs and drew pie charts of the results of a science experiment on wood lice, and in Year 6 similar line graphs included negative numbers.
97. Throughout the school, pupils' attitudes to learning mathematics are good. They concentrate well and work conscientiously in lessons, especially in oral parts of the lesson. They are confident to ask and answer questions and keen to briefly explain their mental strategies to the teacher and the class. Written tasks, however, are frequently incomplete and poorly presented, reflecting their poor literacy skills.
98. The quality of teaching in mathematics is satisfactory overall; thirty percent of lessons is good or very good. Where teaching is good or better there is a strong emphasis on subject specific vocabulary and good questioning of pupils to develop their knowledge, understanding and mental skills. Lessons are well planned, building carefully on previously acquired knowledge and skills. Pupils are well managed and resources are used effectively to support the lesson

content. In many of the lessons the sharing of the teaching objectives with the pupils and revisiting them in the plenary session provides the teacher with useful assessment information and the pupils with a feeling of purpose and achievement. Lessons have a good brisk pace, as in the game of ping-pong in Year 3 and teachers work effectively with groups and individuals which enables sound progress to be made. Where teaching is less effective there are too few opportunities for pupils to develop and discuss their own strategies and the pace of the lesson is too slow particularly during the introductory carpet sessions. Occasionally pupils are left unsupported in group activities where the content is unclear to them. Overall marking is unsatisfactory with few comments that would help pupils to improve their work. The preparation of specific work for such large groups of low attaining pupils in many classes has detracted from the needs of higher attaining pupils, thus slowing their learning.

99. The school has successfully introduced the National Numeracy Strategy and each class has daily mathematics lessons, which is improving the provision and having a positive effect on skills of mental arithmetic. The school has a very detailed scheme of work that ensures that there is good coverage of all aspects of mathematics. Current assessment results are used well to group teaching in classroom settings. The recently adopted individual target cards have not been in place long enough to raise attainment. Homework is set irregularly.

SCIENCE

100. By the end of Key Stage 2, the 1999 national test results showed that pupils' performance in science was well below average but when compared with similar schools, results were close to average. Results over a period of four years show overall improvement. By the end of Key Stage 1, the results of the 1999 national teacher assessments showed that the attainment of pupils aged seven was well below the national average. In comparison with similar schools, pupils' attainment was broadly in line with the average. Inspection findings show that at the end of both key stages, attainment is similar to that of last year. This is attributable to the very high levels of pupils with special educational needs, pupils' poor literacy skills across the curriculum, the high number of boys in the school and the poor levels of attendance. In addition, there is a high proportion of mobility in the school. Many pupils enter and leave school part way through Key Stage 2 and this has an adverse effect on the consistency of their learning and attainment.
101. By the end of Key Stage 1, pupils show a low level of knowledge of scientific facts, but their ability to carry out practical investigations has improved recently. Year 2 pupils classify living things according to similarities and differences and show some understanding about growing and change. They can sequence the stages of development in the life cycle of creatures such as frogs and butterflies. When given opportunities to investigate, pupils make predictions and sensible suggestions and learn to record simple conclusions. For example, when choosing the variables in setting up an investigation and predicting the best conditions in which plants grow. The use of information technology to record and analyse information is inconsistent. Pupils make appropriate use of number in their science work.
102. By the end of Key Stage 2, pupils' knowledge of scientific facts has improved but a significant number do not have an appropriate depth to their understanding. This is because they do not use language well enough to explain scientific ideas. Their understanding of the process of planning, considering and evaluating experimental evidence is below national expectations. Teachers support them well, working hard to help consolidate the key ideas underpinning certain topics. They choose activities carefully and ask skilful questions to ensure that they understand what is being asked of them. Examination of previous work shows that pupils have a suitable range of information in note form and are beginning to improve their skills by conducting investigations. However, independent recording skills are generally weak because of the poor skills of literacy of a large number of pupils. Many are largely successful in solving simple practical problems but show a lack of experimental proficiency and many do not clearly explain the outcomes of tasks. For example, one pupil in Year 6 concluded from an investigation on micro-organisms, "*I have found that micro-organisms need moisture to grow.*" Little use is made of information technology to present data in a more interesting way or to record the results of experiments. Many teachers encourage the development of literacy skills by constantly using the correct scientific vocabulary and encouraging pupils to do the same. For example, in Year 3, when studying how bones work in the body, pupils learnt to make use of correct terms such as joints, muscles, relax and contract. Appropriate use is made of numeracy skills, for example, when pupils record the growth of plants.

103. Overall, achievement is satisfactory at both key stages in relation to the pupils' prior low attainment. In general, pupils are given appropriate work. However, pupils of higher attainment are often not challenged sufficiently. Throughout the school, the needs of pupils with special educational needs are met successfully. They are very well supported and make good progress. Pupils with English as an additional language make satisfactory progress when supported by an extra adult.
104. Pupils have positive attitudes to learning and behave well. They are usually attentive and engage in discussion and suggest ideas if asked, even though they are not always confident speakers. Teachers use extra adult support well.
105. Overall, the quality of teaching is satisfactory with many good aspects at both key stages. Teachers have a sound knowledge of the subject. In the best lessons, teachers manage pupils well and activities are usually well organised. Relationships are good and teachers foster positive attitudes. An improving emphasis on scientific investigation helps pupils to explore scientific ideas for themselves and promotes practical skills. However, this emphasis on a problem-solving approach to practical work has only recently been introduced and pupils in Year 6 have had very little experience of it. Not all displays are effectively used to stimulate pupils' curiosity and encourage enquiry. The use of time and resources to support learning is satisfactory.
106. The subject is effectively led and the co-ordinator gives enthusiastic direction. The school is currently reviewing its scheme of work, to take account of national guidelines to develop a scheme for the needs of the school. Assessment arrangements are also being developed as they are currently inconsistent. The quality of marking of pupils' work is also inconsistent. Teachers often provide too little information to pupils on what to do to improve. The action plan for the subject is good and the school is well placed to make further progress at both key stages.

ART

107. The last inspection report judged that pupils' attainment was generally sound. Since then, the school has decreased the time it gives to the subject, in line with national priorities and although covering all elements of the National Curriculum, has not maintained the depth of coverage of key areas of knowledge, understanding and skill.
108. It was possible to observe only one lesson at Key Stage 1 during the inspection. There were no art lessons in Year 6 because the subject is part of a rolling programme with design and technology. Overall judgements are not possible on the standards of pupils' work or the quality of teaching from this small sample. Other evidence has been taken from an analysis of pupils' previous work on display, teachers' planning and other documentation and discussion with the headteacher.
109. Examination of previous work shows that pupils have very little experience of building on basic skills in art. Pupils in Year 2 have drawn sunflowers in the style of Van Gogh, while pupils in Year 4 have had some experience of sponging and rolling to produce an image. In Year 6, pupils have been given a suitable opportunity to draw an uphill perspective, while pupils in Year 1 have painted objects of their choice to be buried in a time capsule. Most of the other work is composed of drawings, illustrations and diagrams to appropriately support other areas of the curriculum. For example, pupils in Year 6 have illustrated their history study of time with different designs of clocks and watches through the ages, while pupils in Year 1 have made plasticine pictures of characters in a fairy story to support literacy. There are few examples of designing three-dimensional models and sculptures to show knowledge of shape, form and texture. Pupils across both key stages are not sufficiently encouraged to experiment, check and modify their work. Computer-aided art and design is infrequently taught.
110. In the lesson seen in Key Stage 1, the quality of teaching was good and had a positive impact on the pupils' learning, as was evident by the pupils' noticeable response to the teacher's clear explanation and good preparation of resources. A calm and purposeful atmosphere was created by the teacher in which the pupils understood the established routines and clear expectations of behaviour. Pupils were given an appropriate amount of individual support; at the same time the teacher encouraged their independence and developed their skills. Pupils responded well, showing real interest in their work and their finished products had good

qualities.

111. The increased attention paid by the school to raising standards in English and mathematics has meant that less attention has been paid to the development of art since the last inspection. There is no co-ordinator for art and this has affected further development in the subject. However, plans are in place to appoint a co-ordinator to take effect from September. The headteacher has a clear vision for the development of the subject, which includes identifying the training needs of the co-ordinator and then professional development for all staff. In addition, the need has been identified to implement a scheme of work to ensure that the teaching of specific art skills is sufficiently developed as pupils move from class to class. Such proposals have the potential to raise standards.

DESIGN AND TECHNOLOGY

112. It was not possible to observe many lessons during the inspection week and so judgements have been based largely on evidence of past work, discussion with pupils and evidence from schemes of work and planning.
113. There are some good examples of work. Samples from last year include well-made models of Roman war machines and amusing mechanical toys using cranks. This year, pupils at the end of Key Stage 1 have made and designed wheeled vehicles and evaluated their products. Pupils at Key Stage 2 have constructed pop-up books. They researched the different kinds of mechanisms that could be used to make the novel effects that are features of these books and disassembled some commercially produced examples to explore their secrets further. Then they designed and made their own. The project took longer than expected and there was not time to evaluate the designs. Levels of attainment are below average overall. Some pupils have good design and construction skills, applying their imaginations well to the task and showing good creative skills. They come up with clever, attractive and practical designs and show good awareness of the strengths and weaknesses of their finished products. Most pupils have fewer skills both in design and making and their evaluations are relatively superficial. All pupils make satisfactory progress, however, and achieve satisfactorily for their prior attainment.
114. Overall, the teaching is satisfactory. The products made in the subject are often part of cross-curricular work, supporting study in other subject areas. In these circumstances, there are occasions when there is not time to carry through all the requirements of the subject. The design and planning stage, or the evaluation and review, are sometimes significantly reduced as a result. Pupils are not, then, learning to become designers and technologists. There are examples of good and very good teaching, however, such as the work in Key Stage 2 on money containers. The teacher made good use of resources. Existing designs and materials used for containers were examined by pupils and then they were encouraged to design their own, using the ideas and knowledge they had discovered, adapting existing ideas and then reviewing and assessing their own plans. In lessons like this, the teachers show good knowledge of the principles behind the subject and pupils are enthusiastic learners. They respond well to the challenges they are set and work hard, taking pride in the outcomes. All pupils have positive attitudes to the subject and behaviour in lessons is generally good. They handle equipment and materials responsibly.
115. There has been good improvement since the last report. The last inspection found that there was some unsatisfactory teaching; all teaching is now at least satisfactory. There was no scheme of work to support teachers' planning and this has been tackled. The subject was not meeting National Curriculum requirements and pupils made inconsistent progress. The criticisms of some work being low-level model-making have been addressed, but there are still some inconsistencies in the quality of teaching of the subject across all classes.

GEOGRAPHY

116. Pupils at the end of Key Stage 1 and 2 reach the levels that are expected in geography, but their attainment is depressed by poor skills of literacy, particularly at Key Stage 2. Pupils in Year 2 were not taught geography during the term of the inspection. Through an analysis of work and discussion with pupils, attainment was judged to be broadly in line with national expectations. By developing their map reading skills, pupils in Year 2 were able to use the four

points of a compass to locate treasure on a fictional pirate map. Year 6 pupils have a clear understanding of how the local area has been changed by peoples' reliance on the car and have thought of several ideas on how to calm traffic in the immediate area around the school.

117. Pupils make sound progress across both key stages. Pupils in Year 1 have walked around the school and drawn a floor plan and an aerial plan of the school playground. In Year 2 the use of co-ordinates, an early tool in map reading, is used to draw a 'poodle'. During discussion, pupils understood the usefulness of co-ordinates in finding a place on a map. In Year 3, pupils used holiday postcards to draw conclusions about an area's climate and topography, hypothesising whether they were snow-covered mountains or coastal sand dunes. Year 4 pupils developed this further in an exciting lesson that used bright and interesting pictures to compare and contrast the difference between natural and man made environments. Year 5 pupils used a variety of stimuli and research techniques to study an Indian village and make comparisons between schooling there and schooling at Alderwood and in Year 6 pupils have a sound knowledge of settlement and why people migrate. Pupils with special educational needs make good progress because of the quality of support they receive from the learning support assistants and the very effective liaison that happens between teachers and support assistants.
118. Pupils enjoy their work and respond positively to the chance to work collaboratively on activities, for example, when looking at features in pictures of the same location, but separated by a period of time. In the scrutiny of work, however, work was poorly presented and sometimes incomplete, reflecting the pupils' difficulty with written work.
119. The teaching of geography is satisfactory overall, with twenty-five percent of lessons very good. This is an improvement since the last inspection. Lessons are planned with a clear subject focus, skills are developed appropriately and good use is made of questioning to develop knowledge and understanding. This was particularly evident on in a well-orchestrated lesson on possible road calming measures for local traffic. The choice and use of resources in the best of the lessons provoked an enthusiastic response from the pupils who gained greatly from the activity of comparing the evidence of secondary source material. At times, however, discussions in lessons were over long and, except in all but the best lessons and in much of the scrutiny of work there was little evidence of work being closely matched to pupils of higher attainment. Teachers mark regularly, but do not always comment on how pupils may improve their work.
120. The school has recently adopted government guidelines on the teaching of geography. The subject is taught on a two-year cycle so pupils do not experience geography every term. This results in only a basic progression of geographical skills. Resources for geography are good overall and are used effectively to support the subject. Numerous local visits in and around Eltham are used well to support geographic topics and themes. There is a co-ordinator for the subject but due to their long term sick leave there has been little achieved in implementing the useful action plan or monitoring the teaching of the subject.

HISTORY

121. History was not being taught at Key Stage 2 during the week of the inspection so judgements are based on discussions with pupils and staff and analysis of their work. A scheme of work has been developed over the past two years with the involvement of all the staff. This is an improvement from the last inspection and is raising attainment.
122. As with most subjects in the school, attainment is below average at the end of both key stages because of the poor skills of literacy of many of the pupils which prevent them from presenting information clearly, particularly at Key Stage 2. However, pupils make good progress because the teaching is stimulating and well planned. Pupils of higher attainment make sound progress as sometimes, the work is too easy for them, although a few staff ensure that they are given work that extends their understanding. There is little difference in the attainment of boys and girls.
123. At the end of Key Stage 1, most pupils have a growing understanding of chronology and a sound understanding of lives and events in the past. Pupils in Year 2 were able to talk about Guy Fawkes and to give a point of view about why he tried to blow up the Houses of Parliament. Pupils of lower attainment knew he lived a long time ago and others guessed that he lived about 250 years ago. They have a knowledge of the life of Florence Nightingale and are able to talk about Mary Seacole. One pupil described a timeline as being like a life cycle.

124. At the end of Key Stage 2, many pupils can hypothesise and look at events from a different point of view, such as the Romans' and Britons' views of Boudicca. Many pupils understand about changes over time, such as in travel and schools. Pupils talked with understanding about their study of the Romans and higher attaining pupils used specialist language of history well. They all knew about features of Roman life such as how the roads were built and why they were straight. They were fascinated by the fact that Shooters Hill Road is Roman. They develop an understanding as they move through the school as to how to use artefacts and how to give a source of evidence.
125. Pupils enjoy history because of the range of interesting activities provided, such as the investigation into Eltham. One boy was interested in a milestone saying London Bridge is 9 miles away and was able to hypothesise what it might be for. Pupils are well behaved because all staff use methods to encourage good behaviour and motivation. There is little difference in the attitudes of boys and girls towards history. In Year 1, pupils craned forwards eagerly to see an artefact being pulled from an old suitcase. They were amazed at what came out and were eager to deduce what it might be.
126. The teaching at Key Stage 1 is good and evidence suggests that it is at least satisfactory at Key Stage 2. Planning is used well, although not all staff use the information they gain from assessment to plan to extend the higher attainers. Staff are aware of the need to promote literacy and use the opportunities provided by writing to develop the skills needed for writing in history. A teacher with a young class discussed old and new and used it as an opportunity to extend pupils' speaking and listening skills. A Year 1 class was helped to understand the significance of the story of an old toy by very careful use of questions and very clear explanations. As a result, pupils' learning about chronology was developed effectively. Good use is made of the internet to seek information. Very good use is made of resources which motivates the pupils. The museum loan service is used and the environment offers good opportunities for historical study. Learning support assistants are highly effective and the team work between adults in the classes is very good and extends pupils' knowledge and understanding by the discussion that takes place. Teachers at Key Stage 1 shared the aim of the lesson with the pupils which successfully focused their attention on what they had to learn. All staff mark assiduously, but written comments give insufficient guidance to pupils as to how they might improve their work.
127. In the last inspection, history had many strengths. The subject has been effectively developed and strengthened.

INFORMATION TECHNOLOGY

128. At the end of Key Stage 1 and Key Stage 2, pupils' attainment is well below expectations for seven and eleven year olds. However, there have been improvements since the last inspection in the planning, provision and development of teachers' confidence and competence in teaching information technology.
129. Regular skills-based lessons have a beneficial impact on the standards that pupils achieve and the good progress they make in developing their competence with computers. Pupils, at the end of both key stages, including those who have special educational needs and those for whom English is an additional language, make good progress in all aspects of the information technology curriculum. They develop skills in the youngest classes, learning to use the mouse to move and control pictures. For example, children in the reception class use a program to draw shapes and learn how to use of the fill button to colour the picture. Pupils in Year 1 build up pictures by using shapes and they develop word processing skills. By the end of Key Stage 1, most pupils generate their ideas in pattern forms. Pupils in Year 2 created a number of different symmetrical pictures by using different colours and tools. They are beginning to learn how to integrate pictures with text and highlight words by using the cursor and to delete words by using the backspace.
130. By the end of Key Stage 2, pupils have not had sufficient experiences of using the computer or of learning the skills necessary to bring their knowledge and understanding into line with expectations for this age group. However, recently improved planning and provision is effectively building on the pupils' previous learning. For example, pupils in Years 5 and 6 become more skilled at word processing, while pupils in Year 3 experiment with the use of different fonts in their writing.

131. Pupils enjoy their work and treat the computers carefully. They collaborate well. They have positive attitudes towards the subject and are eager to learn. They respond well to the opportunities to be independent.
132. The number of lessons observed was too few to give an overall judgement on the quality of teaching. In the small number of lessons seen, the quality of teaching was good. Teachers give clear explanations of skills to be learned and tasks to be accomplished: expectations are high, subject knowledge is good and help is given quickly to pupils. They become keen and enthusiastic and enjoy using information technology. The pupils listen well to their teacher's instructions and this has a positive effect on their learning. Pupils are thoughtfully managed and relationships are good; teachers are patient and encouraging. They respond well to questions and are keen to find out more. Lessons are suitably planned from the scheme of work that is based on the local authority recommended guidelines.
133. The school has recently appointed a very efficient and enthusiastic co-ordinator who has raised the staff's confidence and competence in teaching the subject. She effectively supports and trains teachers. Due to good leadership, the subject has continued to develop well since the last inspection. Sufficient time is allocated to the subject. Throughout the school, information technology programs are used to extend pupils' learning in other curriculum areas, including English, mathematics, science, history and geography. For example, in mathematics, Year 2 pupils make use of colour magic to create symmetrical objects, while in Year 4, pupils handle information that supports science. There are sufficient computers located in the classrooms to effectively support the curriculum. There is a computer suite that is furnished with out-of-date computers. These are used to teach basic skills and sometimes to access a Logo program and games programs to support mathematics.
134. Currently Internet access is not available to all the pupils for them to gain information to support classroom projects. The school is awaiting parents' permission for this. Software is being built up to support the curriculum.

MUSIC

135. Music is taught by a specialist at Key Stage 2 who also teaches singing at Key Stage 1, but class teachers also teach music at Key Stage 1. This arrangement started this academic year and beforehand, there was little expertise in the subject. As a result, attainment is below average as pupils started at a low base and progress across the school is unsatisfactory, but has improved this year because the teaching is effective. Although all elements of the National Curriculum are covered, insufficient time has been given to develop them because of the focus on literacy and numeracy.
136. At the end of Key Stage 1, pupils sing tunefully and quickly learn new songs. They can express the dynamics of a song. They listen carefully for loud and quiet dynamics. At the end of Key Stage 2, many pupils listen well and can name the instruments used in a piece of music. They learn how to perform together and to follow a conductor. A few pupils use technical language of the subject with confidence. They sing expressively, particularly when unaccompanied as was observed in an assembly.
137. Pupils enjoy their music lessons and both boys and girls respond very well. In all the lessons observed at Key Stage 2, behaviour was impeccable as the teacher has very good control and makes the lesson interesting by the range of activities. Pupils concentrate well and sustain the activities with interest.
138. Teaching is good overall at Key Stage 2 and is satisfactory at Key Stage 1. The specialist teacher has very good understanding of the subject which is used well to move pupils' learning forward. The very good use of voice and piano is a good model and has a positive impact on the pupils' learning. Assessment is used effectively to improve the pupils' performance. The team work between learning support assistants and staff is very good and extends the pupils' learning. Pupils with special educational needs are helped to contribute to the lesson and therefore to learn by this support. One such pupil offered to play the tambour and the teacher moved quickly to support him. He was delighted by his success. The brief time given to music means that higher attaining pupils are sometimes unchallenged and lower attaining pupils not given the opportunity to consolidate their understanding.

139. Since the last inspection, the subject has a co-ordinator and there are more opportunities for listening to music both in assemblies and in lessons. The limited time for music means that composition has not developed since the last inspection.

PHYSICAL EDUCATION

140. The last report was very critical of many aspects of the provision for this subject. There was no monitoring and no certainty that the requirements of the National Curriculum were being met. Pupils were making unsatisfactory progress overall. Provision was very inconsistent from class to class. There have been good improvements in all these areas and they are now satisfactory. The lack of a policy and scheme of work was criticised and both are now in place. Many aspects of teaching were seen as unsatisfactory. Teachers had insufficient subject knowledge and, in some lessons, teaching was poor. There is now no poor or even unsatisfactory teaching. Teachers have at least a satisfactory understanding of the subject and most teachers' knowledge and expertise are good. There has been good progress overall in improving provision for physical education.
141. Because of the time of the year when this inspection took place, it was only possible to observe lessons in games skills and athletics. Attainment is below average overall at the end of both key stages, but there is a significant proportion of pupils at the end of Year 2 and Year 6 who have at least average and in some cases above average skills in games and athletics. Attainment in swimming is in line with national expectations, with approximately 90 per cent of pupils able to swim 25 metres by the end of Year 6. There is evidence that attainment in dance is above expectations and the teaching of dance is a strength in the school. Around half of the girls in the after-school dance class, for example, demonstrate good control of their bodies and can move expressively and well to music, following a sequence of moves with above average levels of skill. There are strengths in attainment at the end of Key Stage 1 in the acquisition of games skills, such as throwing and catching. Some pupils lack effective hand and eye co-ordination. They find it difficult to throw a ball even short distances with anything approaching consistent accuracy. With the patient help of the teachers and learning support assistants, they are gaining in confidence and, slowly, skills. A significant minority has good co-ordination and throw and catch well.
142. During Key Stage 1, pupils' progress in traditional games skills is satisfactory. Most can kick a ball well, both to each other and towards a target or goal, but some boys kick only for distance or height and therefore make less progress because their kicking lacks accuracy. At Key Stage 2, pupils make satisfactory progress overall in developing good techniques in a variety of traditional games skills, such as passing, aiming, throwing and catching. The higher attainers need to be set greater challenges on occasion. There is a tendency for the same tasks to be set for all. This means that the average and low-attainers are learning new skills, but those who can already, for example, bowl reasonably well, practise this skill without extending it.
143. Teaching is satisfactory with many good features. Teachers plan for a range of activities that are appropriately aimed at developing a particular skill in the pupils. They have clear learning objectives and these are shared with the pupils, so that they know what they are to do and how to succeed. This is reinforced with good demonstrations, often done by the teacher, which set high expectations of the levels of performance expected. Sometimes, pupils are used to demonstrate and in the better lessons, the pupils' skills are discussed and analysed as aids to learning for the rest of the class, as well as the individuals involved. It is less usual for planning to be detailed enough to encompass different activities for pupils with different needs, however. Assessment is not yet used well to track pupils' progress and to ensure that targets are set for them and monitored. The control and management of pupils is satisfactory, although some, especially boys, can become over-excited. When this happens, teachers respond appropriately and make their expectations of behaviour clear. Pupils enjoy the physical activity that the lessons provide and all respond enthusiastically: all take part and try hard to succeed. They collaborate well in pair work and as members of teams.
144. The school enters into a range of inter-school tournaments and competitions. Pupils performed well in the last local schools' swimming gala and teams have had success in football and netball competitions.

RELIGIOUS EDUCATION

145. Pupils at the end of both key stages meet the expectations of the Locally Agreed Syllabus. This is a good improvement since the last report. Written work, however, often fails to reflect the same standards due to the pupils' poor literacy and study skills. Pupils develop a sound knowledge of the practices of major world religions with an appropriate emphasis given to the study of Christianity. Lessons therefore have a good impact on pupils' social, moral and cultural development. The development of personal beliefs and values, however, is less secure as insufficient attention is given to pupils responding to the spiritual aspects of religious stories and rituals, especially in upper Key Stage 2. Overall, pupils make sound progress throughout the school and pupils with special educational needs make good progress due to the quality of support they receive from class teachers and the learning support assistants.
146. Year 1 pupils understand the Buddhist principle of caring for others after a sympathetic discussion following the beautifully read story of 'The Monkey King' and in Year 2, pupils' knowledge of Judaism is reflected in a very good classroom display on festivals, rituals and ways of life. Pupils know the names and uses of the 'menorah' and use their religious knowledge to compare the similarities and differences of Jewish and Christian weddings while in Year 3, pupils have a basic knowledge of Islam. In Year 4, the last lesson on the unit on Christianity revealed that the pupils' knowledge of the principle characters, their lives and the morals of some of the parables from the Bible are securely known and understood. In Years 5 and 6, a series of pieces of work cover the main features and beliefs of Christianity and five other of the main world religions. In a Year 6 lesson, key events in 'life's journey' were sensitively introduced as the start of a larger topic on community and belonging.
147. Overall the pupils' response to the subject is satisfactory. They listen well to the story telling and are keen to contribute to discussion and respectfully share their ideas. Relationships with teachers are good.
148. The majority of teaching in lessons is good, with twenty-five percent very good. In very good lessons, class activities are matched to pupils' different levels of ability, thus providing challenge and high expectations. In all lessons, teachers demonstrate good organisational skills and lessons are well prepared. The majority of teachers have sound knowledge of the subject; this is an improvement since the last report. The use of good questions develops a lively pace to lessons and encourages pupils to provide answers. Teachers frequently refer to previous lessons and use this to develop a deeper knowledge and understanding of the subject. In all lessons pupils are well managed. The marking of work, however, remains cursory and does not help pupils to improve their work.
149. The recently adopted Locally Agreed Syllabus provides a clear structure and progression in the teaching of religious education. It has been introduced recently, so all the aspects of this syllabus have not been fully implemented or had the chance to impact on pupil attainment and raise it even higher. No assessment or records of pupils' competencies in the subject takes place and therefore there is no information to clearly target work to pupils of different attainment. The availability and use of learning resources, including artefacts, are satisfactory. There is a useful action plan for the subject although little progress has been made on it, or on the monitoring of teaching, due to the long-term absence of the co-ordinator.