

# **INSPECTION REPORT**

**ANNANDALE PRIMARY SCHOOL**

**GREENWICH, LONDON**

LEA area: Greenwich

Unique reference number: 100111

Headteacher: Mr David Edwards

Reporting inspector: Michael Renouf 1638

Dates of inspection: 14 – 18 February 2000

Inspection number: 189335

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary with Nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Annandale Road  
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London  
SE10 0JY

Telephone number: 0181 858 0394

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Appropriate authority: Governing body

Name of chair of governors: Ms Pam Davison

Date of previous inspection: 16 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Michael Renouf	Registered inspector	Mathematics; Information technology; History; Special educational needs.	What sort of school is it? The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Robert Love	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Gay Wilkinson	Team inspector	Areas of learning for children under five; Science; English; Geography; Music; Religious education; English as an additional language.	
Michael Woods	Team inspector	Science; Art; Design and technology; Physical education; Equal opportunities.	How good are the curricular and other opportunities offered to pupils?

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## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 - 11</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12 - 14</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15 - 16</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17 - 18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21 - 22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>ENGLISH AS AN ADDITIONAL LANGUAGE</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25 - 28</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29 - 44</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Annandale Primary School provides for pupils aged from four to eleven, and also for children below school age in the Nursery unit. It is about the same size as most primary schools. There are 170 pupils on roll taught in seven classes. The Nursery provides for 46 children who attend part time, and at the time of the inspection, there were four children under five in the Reception class, who had transferred from the Nursery at the start of the current term. Pupils come from a wide range of backgrounds in the immediate locality, which is an urban area of council housing and private accommodation. Parents of 34 per cent of pupils, above average for the type of school, claim for free meals. The school has identified 26 per cent of pupils as having special educational needs, and eight pupils have statements of special educational need. Both figures are above average. Twenty-eight per cent of pupils are from minority ethnic backgrounds, and there are 32 pupils (19%) for whom English is an additional language, which is a high percentage. Children show a wide and broadly average range of attainments on entry to the school.

### **HOW GOOD THE SCHOOL IS**

The school is very effective, and provides a very good place for pupils to learn. Teaching is very good and pupils' attainments by the time they leave school are, overall, above average. Results in all the core subjects are rising faster than the national trend. Pupils' attitudes to school and their behaviour are very good. Their personal development and relationships are excellent. The school is very well led, and arrangements for ensuring equality of access and opportunity are excellent. Weaknesses identified in the school are dealt with effectively. The school provides good value for money.

#### **What the school does well**

- The leadership of the headteacher and senior staff is very good in setting a clear educational direction for the school, based on social inclusion, pupils' personal development and striving for the best achievements by all pupils.
- The aims and values of the school are reflected very well in its day-to-day work and there is a very good, shared commitment to improvement.
- The provision for children under five is very good.
- Teaching is very good across the school and leads to good learning by all pupils.
- High standards in reading, writing and mathematics are being maintained at Key Stage 1; standards are steadily improving at Key Stage 2, and have risen above average in mathematics and science.
- Pupils' attainment in art is good.
- The very good provision for pupils' personal, social, moral and cultural development underpins every aspect of school life, and relationships are excellent.
- Equality of access and opportunity for pupils of all abilities, backgrounds and gender is excellent. The good support for pupils with English as an additional language enables them to keep pace with other pupils.
- The school fosters links with the community that make a strong contribution to pupils' learning.

#### **What could be improved**

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- Standards in English and information technology (IT) at Key Stage 2 are below the national expectations.
- There is scope for extending the opportunities for research and investigative work by pupils in science.
- There is a need to extend the assessment and recording procedures, which are in place for English, mathematics and IT, to all subjects, to help promote progress and higher attainment in these subjects.
- The marking policy is not implemented consistently across the school.
- Opportunities for pupils' spiritual development across the curriculum are not planned.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded effectively to the weaknesses identified at the last inspection in September 1996. Among a range of issues for attention, standards in mathematics and science at Key Stage 2 have been raised, and the achievements of boys have been improved. Approaches to extending the provision for more able pupils have been put in place. The roles of subject co-ordinators and of the governors have developed. In addition to the issues from the last inspection, the school has improved in other areas. The quality of teaching has improved significantly. Standards in design and technology (DT), art and physical education (PE) have risen across the school, and in IT at Key Stage 1. Assessment and the monitoring of work in English, mathematics and IT have developed, but there is room still for improvement across the curriculum. Overall, improvement has been good, and the school's capacity for further improvement is very good.

## STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school has a high number of pupils with English as an additional language compared to the national average, and this is reflected in the English result. However, the percentage of pupils who attained at the higher level was above average, showing that a good proportion of pupils, nevertheless, do well in the subject. Standards in all three subjects have risen over the last four years, faster than the national trend.

By the age of five in the Reception class, most children achieve the standards expected nationally, and some exceed them. The overall performance of pupils at Year 2 in tests at the end of Key Stage 1 in 1999 was well above average in reading, writing and mathematics. When compared with similar schools, the overall performance of the pupils was well above average in reading and mathematics, and very high in writing. Standards in science in 1999 were in line with the national average. The findings of the inspection confirm these standards at Key Stage 1.

Standards seen in the inspection in English at Key Stage 2 are in line with the expected levels set by the National Curriculum. This represents continued improvement on the standards attained in tests in 1999. In mathematics, standards in the work seen reflect the test results. In science, work seen in the inspection was in line with the national expectations. This reflects the percentage at the expected level in the 1999 tests, and the judgement is also based on a wider range of achievements than those tested.

Standards of attainment in IT at the end of Key Stage 1 are in line with national expectations but, despite improvements, do not yet reach the expectations at Key Stage 2. In DT, geography, music and PE, standards are appropriate for the ages of the pupils across the school. In art, pupils' overall attainments are above what would be expected for their ages across the school. There was insufficient evidence to make judgements on standards in RE at both key stages. The school has set realistic but challenging targets for pupils at Year 6, rising in future years. In 1999, the targets for English and mathematics were exceeded.

The quality of learning seen across all lessons is mainly very good in both key stages. This has led to the good levels of achievement by all pupils during their time in school and the overall above average standards of attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school, and work well in lessons.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Excellent. Pupils show respect for each other and for adults. They accept positions of responsibility and trust, and carry out their duties in a mature manner.
Attendance	Below average.

The attitudes of the pupils, their behaviour and the quality of the relationships are strengths of the school.

## TEACHING AND LEARNING

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

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

The teaching in all lessons seen was never less than good. In 70 per cent of lessons the teaching was very good, and in 11 per cent it was excellent. This is a significant improvement on the previous inspection.



The teaching in English and mathematics is very good. The skills of literacy and numeracy are taught very well and pupils are enabled to apply their skills across the curriculum. Pupils' learning in lessons is very good overall, and it was closely related to the quality of teaching in all the lessons seen. The teaching is matched well to the ages and needs of all pupils, including those with special educational needs and pupils with English as an additional language.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	A well-structured curriculum that meets the needs of all pupils. Well-planned personal, social and health education. Art and music play a good part in the work of the school.
Provision for pupils with special educational needs	Good. Class teachers and learning support assistants provide well for pupils with special educational needs.
Provision for pupils with English as an additional language	Well-managed, good support that enables pupils to have full access to the whole curriculum, to all activities and the life of the school. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, social, moral and cultural development is very good. As a result, attitudes and behaviour are very good, and pupils' relationships with one another, and with teachers and other adults, are excellent. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	The school provides a safe, very caring and supportive environment, which makes a positive contribution to the pupils' learning. Procedures for assessing and monitoring the pupils' academic progress have improved, but in some subjects are underdeveloped. Procedures for monitoring and promoting good behaviour, and for eliminating any oppressive behaviour, are very good.

The school works very well with parents on all aspects of school life, and parents are very supportive of the school.

There is a good emphasis in the curriculum on English and mathematics, which is resulting in the good standards in numeracy at both key stages and in literacy at Key Stage 1, and in the improving standards in literacy at Key Stage 2.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy head and other key members of staff provide very good leadership in setting a clear educational direction for the school and a strong sense of purpose.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities effectively, apart from some omissions in its annual report to parents. Governors play an increasingly effective part in planning for developments, based on a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school is monitoring teaching and learning well in subjects that are current priorities, and evaluates the performance of pupils in English and mathematics from year to year. Priorities for improvement are appropriately identified.
The strategic use of resources	All resources are used well. All members of staff are deployed effectively. The accommodation, despite its limitations, is used efficiently. The use of the budget is planned carefully to support agreed priorities.

The school has an adequate level of classroom teaching staff, and a good level of learning support staff, who make a good contribution to pupils' learning. Accommodation is unsatisfactory, but the school will be moving into new buildings in January 2001. Learning resources are generally satisfactory. In some respects they are good, including for children under five, and for English and mathematics.

The overall leadership and management of the school are effective. The school is generally applying the principles of best value appropriately in its use of resources. Governors question carefully the use of the funds available to them.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour in the school is good; there is a good ethos and any incidents are dealt with well.</li> <li>• Their children like school.</li> <li>• The teaching is good, and includes the setting of targets for pupils in lessons and also termly.</li> <li>• Their children are expected to work hard and to achieve their best.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• The school works closely with parents.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is well led and managed.</li> <li>• They feel their children are making good progress, and that the needs of all pupils are met.</li> <li>• Most feel well informed about how their children are getting on.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are not happy about the amount of work their children get to do at home; some feel their children get too much at a young age, others feel some tasks take too long.</li> <li>• Some parents do not feel sufficiently well informed about how their children are getting on.</li> <li>• Some parents do not feel there is a sufficiently interesting range of extra-curricular activities.</li> </ul>

Some parents made particular positive comments in writing on the work of the headteacher and of class teachers, and on the good support for pupils with special educational needs. Two parents were not happy about the level of support for higher attaining pupils.

Inspectors' findings support parents' positive views. The school has laid out a clear programme of homework with appropriate time allocations for pupils of different ages. which has been shared with parents. This provides a good basis for discussion with the school should parents find any homework takes more time than anticipated.

Inspectors judge that the information available to parents is very good. Most parents find the school approachable should they want any additional information.

The school recognises that, while it enables extra-curricular activities to be run by others, at a charge, teachers do not routinely run clubs or other activities. There has been a focus on improving the statutory curriculum and on raising standards. This has proved to be a well-judged emphasis at this time.

Higher attaining pupils were seen to be working at tasks planned for them in groups, or individually by name. The tasks were appropriate, and on occasions were seen to be particularly challenging and at the limits of their capabilities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. At Key Stage 1, pupils' test results are very good. In the tests taken by pupils in Year 2 at the end of Key Stage 1 in 1999, the percentage of pupils who achieved at least the national expectation in reading was well above average. The proportion of pupils who attained at a higher level was above average. In writing, standards of attainment were very high. All pupils attained the expected level and an average percentage attained at a higher level. In mathematics, the percentage of pupils who attained the nationally expected level was above average, and the number of pupils who attained the higher level was well above average. In science, teacher assessment shows that the percentage of pupils attaining the national expectation was in line with the national average.

2. When compared with similar schools, the overall performance of the pupils was well above average in reading and mathematics, and very high in writing. Past results show a trend of consistent above average performance over the last four years.

3. The 1999 test results for pupils in Year 6 at the end of Key Stage 2 show that the percentages of pupils who attained the national expectation in English was well below the national expectation. The school has a high number of pupils with English as an additional language, and this is reflected in this result. However, the percentage of pupils who attained at the higher level was above average, showing that a good proportion of pupils, nevertheless, do well in the subject. The overall performance of pupils was below average compared to all schools, and average compared to similar schools. Standards in English have risen steadily over the last four years, faster than the national trend.

4. In mathematics at Key Stage 2, the percentage of pupils attaining the national expectation was above average, and the proportion attaining a higher level was close to the average. In science, standards of attainment were, overall, close to average, but a well above average proportion of these pupils attained at a higher level. As a result, in these two subjects the overall performance of pupils was above average compared to all schools, and was well above average compared to similar schools. Standards in mathematics and science have risen over the last four years, overtaking the national averages.

5. The school uses tests each year to set targets for individual pupils and for year groups. Pupils' progress is checked early each year and targets are reviewed annually. The school has set realistic but challenging targets for pupils at Year 6, rising in future years. In 1999, the targets for English and mathematics were exceeded.

6. The findings of the inspection confirm the standards of attainment identified in the National Curriculum tests at Key Stage 1. Standards seen in the inspection in English at Key Stage 2 are in line with the expected levels set by the National Curriculum. This represents continued improvement on the standards attained in tests in 1999. In mathematics, standards in the work seen are above expectations, reflecting the test results. In science, work seen in the inspection was in line with the national expectations. This reflects the percentage at the expected level in the 1999 tests, and the judgement is also based on a wider range of achievements than those tested.

7. In the work seen in English, standards of speaking and listening are good at the end of both key stages, and reading is good overall. Standards of writing are very high at Key Stage 1 but these standards have not yet worked through sufficiently at Key Stage 2, where standards at Year 6 are broadly in line with national expectations. When writing creatively, pupils do not always use their knowledge of spelling and punctuation consistently. Literacy skills are taught well and are also developed in other subjects, for example, through reading and writing in history and geography. In

mathematics, there is a strong emphasis on mental, oral and written number work, and by the end of Key Stage 2, pupils handle numbers with speed and accuracy when working mentally. Numeracy skills are practised in some other subjects, such as measuring in design and technology (DT), and when working with dates in history, although there is no explicit planning for this.

8. Standards of attainment in IT at the end of Key Stage 1 are in line with the expected levels set by the National Curriculum, but, despite improvements, do not yet reach the expectations at Key Stage 2. In DT, geography, music and physical education (PE), standards are appropriate for the ages of the pupils across the school. In art, pupils' overall attainments are above what would be expected for their ages across the school. There was insufficient evidence to make judgements on standards in RE at both key stages.

9. There is no evident variation in the performance of pupils from different backgrounds. Those with special educational needs make good progress in relation to their prior attainments and the targets set for them. Pupils with English as an additional language make good progress. For both groups of pupils, this is a result of the good specialist support they receive and the carefully structured work. More able pupils generally do well, and attainments at the higher level in tests match or exceed national averages at both key stages. Many parents feel that the individual needs of pupils of all abilities are met.

10. Most parents rightly comment that their children are expected to work hard and to achieve their best. They feel their children are making good progress, and the findings of the inspection broadly support this view. The attainment of children on entry to the Nursery is broadly average. By the age of five in the Reception class, most achieve the nationally expected standards in all areas of learning, and some exceed them. The breadth of achievement by all children under five means that overall standards are good. The quality of teaching across the school has improved significantly. Pupils are stimulated and challenged. As a result, the quality of learning seen across all lessons is mainly very good in both key stages. This has led to the generally good progress and good levels of achievement by all pupils during their time in school, and to the overall above average standards of attainment.

### **Pupils' attitudes, values and personal development**

11. The attitudes of the pupils, their behaviour and the quality of their relationships with other pupils and with adults are strengths of the school.

12. Ninety-seven per cent of the parents who returned the questionnaire for parents think that behaviour in the school is good, and 93 per cent believe that the school is helping their children to become mature and responsible. The observations made during the inspection support the parents' view of the school

13. Pupils of all ages are keen to come to school, and parents recognise this enthusiasm of their children. Pupils are attentive in lessons and maintain their concentration and interest. They enjoy their work and work well as individuals and as members of groups. Many examples were seen in classrooms of boys and girls, and pupils from different backgrounds, working together well. Boys and girls, for example, play football together on the playground in a sporting manner without adult involvement.

14. In the previous inspection report behaviour was described as good. It is now very good, both in the classrooms and around the school. Pupils show respect for each other and for adults. There is a low level of exclusion and this sanction is only used when all other efforts have failed

15. Relationships in the school are excellent, both between pupils themselves and between pupils and adults. Pupils and adults are on first name terms with each other and this seems perfectly natural to

them, such is the mutual respect they have for each other. There is a shared approach to discussing the work to be done, what pupils need to learn and to involving pupils in the setting of targets. Pupils are tolerant and show a very good understanding of each other. They respect differences, and this respect is modelled well by all adults in the school.

16. Pupils are willing to accept positions of responsibility and trust, and they carry out their duties in a mature manner. Peer supporters and school council members show good examples of this, and it also true of many other pupils who perform a variety of tasks about the school.

17. One area of weakness is the level of attendance by pupils, which is below the national average and has not changed significantly since the time of the last inspection, despite the school's best efforts. Unauthorised absence, however, is in line with the national average.

## HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching throughout the school is very good, and this is evident to parents. All the lessons seen were at least good; 70 per cent were very good, and 11 per cent were excellent. This is a significant improvement on the previous inspection. Some excellent teaching takes place in the Nursery and in both key stages, but there was a higher proportion of very good and excellent teaching in Key Stage 2. Pupils' learning in lessons is very good overall, and it was closely related to the quality of teaching in all the lessons seen. The very good learning in lessons has led to the overall high standards in tests being maintained at Key Stage 1. The strengths in teaching in Key Stage 2 have resulted in improvements in standards at Year 6. Overall, pupils achieve well during their time in school, and levels of achievement by Year 6 are rising.

19. There are strengths in all aspects of the teaching. The introduction of the national strategies for literacy and numeracy are having a positive impact on the quality of teaching in English and mathematics, notably through improved planning and well-focused lesson content. The literacy strategy is being taught very well and pupils are enabled to apply their skills across the curriculum. They read, write and extend their vocabulary in a range of subjects. Numeracy is taught very well in mathematics lessons, but its extension and consolidation in other lessons are not explicitly planned. At both key stages, the teachers demonstrate a clear understanding of the teaching of phonics and other basic skills, and this is evident in, for example, the generally good standards of reading across the school.

20. The teaching is matched well to the ages and needs of all pupils. The teaching of pupils with special educational needs is good. They are taught through an effective combination of well-matched work planned by class teachers, some small group teaching when withdrawn from class and through effective help from learning support assistants in class. As a result, they learn effectively and make good progress. Pupils with English as an additional language are well supported in class by bilingual assistants. They are taught well by the specialist teacher, who works in classrooms and also with groups and individuals withdrawn from class. The detailed attention given to pupils of different attainments and from different backgrounds ensures that all pupils learn effectively and make generally good progress.

21. Teachers' expectations of the pupils are very good. The sharing of learning objectives with the pupils is well established, and, at Key Stage 2, pupils are beginning to review their work each week and set their own targets. These approaches give pupils a growing understanding of their learning. Work in English and mathematics is well matched to the needs of higher attainers, and within these groups, sometimes to individual pupils. Some of the work seen being carried out by the most able pupils was particularly challenging and not readily accomplished. Seven high attainers have useful action plans to meet their needs, which have been agreed with their parents.

22. There are no significant variations in the quality of teaching across different subjects, although there are some particular strengths in the core subjects. Teachers have good subject knowledge and understanding across the curriculum, and notably in English, mathematics and science. The quality of the teachers' planning is good and this contributes to well-structured and purposeful lessons in which pupils learn and make progress. The good approaches in literacy and mathematics lessons is reflected in some other lessons, such as science, where there is increasing attention to ensuring that the planned work is matched to the stages of development of different pupils.

23. Teachers use a variety of effective methods and this is a particular strength of the teaching. Questioning is very effective. For example, pupils in Year 2 were encouraged to put questions to a pupil in role of Rumpelstiltskin, and the teacher modelled the asking of supplementary questions, which pupils were then able to do themselves. This ensured that pupils listened carefully to what was said in the answers, and the pupils being questioned needed to explain and justify what they had said. Such approaches sustain well the pupils' interest and concentration and lead to effective learning. Teachers

assess very well how pupils are responding to the teaching. In lessons, teachers generally evaluate the progress pupils are making, and provide additional teaching inputs so that there is continuing challenge for them. Pupils' work is often regularly marked with comments that give points for improvement, although this is not consistent across subjects and classes.

24. Very good use is generally made of learning resources, such as books, mathematical equipment and musical instruments. Resources out of school, for example, visits to exciting places such as the National Gallery, the Maritime Museum and the local environmental studies centre, and visitors to the school, all contribute well to the quality of pupils' learning experiences. Computers are not always deployed in lessons, but, on the occasions they were used, they made an effective contribution to learning.

25. Relationships are excellent and make a real contribution to the success of lessons. The management of pupils is very good. There is a mutual respect and trust in which the pupils' contributions and efforts are encouraged and valued. In this positive and very supportive climate the pupils feel secure. They are prepared to have a go at making contributions, and know that it is all right to say if something is not understood.

26. Homework is used appropriately to support the pupils' learning, and arrangements for setting it are carefully planned. Some parents are not happy about the amount of work their children get to do at home; some feel it is too much for young pupils or that tasks are too open ended, and take up too much time. The school has laid out a clear programme of homework with appropriate time allocations for pupils of different ages. This provides a good basis for discussion with the school should parents find any homework takes more time than anticipated.



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

27. The quality and range of learning opportunities for children under five and for pupils in both key stages are good. The school has a well-structured curriculum in place to meet the needs of all pupils, including children under five, those with special educational needs and those with English as an additional language. Statutory requirements, including the provision of religious education, are met. All subjects now have schemes of work and long-term planning ensures a well-balanced coverage of curriculum content over the school year. There is continuity in teaching and learning across the school. This is a marked improvement since the previous inspection when the coverage of some subjects was judged to be inadequate, and continuity and progression in children's learning was not assured.

28. The curriculum for children under five offers the opportunity for them to attain the national expectations for the age group. The programme of activities is planned thoroughly and meets the needs of children in the Nursery class and the small number of older children under five in the Reception class.

29. English and mathematics are given priority in the main school and are taught for half of the curriculum time available. The steadily rising standards in these subjects indicate that the slightly above-average allocation of time has been appropriate. The school has taken a thorough approach to implementing the national strategies for literacy and numeracy. Great energy and much time have been put into introducing these initiatives, and planning stimulating activities to provide the expected content. This emphasis puts pressure on the teaching of some other subjects. Arrangements for pupils to take responsibility for their own learning in experimental and investigative science are underemphasised, and this may be because time allowed for the subject is below average. The limited amount of time given to the specific teaching of IT skills is reflected in its variable use across the curriculum. The remainder of the curriculum is provided for satisfactorily. Blocks of time are used well to give pupils concentrated experiences and to enable work of quality to be completed, such as in PE. The arts are given thoughtful attention, and art and music play a good part in the work of the school.

30. Equality of access and opportunity is excellent. The teachers have thought this issue through in great detail. There is a comprehensive policy, which is shared with the parents. Notices declaring the school's intention to provide equality of opportunity are displayed around the school. Individual needs are considered carefully and strategies for meeting them are developed. The headteacher is a powerful influence in this work and is seen, throughout the day, quietly checking on the welfare of individual pupils. Lessons and support activities in class, and in groups when withdrawn from class, are planned well to meet the needs of pupils with special educational needs and pupils with English as an additional language. When pupils are withdrawn, the time is chosen carefully so as not to prevent their access to important activities in the class. A policy for able pupils has been introduced and all teachers are aware of their responsibility to meet the needs of these pupils when they are planning lessons. This provision is at an early stage but much of the work is planned well to provide appropriate challenges for higher attainers.

31. There is a small range of extra-curricular activities run by teachers, such as a choir and recorder tuition, and a chess club run by a pupil, but teachers do not routinely run clubs or other activities. Other activities are facilitated by the school, but are run by people from outside the school, who make a charge. The small range of extra-curricular activities disappoints some parents. The school has focused its efforts on improving the statutory curriculum, and on providing the best possible teaching and learning experiences in the classroom, in order to raise standards. This has proved to be a well-judged emphasis at this time.

32. There is a strong and well-planned personal, social and health education programme, which pays appropriate attention to sex education and drugs misuse education. This links well with the

school's overall ethos and the very good provision for social and moral education, which underpin and pervade every aspect of school life. The daily life of the school is built around it and it is very successful. This can be seen in the behaviour, attitudes and maturity of the pupils throughout the day. They demonstrate their clear understanding of what is right and wrong in their school community, in the wider local community and across the world. School assemblies, circle time, class meetings and the consistency of adult behaviour towards pupils all contribute to this very strong aspect of school life. The provision of opportunities for pupils to take responsibility, as exemplified by the work of the school council and trained peer supporters, is very impressive.

33. The provision for pupils' cultural development is also very good, and is present across the curriculum. For example, in the study of art from different times and different cultures, and in the work done on the religious traditions of people from different ethnic origins. Cultural awareness is promoted particularly well through displays around the school, through assemblies and through resources that reflect a wide range of cultures, including some of those represented in the school community.

34. The provision for pupils' spiritual development is satisfactory, but remains a relative weakness. Collective worship is now a regular feature of assemblies when opportunities are provided for quiet reflection – often directed by the theme of the day. The general ethos of the school makes a major contribution to pupils' insights and the development of their values. However, there are no planned opportunities across the curriculum for explicit attention to pupils' spiritual development. As a result, moments of awe, wonder and mystery for pupils in lessons tend to be incidental.

35. The school has rich and varied links with the community, including those with Charlton Athletic Football Club, Blackheath Conservatoire and the Millennium Dome, with which there has been regular association since its construction commenced. These links, and others, enrich and strengthen the curriculum. The school has worked effectively with a nearby special school, and this has included training for the staff on teaching approaches for pupils with special educational needs. Senior pupils from secondary schools have visited to work with some pupils to provide positive role models. It is planned for the peer support pupils to meet with and share their knowledge with pupils from other primary schools in the near future, which should provide a significant contribution to their self-esteem.

36. The school also takes a wider view of its role, which strengthens its own work. Some of the teachers have designed and prepared teaching packs, including CD-ROM material, on the local Naval College and on the history of the borough. The school has good links with a range of colleges and other institutions, and provides a good learning environment for students training as teachers and on other courses.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. The school provides a safe, very caring and supportive environment, which makes a positive contribution to the pupils' learning. The school has good policies and practices for safeguarding the health, safety and welfare of the pupils. Pupils are encouraged to take an interest in their own safety and to report any concerns they may have. Recent repairs to a fence were initiated after a pupil expressed a concern. Good child protection procedures are in place and external agencies are involved when appropriate. Members of staff are fully aware of these procedures.

38. The previous inspection found that, whilst teachers knew their pupils very well, they did not have sufficient information to monitor their academic progress effectively. Teachers still know their pupils very well and procedures for assessing and monitoring the pupils' academic progress have improved since the last inspection, and are now satisfactory overall. This is particularly true for the core subjects of English, mathematics, science and for IT, but in the other subjects, procedures are either underdeveloped or absent. The information available from tests at the end of both key stages and from annual tests in English, mathematics and science in other years is used to check pupils' progress. Test results are reviewed in the first term of the following year to ensure pupils are maintaining progress, and individual targets for them are also reviewed annually. These procedures are effective and contribute well to the improved standards in the school.

39. The school knows pupils' strengths and weaknesses well. It is committed to maximising the achievement of all pupils, and this is reflected in the good provision it makes for pupils with special educational needs and for those whose home language is not English. Pupils feel safe and secure in school, and this helps them make progress. Approaches to setting targets with children each week are evolving, and targets for each term are also discussed with parents. The school's arrangements for the educational and personal support and guidance of pupils are good overall, and are effective in raising achievement.

40. Although the school has satisfactory procedures in place to promote and monitor good levels of attendance, it is hampered in its attempts by parents who take their children on holiday in term time. The school responds promptly to absences by bringing its concerns to the attention of the Local Education Authority (LEA) attendance support service. The recorded procedures for promoting good behaviour, and for deterring bullying and harassment, are appropriate, but the informal, very caring and supportive approaches of all adults in the school are very good, and make a greater contribution. Parents recognise the positive influence of the good ethos in the school.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

41. Parents are very supportive of the school, as they were at the previous inspection. The school has forged very good links with parents who value and support the contribution the school makes to their children's academic and personal development. Parents feel comfortable about approaching the school with questions or any problems, and recognise that the school works closely with them. A large majority of parents feel well informed by the school about their children's progress, although some parents do not feel they have all the information they would want. The home-school agreements recently introduced are intended to develop the partnership between the school and parents even further.

42. The school provides many good opportunities for parents to work in partnership with it for the benefit of their children's education. Parents help regularly in the classrooms and on school trips, such as that during the inspection week to the local environmental study centre. There is an active parent and teacher association, which organises fund-raising and social events. The money it donates to the school is spent, for example, on extra playground equipment and books. Parents make an overall good contribution to their children's learning through their support in school and through their support of the school's homework programme.

43. The parents are provided with very good quality information by means of regular newsletters, the prospectus and a variety of leaflets, such as the Guide for Parents of Children with Special Needs and the Welcome to the Nursery booklet. In addition there are well-placed notice boards and displays for parents to see when they come into school. Reports for parents on their children's attainment and progress are detailed and meet requirements. A weakness in them pointed out in the previous inspection report was a lack of precise information on pupils' levels of attainment or progress. The reports now contain this information, and the school is considering making further improvements to reports, such as more information on pupils' personal and social development. The headteacher and class teachers are readily available should parents have any queries.

44. Parents of children with special educational needs are actively involved in regular reviews of their progress. Parents of pupils who are identified as able learners are partners in agreeing the action plans drawn up for them. There is a good system of home visits for pupils about to enter the Nursery. These examples of parental involvement together with the support parents give their children with homework make a positive contribution to the pupils' learning

## HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The majority of parents are confident that the school is well led and managed, and their views are well founded. The headteacher, deputy head and other key members of staff provide very good leadership in setting a clear educational direction for the school, based on social inclusion, pupils' personal development and striving for the best achievements by all pupils. There is a strong sense of purpose. This has had, and continues to have, a positive effect on standards, which have shown sustained improvement over the last four years. The good provision for pupils with special educational needs, and for pupils with English as an additional language, is managed well. The overall quality and effectiveness of the leadership and management of the school have improved since the last inspection.

46. The strengths and weaknesses of the school are identified well. The aims and values of the school are reflected well in its work and in the day-to-day experiences of the pupils.

47. The school has shown the ability to respond effectively to identified weaknesses, and to make improvements. It has dealt well with the weaknesses pointed out at the last inspection and has also improved in several other areas. Improvement has been good and is underpinned by sound strategies to sustain improvement, such as the involvement of the headteacher in teaching some groups, monitoring of key areas of the curriculum that are under development, and the provision of resources, such as new computers. The school's priorities for improvement are appropriate. They include continued attention to promoting the most effective teaching and learning, development of the IT curriculum, and maintaining and further extending the personal development of all pupils. Overall, improvement has been good, and the school's capacity for further improvement is very good.

48. The governing body fulfils its statutory responsibilities effectively, apart from some omissions in its annual report to parents. Governors play an increasingly effective part in planning for developments, based on a good understanding of, and a sense of responsibility for, the strengths and weaknesses of the school. Although there is no planned programme of visits by governors, some help in school regularly and others are linked to subject areas. Subject co-ordinators go to meetings of the curriculum committee to discuss subjects under development. Overall, they are well informed and work to support improvement. Nevertheless, the work of the governors in monitoring the work of the school would benefit from a more structured approach to informing themselves of its strengths and weaknesses. Governors take part in the preparation of the school improvement plan and discuss and agree the finances needed to support it. They keep parents informed through an attractive annual report, although it lacks some specifically required information on the provision for special educational needs, the school's budget, the professional development of staff, school security and governors' terms of office.

49. The implementation of the national strategies for literacy and numeracy are being monitored well. Information from the annual assessments of pupils' performance is used well to set targets each year, which are reviewed.

50. The role of subject co-ordinators is developing well. They monitor samples of work, see teachers' planning for their subjects and provide effective guidance and advice. Teachers in key stages plan work together and this enables co-ordinators to have an input at the planning stage, although this is less effective beyond the key stage in which individual subject leaders are based. Co-ordinators draw up maintenance plans for their subjects, and lead on developments when their subject is a focus for attention. The excellent relationships in school provide an effective ethos for the informal sharing of involvement in the planning of changes. There is a very good, shared commitment to improvement in the school. The capacity of the school to continue to improve is very good.

51. All resources are used well. New members of staff are selected carefully and become part of a coherent team. Teachers are deployed effectively. Members of the learning support staff are used to

good effect. Members of staff funded by the Ethnic Minorities Achievement Grant, used to support pupils with English as an additional language, are deployed well and contribute to the good progress these pupils make. The accommodation, despite its limitations, is used efficiently. The use of the budget is planned carefully to support agreed priorities, and the school is generally applying the principles of best value appropriately in its use of resources. Governors question carefully the use of the funds available to them. The school has incurred an overspend due to some unavoidable additional expenses and some shortfalls in the budgetary information it has received. It is working closely with the LEA to draw up a budget deficit recovery plan. Funds for special educational needs and to provide booster classes for older juniors, and additional literacy support for younger juniors, are all used effectively.

52. The school has an adequate level of classroom teaching staff, and a good level of learning support staff, which make a good contribution to pupils' learning. Accommodation is unsatisfactory, but the school will be moving into new buildings in January 2001. However, teachers make the most of the limited accommodation to provide a stimulating and interesting learning environment for the pupils. Learning resources are generally satisfactory. In some respects they are good, including for the under-fives, and for English and mathematics. In these cases they make a good contribution to the quality and effectiveness of the learning experiences.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

53. To improve further the achievements of pupils and the standards they attain, the governors, headteacher and staff should:

### **Continue the work to raise standards in English at Key Stage 2.**

(paragraphs 3, 74)

### **Continue the work to raise standards in information technology at Key Stage 2 by:**

identifying more consistent opportunities for the use of different IT applications across the curriculum;

encouraging pupils to identify and record their own achievements, and evaluate their own use of ICT tools.

(paragraphs 8, 127)

### **Extend opportunities for research and investigative work in science.**

(paragraphs 97, 100 - 102)

### **Develop procedures for assessing and recording pupils' learning and attainment in those subjects where they are not in place, to promote progress and higher attainment.**

(paragraphs 38, 105, 110, 115, 137, 143, 148)

### **Build on the good models of marking practice in the school to ensure the consistent application of the policy, as an aid to noting and promoting achievement, including to give pupils guidance on their own target setting.**

(paragraphs 23, 71, 81, 105, 124)

### **Extend the provision for pupils' spiritual development by planning opportunities across the curriculum.**

(paragraph 34)

### **Other issues which should be considered by the school**

Attend to the shortfalls in the governors' annual report.

(paragraph 48)

Continue efforts to secure higher rates of attendance.

(paragraphs 17, 40)

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

54. The school has a high proportion of pupils, 19 per cent, for whom English is an additional language (EAL). It falls within the top 14 per cent of schools with EAL pupils. These pupils currently represent twelve different home languages. To meet the needs of these pupils, a teacher, who is funded by a specific grant for this purpose, attends for two days each week. She teaches pupils in groups and also supports them in class lessons. There are also four bilingual assistants, with a range of skills in other languages, who work with pupils in classrooms.

55. EAL provision is managed well by the EAL teacher, in consultation with the headteacher. The provision is good. EAL pupils are identified on arrival in the school. Their needs are assessed and they are given early support. The EAL teacher is knowledgeable and effective. She has a good understanding of the needs of the pupils, and works out a programme of support for herself and the bilingual assistants. The teacher meets with the assistants each week to brief them on the pupils, and to provide support and training.

56. The good support the pupils receive in classrooms and when withdrawn for work individually or in small groups enables them to keep pace with the rest of the class in each case. Pupils are also given some homework, appropriate to their stages of language development and based on a careful judgement of their parents' ability to support their children when doing it. As a result, they make as good progress as all pupils in relation to their previous attainments. They have full access to the whole curriculum and to all the activities of the school.

57. All class teachers know and understand the needs of pupils with EAL. They and the EAL teacher regularly discuss the pupils. When specific EAL support is not available, teachers ensure that they provide the necessary support in lessons, and that the pupils are clear about what is expected. Books in two languages are available in classrooms through the school. The diversity of languages is valued, and the range of languages is used to label not only resources and facilities but also displays. Pupils with EAL have very good attitudes to school and to work. They apply themselves well, and work with interest and concentration, and enjoy the homework they are given. This contributes well to their learning, which is good. Pupils also have positive attitudes to their home languages, and enjoy sharing aspects of these with friends, teachers and visitors.

58. Bilingual assistants contribute well to the work of the school from an early stage. They often act as translators for parents when the school wishes to discuss their children's progress or needs with them. Bilingual assistants will sometimes accompany Nursery teachers on home visits before the children start school. This support contributes well to the school's inclusive approaches to all pupils and their families.



## PART C: SCHOOL DATA AND INDICATORS

### 59 Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	70	19	0	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)	23	170
Number of full-time pupils eligible for free school meals	0	58

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	5	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	32

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	33

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.7
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	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	17	18	16
	Total	28	30	28
Percentage of pupils at NC level 2 or above	School	93 (81)	100 (93)	93 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	17	16	14
	Total	28	27	26
Percentage of pupils at NC level 2 or above	School	93 (79)	90 (79)	87 (82)
	National	82 (81)	86 (85)	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	18	8	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	15	15
	Girls	5	5	6
	Total	14	20	21
Percentage of pupils at NC level 4 or above	School	54 (55)	73 (62)	81 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	11
	Girls	5	5	7
	Total	14	17	18
Percentage of pupils at NC level 4 or above	School	54 (55)	65 (67)	69 (72)
	National	68 (85)	69 (65)	75 (72)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	4
Indian	5
Pakistani	4
Bangladeshi	6
Chinese	0
White	116
Any other minority ethnic group	22

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	20.2
Average class size	24.2

**Education support staff: YR – Y6**

Total number of education support staff	6.0
Total aggregate hours worked per week	108

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	23

Total number of education support staff	1.0
Total aggregate hours worked per week	33

Number of pupils per FTE adult	11.5
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*FTE means full-time equivalent.*

**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	1	1
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.*

**Financial information**

Financial year	1998 - 1999
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	£
Total income	485850
Total expenditure	481477
Expenditure per pupil	2040
Balance brought forward from previous year	-16063
Balance carried forward to next year	-11690

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	216
Number of questionnaires returned	65

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	2	2	0
My child is making good progress in school.	57	33	8	0	2
Behaviour in the school is good.	48	49	0	2	2
My child gets the right amount of work to do at home.	33	45	15	0	7
The teaching is good.	65	29	6	0	0
I am kept well informed about how my child is getting on.	55	33	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	74	18	3	3	2
The school expects my child to work hard and achieve his or her best.	63	31	2	2	3
The school works closely with parents.	47	45	6	0	2
The school is well led and managed.	52	38	3	2	5
The school is helping my child become mature and responsible.	60	33	0	2	5
The school provides an interesting range of activities outside lessons.	23	48	15	5	8

**Other issues raised by parents**

Some parents made particular positive comments in writing on the work of the headteacher and of class teachers, and on the good support for pupils with special educational needs. Two parents were not happy about the level of support for higher attaining pupils.

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

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

60. Children are admitted part-time to the Nursery shortly after their third birthday on a part-time basis. There are 46 children on roll. They transfer to the Reception class at the beginning of the term in which they become five, where they attend full-time. At the time of the inspection there were four children under five in the Reception class.

61. Children's attainment on entry to the Nursery varies, but is broadly average. The standards of work seen at the time of the inspection in the Nursery class, and in the Reception class where children are nearly five, show children well on course to achieve the nationally expected levels or to exceed them. These good standards have been maintained since the last inspection. The quality of learning is good. Children achieve well, and the breadth of achievement by all children means that overall standards are good. The curriculum for children under five is good, and is provided through a balance of structured learning experiences, and structured and free play.

#### **Personal and social development**

62. In both classes, all children settle extremely well. They enter happily, confidently and with enthusiasm at the start of sessions. Standards of personal and social development are good by the time children enter the Reception class. They learn to listen to adults and follow routines. They play well with one another, taking turns when using toys. They are able to make sensible decisions about their choice of activities including when they will have their snacks. Children are interested in the activities provided, make choices, select resources and show good attitudes. Personal independence is encouraged, and children change their clothes for outside play and for movement lessons. They readily tidy up at the end of activities.

63. Children relate well to all the adults and initiate conversations about things that interest them. Their behaviour is consistently good and they show a good understanding of right and wrong. In the Reception class children continue to make good progress in all aspects of their personal and social development. They have a good understanding of classroom routines, make choices of activities, select and use resources confidently, take turns and negotiate aspects of their play with sensitivity and care. They are most eager to participate in whole class and group discussions and show interest and pleasure in everything that they do. When set tasks by the teacher they show good concentration and perseverance and complete these without continual support.

#### **Language and literacy**

64. Children's attainment in language and literacy is good by the age of five. In both the Nursery and Reception classes there is a strong emphasis given to fostering children's language and literacy skills. In the Nursery, children select and look at books for themselves and show pleasure in reading and sharing books with others. Some children demonstrate a good understanding of the purpose of books, using the pictures and 'reading' the story aloud as they turn each page. Some identify individual letters within the text, for example letters that occur in their names. Some children are beginning to produce their own 'writing' to accompany their work and write their own names correctly. They listen well to all the adults who work with them, as well as each other, and are able to follow instructions. Children join in with familiar rhymes and songs, and participate in whole class and group discussions confidently. They listen to well chosen stories attentively and with obvious pleasure and have a good knowledge of a range of familiar stories.

65. In the Reception class, progress in speaking and listening is good. Children can articulate their ideas clearly in a range of formal and informal situations using a wide vocabulary. They listen to a range of stories, rhymes and poetry and can talk about and recall the content of familiar stories with understanding. During literacy activities, children can predict what might happen next in a story using their spoken language skills and the story context. The majority of children have made a good start in learning to read. They learn the shape and sound of individual letters and some can read a number of words from memory. Children take home a range of books to share with their parents. The majority can copy writing accurately and some pupils can write a number of words for themselves; most can write their names. Many understand the purpose of punctuation, and some begin to write simple sentences using capital letters and full stops.

### **Mathematics**

66. Children's attainment in mathematics is good overall by the age of five.. In the Nursery class they can count sequentially to beyond ten and some can recognise numbers up to ten. They use number counts spontaneously as part of their play. They can sort by colour and shape and recognise a number of regular shapes. Children know and join in with a range of action and number rhymes. They are able to use a range of mathematical language appropriately such as big, small, long and short. The good progress children make in the Nursery continues in the Reception class. They sort and order objects according to a range of criteria including shape, size and colour. Most can count, recognise, match and order numbers up to ten and are able to write these numerals. Some children go beyond ten, understand the concepts of addition and subtraction and are beginning to do simple number operations. Children recognise common two- and three-dimensional shapes, and work practically with money. They use mathematical language appropriately to talk about their experiences.

### **Knowledge and understanding of the world**

67. Children attain well in their knowledge and understanding of the world by the age of five. In the Nursery class they talk confidently and enthusiastically about present and past events and about significant people in their own lives. They use computers well with help. In imaginative play they show a growing awareness of other people's roles. They use a variety of small and large construction materials to make models. Children use a range of equipment and tools purposefully and safely. In their play with natural materials they talk about its appearance and texture. They are beginning to recognise the characteristics of living things and talk knowledgeably about features of stick insects and plants. Regular cooking sessions provide opportunities for children to observe and comment on changes to ingredients during the making process. They show a good understanding of the pattern of their classroom day.

68. In the Reception class, children select from a range of materials to represent their ideas, use tools competently and safely, and a range of construction materials to build complex models of things familiar to them. Children plant seeds and know that they require certain conditions to grow. In their imaginative play and drama lessons they show a good understanding of the roles and behaviours of others. They can talk about events in their own lives and are beginning to develop an understanding of the difference between past and present. They make visits within their immediate environment and have a good awareness of particular features. They use the computer confidently and learn to use the mouse and keyboard with precision.

## **Physical development**

69. Children in the Nursery and Reception classes make good progress and their overall physical development is above expectations by the age of five. Children in the Nursery class climb, balance and jump, and use a range of wheeled toys with control in all their movements. They show a good awareness of space and of each other. They combine a range of movements to create a simple dance sequence. They handle a variety of tools, toys and small games equipment with increasing control and dexterity. In the Reception class, children are aware of the effects of both their own and others' actions as they controlling equipment and themselves successfully. They continue to develop good manipulative skills when using pencils, crayons, markers and scissors, and a range of construction materials, small world apparatus and jigsaw puzzles.

## **Creative development**

70. Children's creative development is well above the national expectations by the age of five. In both the Nursery and Reception classes they make good progress as they hear a wide range of well-chosen stories and rhymes to stimulate their imagination, and make pertinent and reflective responses. They have regular opportunities for imaginative role-play. Children develop their skills using paint and other media to express their ideas and feelings. They explore colour, shape, texture and form well and develop imaginative responses. Children join in singing games and rhymes with enjoyment and can recall words and tunes well. They have sustained opportunities for imaginative play with small world toys, dressing-up and in the role-play areas. They go on to use clay to make accurate and well-proportioned models and can select appropriate colours for details within their representations. Older children play untuned percussion instruments and work together in small groups to compose, for example, a simple sound picture to represent elements within a known story.

71. The under-fives provision in both the Nursery and Reception classes is a strength of the school. Teaching is very good and sometimes excellent in both classes. The very good teaching is sustained across all area of learning. Teachers and the nursery nurse give clear explanations and use questions effectively to provide challenge in all aspects of the children's learning. Maximum use is made of all activities and the resources, to promote the best rates of learning and achievement. Children's progress is tracked effectively and assessment information is used to inform planning and set individual learning targets. Adult-led activities are planned with clear learning objectives and this contributes well to the children's good attainment. Some play opportunities are also structured, such as the use of role-play areas, to ensure that identified learning takes place. Play is always sustained and children are highly motivated and involved. All adults have good relationships with the children and are sensitive to their needs.

72. All members of staff are secure in their knowledge of how young children learn and the good progress made by children is a direct result of their effective planning, teaching and assessment. The nursery nurse makes an outstanding contribution to the work of the Nursery. In the Nursery class, children with special educational needs, or English as an additional language, are identified at an early stage and good support is provided for these children. The good quality and sensitivity of support that is given contributes to the good progress made by these children.

73. The two part-time Nursery teachers share the role of early years co-ordinator. Both have good knowledge of the age group and are enthusiastic. They have regular meetings with the Reception teacher and also work in the Reception class on a regular basis, as does the nursery nurse. These activities make a good contribution to ensuring progression and continuity in children's learning. The home-visiting scheme undertaken by the school, alongside the effective induction programme and the good curriculum information given to parents, makes a positive contribution to the good and effective relationships with parents.

## **ENGLISH**

74. In the tests in reading and writing in 1999 at the end of Key Stage 1, pupils in Year 2 attained well above the national averages. In the English tests at the end of Key Stage 2 in 1999, the number of pupils in Year 6 attaining the expected level was below average, although the percentage of pupils attaining the higher level was above average. At the last inspection, standards in English were judged to be broadly in line with the national expectations at both key stages. This was not reflected in the subsequent tests, which were below average. However, trends over the period 1996 to 1999 show that the attainment and progress of pupils are improving in both key stages, particularly at Key Stage 2 where the rate of progress is faster than the national trend.

75. The work seen in the inspection confirms the standards of attainment identified in the tests at Key Stage 1. Standards seen in the inspection in English at Key Stage 2 are in line with the expected levels set by the National Curriculum. This represents continued improvement on the standards attained in tests in 1999.

76. Speaking and listening skills are good at the end of both key stages. By the end of Key Stage 1 pupils listen very attentively to teachers, other adults and each other, and express themselves confidently. They take good note of what other pupils are saying and can follow on from what has already been said. They ask relevant and sensible questions and comment on aspects of other pupils' work with sensitivity. By the end of Key Stage 2 pupils express themselves very confidently in both small and large groups, using a wider range of vocabulary and with good awareness of audience. They listen attentively in small and large group discussions and make informed contributions.

77. Reading standards are good overall and at the end of both key stages. In Key Stage 1 pupils listen to a variety of stories and poetry attentively, and respond appropriately to questions about plot, events, characters, meaning and personal response. This was particularly noticeable in guided and shared reading activities. By the end of Key Stage 1 most pupils read aloud fluently and with good expression. They take account of punctuation and features of print. They have a good understanding of what they are reading, predicting likely outcomes and empathising with events and characters. Pupils use dictionaries appropriately and are beginning to develop sound study skills.

78. By the end of Key Stage 2 the majority of pupils read a variety of texts fluently and with enjoyment, and the ablest readers can talk informatively about different genres and make mature responses to discussions about personal reading tastes. They use a wide range of linguistic terms with understanding and correctly identify a range of grammatical features when discussing texts. Pupils read texts for information accurately and select information in order to make judgements and most have well developed study skills. The daily opportunities for sustained reading by all pupils in Key Stage 2 make a good contribution to their reading progress.



79. Standards of writing are very high at Key Stage 1 but this has not worked through sufficiently at Key Stage 2, where standards are in line with national expectations. Pupils in both key stages write for a wide variety of purposes including imaginative fiction, personal writing, poetry, reports, factual accounts, letters, lists, note-taking and labelling. The content and quality of their fictional narrative and poetry writing is good by the end of Key Stage 1. By that time, the majority of pupils can use their phonic knowledge to assist them in writing words and have a good knowledge of key words. They are beginning to learn to reflect on what they write and undertake revision and editing to improve their work. They begin to write with greater complexity and have a good understanding of punctuation.

80. Standards in writing at the end of Key Stage 2 are improving year-on-year. The new team of teachers since the last inspection is giving pupils improving opportunities to write effectively and build on the high standards coming through from Key Stage 1, but standards are not yet above average. By the end of Key Stage 2 most pupils can plan their writing and write extensively using a range of appropriate punctuation and with accurate spelling. They have regular opportunities to draft, rework and edit some of their written work. By the end of the key stage pupils have a well-developed and fluent handwriting style. Throughout both key stages the standard of presentation of written work is generally good. However, when engaged in creative writing, pupils in both key stages do not always use their knowledge of spelling and punctuation as consistently as they might, and presentation of work is variable.

81. The quality of teaching is always very good and sometimes excellent at both key stages. Teachers plan lessons with clear learning objectives that take full account of the National Curriculum programmes of study and the Framework of the National Literacy Strategy (NLS). Their subject knowledge and understanding are very good. They identify clearly to the pupils what it is that they are expected to achieve by the end of the lesson and make good links between previous work and new learning. Their very good relationships with pupils, their good knowledge of pupils' levels of attainment and the provision of work matched to their needs tasks, meant that all pupils made good progress in the lessons seen. Pupils' work is marked regularly and annotated with diagnostic comments and this contributes to their good progress. Homework is set regularly, monitored and discussed with pupils.

82. The strategy used by teachers in Key Stage 1 of modelling writing, allied to collaborative writing activities for the pupils, is used effectively to support pupils' good progress. The present practice of identifying one session weekly to focus on extended writing throughout the school makes a positive contribution to the standards and quality of writing. Handwriting is taught regularly and systematically throughout the school and from the beginning of Key Stage 2 pupils are taught to write cursively. Phonic skills and spelling are systematically taught throughout both key stages

83. As a result of the very good teaching, pupils' learning is good and they achieve well in relation to their previous attainments. Achievement in Key Stage 1 is very good, and in Key Stage 2 it is improving significantly. Pupils have very good attitudes to their work and this makes a positive contribution also to their learning. In both key stages, the good provision made for pupils with special educational needs helps them to make good progress. The use of nationally provided additional language materials and a phonics training programme are also making an important contribution to the progress being made by these and other lower-attaining pupils. Pupils with English as an additional language also make good progress in both key stages. Teaching by the specialist teacher and bilingual assistants, as well as class teachers, contributes to the good progress these pupils make.

84. In both key stages there are good opportunities for pupils to use their literacy skills. Pupils write for a range of purposes in subjects other than literacy, for example factual writing and fictional

narrative in history and note taking in geography. Speaking and listening skills are developed in other curriculum areas, such as RE, through opportunities for discussion about particular themes. Drama and role-play are well used to develop understanding of poetry or stories being studied. Reading makes a good contribution to standards in other subjects through the use of non-fiction reference material.

85. The subject co-ordinator has very good subject knowledge and is enthusiastic, and has provided effective training, continuing guidance and ongoing monitoring of teaching and learning. There is a development plan for the subject and targets are set for continued development. Resources are good and are used effectively to aid teaching and learning.

## **MATHEMATICS**

86. The standards of attainment seen in school, including standards in numeracy, are above average at both key stages. This reflects the 1999 National Curriculum test results at the end of both Key Stage 1 and Key Stage 2. This is an improvement since the last inspection, when the attainment of pupils at both key stages was in line with what was expected nationally, and there was some significant underachievement among older, more able pupils in Key Stage 2. In tests in 1999, the percentage of pupils at Key Stage 2 attaining at the higher level, level 5, was close to the national average, indicating appropriate achievement by higher attainers.

87. Across the school, teachers match work well to the needs of groups of pupils and, in some cases, to individual pupils. This contributes strongly to the good levels of performance by pupils, which have been sustained over the last four years at Key Stage 1, and to the steady year-on-year improvement that has taken place at Key Stage 2. The National Numeracy Strategy (NNS), which the school introduced at an earlier stage than the national implementation date, has had a marked influence on the planning of the work, and there is a strong emphasis on number work - mental, oral and written.

88. At the end of Key Stage 1 most pupils have a secure understanding of place value to two digits, and the higher attaining pupils know place value to three. They can identify numbers that would appear between any three-digit numbers. Most pupils halve and double two-digit numbers and work out the differences between two units. They begin to explore odd and even numbers, and organise sets of objects as a step towards learning multiplication tables, and some understand, for example, that two sets of five is equal to five sets of two. They understand the process of partitioning numbers, and some go on to demonstrating, for example, that  $17+13 = 10+10+7+3 = 30$ . Pupils readily use the correct comparative mathematical language, such as longer, shorter, biggest and smallest. Some pupils go from sharing to simple division sentences, and use money notation confidently. The above average levels of attainment are sometimes apparent in the extent to which all pupils meet national expected levels, and also in the number of pupils who attain at higher levels.

89. At the end of Key Stage 2, pupils handle numbers with speed and accuracy when working mentally. The main work in progress was focused on the measurement of angles. All pupils were working at least at the expected level for their age, including pupils with special educational needs. Lower attaining pupils were estimating simple angles and measuring them accurately, and many other pupils were using protractors to measure and draw angles accurately to the nearest degree. A good number of pupils are able to handle the angles of a triangle mentally, calculating the third angle from knowing the other two angles. Computers were used effectively to promote learning about angle sizes, and the pupils using them showed good estimating skills.

90. Previous work in books shows that, by Year 6, pupils write number sentences with brackets, and solve multiplication and division problems, and check their answers with inverse operations.. They divide three-digit numbers with units, and higher attainers carry out long division and long multiplication operations. Pupils appreciate the equivalence of fractions, sort fractions that are larger or smaller than, for example, a half, and calculate fractions of whole numbers. They plot co-ordinates,

and construct accurate symmetrical designs on grids. They have constructed different nets of cubes, and work with regular and irregular shapes. All pupils work with percentages and decimals to varying degrees of challenge, and some have gone on to calculate unit costs of variously priced products to three decimal places. Most pupils have investigated and understand probability. Higher attaining pupils are familiar with positive and negative numbers.

91. The previous inspection report identified some unsatisfactory teaching in Key Stage 2. This has improved significantly, and the teaching of mathematics is very good across the school. Teachers have a secure knowledge and understanding of the subject at both key stages. The use of the NNS is having a positive impact on the teachers' planning and classroom practice, particularly the teaching of numeracy skills. Planning is good and contributes well to the progression and continuity of learning experiences for the pupils, and the good progress they make. Teachers have high expectations, and set challenge for pupils. The learning objectives for lessons are clear and are shared with pupils, so they understand what is expected. Work is matched very well to the needs of pupils of different attainments, including those with special educational needs and higher attainers. Learning support assistants contribute effectively to pupils' learning.

92. A strong feature of all lessons is the continuous teaching that takes place. When groups have started work on given tasks, teachers check on progress and will often take tasks further very effectively as they evaluate the pupils' responses. On only one occasion was one group seen to be set a task that they were not ready for; they struggled with it and it was not rectified as the teacher was focused, and working productively, with another group. Computers are often used well to support learning, for example, when exploring the rotation of shapes and creating patterns with shapes. All the effective teaching approaches promote very good learning by all pupils in most lessons at both key stages, and this has led to the improved standards, which represent good levels of achievement at the end of both key stages.

93. Relationships between teachers and pupils are very good. Teachers value the pupils' responses and suggestions to create a secure learning environment in which the pupils feel confident. Pupils have good attitudes to work as a result, and this contributes well to the quality of learning that takes place. The overall achievement of pupils during their time in school is good.

94. The co-ordinator has worked well to ensure the effective implementation of the NNS, and this has contributed to the improved standards. There is a programme of monitoring the work in lessons, carried out by the co-ordinator and also by the headteacher, which helps to identify the strengths and weaknesses in teaching and learning, and is contributing to the very good levels of understanding by the school of effective approaches to teaching the subject. The good resources contribute well to the quality of pupils' learning experiences.

95. In all lessons the pupils are provided with opportunities for speaking and listening, and the teachers encourage the pupils to use accurate mathematical vocabulary. Numeracy skills are practised in some other subjects, such as measuring in DT, and working with dates in history, although there is no explicit planning for this. At registration times, the numbers of pupils present and absent are also used to practise mental calculations, some of which are quite challenging.

## SCIENCE

96. Attainment in science is in line with national expectations at the end of both key stages. This represents an improvement since the last inspection when, while attainment at the end of Key Stage 1 was in line with the national expectations, attainment in Key Stage 2 was described as satisfactory in only some of the classes. This is partly due to the school having acted upon a key issue in the last inspection report and drawn up a detailed scheme of work to provide a good programme of learning experiences for pupils. The inspection judgement on attainment confirms the teachers' assessments at Key Stage 1 in 1999 and in the current year.

97. In science, work seen in the inspection was in line with the national expectations. This reflects the percentage at the expected level in the 1999 tests, although in tests the high proportion of pupils who attained at a higher level made the overall performance of all pupils above average. In addition, inspection judgements draw upon an assessment of pupils' performance in experimental and investigative science, which is not included in national tests. Skills in this aspect of science are not well developed.

98. It was not possible to see any teaching in Key Stage 1 and judgements are based on the scrutiny of previous work and discussion with a small group of pupils in Year 2. Work done by this year group covers all the National Curriculum requirements for work in 'Life Processes and Living Things' and 'Materials and their Properties'. The pupils show a clear understanding of the differences between things that are living and things that have never been alive, and can describe the different environments in which they might find different types of animals and plants. They also know the conditions needed by plants in order to grow and can explain how they deprived samples of seeds from light, water and warmth in order to prove this.

99. Pupils in Year 2 understand the cycle that produces more seeds and can identify sunflowers, tomatoes and honesty plants as examples. They know how to group materials according to different properties and can describe changes they have made to some materials by bending, flattening, heating and cooling. The work in pupils' books shows evidence of observation and the recording of simple science information and activities. The teacher's planning shows the intention to make this investigative work more challenging as the year progresses. At this stage in the year the pupils have not been taught beyond the level that enables them to achieve average attainment for their age group.

100. In Key Stage 2, some teaching was observed in addition to the scrutiny of past work and discussions held with a group of pupils in Year 6. Pupils in Year 4 find out which solids will dissolve to make solutions and how long this takes. Other pupils separate solids from water by sieving. They record their findings appropriately in tables and written accounts. Their attainment is in line with expectations for the age group. In Year 5, pupils are carrying out experiments that demonstrate condensation, following other work on evaporation, melting and freezing. They exhibit some good knowledge and understanding of the topic. During the lesson seen, the investigative activity was carefully guided in the interest of safety, and pupils' attainment in carrying out an independent investigation was necessarily limited. Previous work by these pupils confirms that systems for methodical investigation, giving more responsibility to pupils, have recently been introduced and it will take time for these skills to work up through the school and have an impact on standards.

101. In Year 6, the dissolving of solids is planned for, in relation to a wide range of different liquids. This presents the opportunity for more sophisticated recording of findings and an opportunity to demonstrate confidence with systematic experimental work. Scrutiny of books and discussion with a group of pupils show that the majority of the pupils in the year group is either working towards or already working at a level in line with national expectations overall. Their work consists of a good mixture of scientific experiences, including the recording of information provided by the teacher and consolidated through discussion, whole class investigations and teacher-promoted investigations which

are developed in different ways by different groups. Pupils record their findings in written form and through drawings, diagrams and by tables. They are learning how to keep tests fair and to draw and record their conclusions.

102. Tests at Key Stage 2 show a good proportion of pupils achieving at an above average level, and some pupils in each year group are capable of working at a higher level also in experimental and investigative work. The level of challenge and attainment in this aspect of the subject is restricted in both key stages. No use of IT in experimental work was evident. Both of these weaknesses were identified in the last inspection report and, whilst significant progress has been made in the first, they still need attention.

103. The small amount of teaching seen was all of very good quality. Planning is clear and detailed, relationships between teachers and pupils are very good and pupils listen carefully and take part in discussions willingly. All of these factors contribute well to the quality of learning that takes place in lessons. Teachers are well prepared and well organised, and have established classroom routines that motivate pupils and result in productive group work. There is evidence of work being increasingly planned to meet the different needs of groups of pupils. Teachers promote interest in the subject through lively teaching. Year 2 pupils visited an environmental studies centre during the inspection and returned laden with natural materials to support their classroom work.

104. Teachers use other adults very well to assist in workshop lessons. Support teachers and classroom assistants are well briefed and make a very positive contribution to pupils' learning. Support was seen being provided for both those pupils with special educational needs and for those who have English as an additional language. This was provided naturally within the context of the lesson and all pupils completed their tasks and made satisfactory progress. The very good teaching seen promoted very good learning in those lessons. The progress pupils make across the school and their overall achievement is satisfactory and improving

105. Assessments are made in science at the completion of each unit of work to ascertain how much pupils can remember and have understood. The school still has work to do on the quality of assessment and recording in lessons. The marking of books is seldom developmental and opportunities could be made to link marking with the personal target-setting exercise which, at present, is beginning to be carried out each week for English and mathematics. The school has recently adopted the national guidance for a scheme of work for science. It includes valuable assessment and recording systems to be used throughout units of work and teachers are just beginning to use these. The subject co-ordinator is aware of the need to identify, plan for and assess the development of pupils' investigative skills.

106. The co-ordinator has had the experience of working alongside an adviser from the LEA to monitor teaching and learning in classrooms. That experience has not been extended as the subject is not a current priority, but the co-ordinator monitors teachers' planning regularly. Development of the subject also benefits from the teamwork of the staff and their openness to suggestions for development. Sharing and co-operation are cornerstones of the school's work with pupils and it is equally evident among the teachers. Another strong feature of school life is the regular sharing of experiences from in-service training courses and the co-ordinator has been given staff meeting time to talk about curriculum changes in the subject to the benefit of all staff.

## ART

107. Attainment in art is well above what would be expected for the ages of the pupils in Key Stage 1 and above these expectations in Key Stage 2, where there are also some examples of very good work. This represents a marked improvement since the last inspection when work overall was judged to be satisfactory.

108. Pupils achieve very well as they work through Key Stage 1. In the Reception class, they respond to opportunities to use a variety of media and learn a variety of techniques to record what they see and to express their own ideas. This variety is evident in detailed pencil drawings of a cherry tree, face prints made from cut paper reliefs and mixed media advertisements for 'Mr Gumpy's Toy Shop'. In Year 1, pupils' control of tools and their use of materials and techniques are noticeably more competent. This is very evident in the use of gold and silver pens and well-mixed paints to record their ideas about fireworks. There is maturity of expression in their drawings of each other carrying out a range of actions including pulling, skipping, spinning and dancing. The oldest pupils in Key Stage 1 are making very detailed and accurate drawings of artefacts, such as miners' and Tilley lamps. They have drawn and painted the nearby Millennium Dome and transferred their images into relief models in clay. Pupils' use of sketches made during a visit to a park to develop paintings in the style of Constable is impressive. Through their study of the artist's work they have gained considerable understanding of colour mixing and the use of colour, and have applied this knowledge to their own paintings of landscapes.

109. Pupils in Key Stage 2 continue to make good progress as they are introduced to more reasons for using visual elements, such as colour, pattern, tone and shape. They are introduced to the work of artists and to the art of ethnic traditions. In Year 3, paintings of Theseus and the Minotaur have been worked on over more than one lesson, and contain great richness, gained from studying the colours found in paintings of old masters. In Year 4, the availability of examples of rich Islamic patterns, in a classroom display of pictures and artefacts, has influenced pupils' own designs for the Muslim tradition of hand decoration and for wall tiles. In Year 5, the pupils have clearly understood the power of abstraction through their study of the work of Hodgson, Klee and Miro. They abstracted their own 'most memorable moments' into their own paintings, which are of considerable impact and richness. There is a strong sense of personal decision making in this work. Some of the work of the oldest pupils in Key Stage 2 showed less individuality and imagination than that evident elsewhere, but they have, nevertheless, good technical skills, which was seen in the clay busts they had made, and in their drawings of Victorian people.

110. The quality of the small amount of teaching seen was very good in Key Stage 1 and good in Key Stage 2. A strong characteristic of art teaching in the school is the detailed and thorough planning and preparation. Introductions to lessons give time for the relaxed exploration of new thinking, as pupils are prepared for their tasks. This was seen to be successful in lesson in Year 1, when the teacher led the pupils through a very thorough exploration of how to obtain different effects with pastels. Relationships are very good and the pupils respond by concentrating well on practical tasks. Teachers intervene with groups as they work to make assessments, offer support and promote the development of skills. Whilst the school has adopted a scheme of work that includes lists of skills, including the use of an art vocabulary, a means of checking pupils' progress through these skills has not yet been devised. The co-ordinator is able to monitor attainment through the scrutiny of completed work but has not yet had the opportunity to monitor and evaluate teaching and learning.

## DESIGN AND TECHNOLOGY

111. It was possible to observe only one lesson during the inspection. However, work on display, together with pupils' drawings, plans and written work, provided sufficient evidence to make judgements on standards of attainment. The oldest pupils in both key stages are attaining at appropriate levels for their ages and some of the work on display is of a good standard. There has been a substantial improvement since the last inspection when attainment and progress overall was judged to be unsatisfactory.

112. Pupils make a good start in the Reception class, where they design and make artefacts that are relevant to work being done in other subjects. They have made boats to carry toy bears, and this has involved making choices from a wide variety of materials and using several different methods of fixing masts. The testing of the boats in water made a good link with science and provided some surprises and discussion points. Pupils in Year 1 have developed an understanding of levers and linkages through directed tasks, and have made plans to use these skills in the making of moving pictures. In Year 2, pupils have made a confident start in experimenting with winding mechanisms, using several different construction kits. They have recorded what they have learnt, in preparation for building their own machines at a later time.

113. In Key Stage 2, pupils in Year 3 are at the early stages of considering how to create movement in model creatures through pneumatic pressure. The money holders designed and made by pupils in Year 4 are of a good standard. The original designs included making careful measurements and notes, and their written accounts of the work give reasons for choices of materials and designs, and reasons for changes they made. The completed purses include different forms of fastening, stitching and decoration. In Year 5, pupils have learnt to set out recipes, to observe kitchen routines and to use conversion charts as part of a bread-making activity. They applied these skills to making traditional knotted biscuits, linked to work in history on the Tudors. The oldest pupils in Key Stage 2 talk with confidence about the sequence of activities involved in making a pair of slippers. They had gathered information, generated ideas, selected materials and made slippers of very different designs and having different qualities. Pupils show increasing accuracy in their work and are paying suitable attention to the quality of finish and required function of what they make.

114. Pupils in the one lesson seen, and in discussion, display positive attitudes towards the subject. They enjoy the practical tasks, collaborate well and are proud of what they have made.

115. Insufficient teaching was seen to make a general judgement about the quality of teaching in the school. It is clear from exhibited work that pupils of all ages are given many opportunities to make their own choices as they work. At the time of the last inspection there was no scheme of work to ensure progression and continuity in planning and teaching. This has been rectified and a well-structured scheme is now in place. The only weakness in the subject is in assessment and recording. The school has still not developed a design and technology skills list, or a system for noting pupils' progress or weaknesses in the subject. Without these, it is difficult for teachers to prepare well-focussed challenges for following lessons. The subject co-ordinator is able to monitor attainment in DT through the scrutiny of completed work and finds it easy to talk to teachers informally about what she sees.

## **GEOGRAPHY**

116. Little geography was taught during the period of the inspection and only two lessons could be observed. Judgements are based on a scrutiny of pupils' work, teachers' planning, work on display, and on discussions with pupils and with the co-ordinator for the subject. Evidence from these sources shows that pupils' attainment at both key stages is appropriate for their ages, and that their achievements are satisfactory, and standards have been maintained since the last inspection.

117. In Key Stage 1, pupils develop their map work skills using the school building and the immediate environment. For example, in Year 1, pupils have extended their knowledge of the local area and their mapping skills through plotting the route they take between home and school, noting important features. In Year 2 they have drawn fictional maps to represent routes as part of their work on the story Little Red Riding Hood. Pupils learn how to use atlases and maps of the local environment and develop their knowledge of the different roles of people who work in their community.

118. In Key Stage 2, pupils are aware of the effects of pollution in the environment and can represent information gathered graphically using computers. They interpret maps and use keys and symbols to identify features and amenities. Pupils understand the use of map co-ordinates. Such work consolidates mathematical and numeracy skills effectively. In Year 6, pupils have used maps and books to make comparisons between the different geographical features of Greenwich and those of Swanage, which they have visited and studied. In both key stages, good use is made of fieldwork activities, particularly the local environment, to promote first-hand enquiry and learning.

119. Insufficient teaching was observed to make an overall judgement. In the two lessons seen, planning was appropriate with clear learning outcomes. Classroom organisational skills are good and work is appropriately differentiated to ensure that all pupils make satisfactory progress. Good use was made of open questions to promote pupil participation and involvement. As a result, pupils' attitudes are very good. They listen attentively, share knowledge and ideas in discussion and work with good concentration on written tasks.

120. The recently appointed co-ordinator has good subject knowledge and has a clear idea of what needs to be done to support pupils' progress. Resources are good, well cared for and managed and classes now have access to globes and atlases, a weakness identified in the previous inspection. The co-ordinator monitors planning and pupils' books appropriately, and provides support to other teachers.

## **HISTORY**

121. It was not possible to observe any lessons in history during the inspection. A discussion with some of the oldest pupils and the scrutiny of pupils' previous work from across the school show that standards in the work seen are appropriate for the ages of the pupils in both key stages. The standards seen at the last inspection have been maintained. Some homework projects undertaken by pupils in Key Stage 2 show good independent research skills, and the careful organisation and presentation of their findings. There is insufficient evidence to make secure judgements on all that pupils know and can do in the subject.

122. In Key Stage 1, the youngest pupils are aware that things change, for example, the clothes people wear and the toys that children play with. In Year 1, pupils have learnt about the Vikings and Norse mythology when using glove puppets as part of an investigation into 'Who stole Thor's hammer?' In Year 2, pupils learn about themselves, their families, and go on to make simple family trees. In Key Stage 2, pupils were following a project on the Ancient Greeks. Their recorded work showed appropriate independent research and the individual selection of information they had found out to put in the books they had made. Such independence continues and was evident in the factual accounts and letters written in role by pupils in Year 4, following a visit to the Maritime Museum,



which had clearly stimulated their interest. Pupils make satisfactory progress through the school as they extend their skills. Written accounts in Year 5 are more extended, and show greater degrees of analysis, for example, of Tudor portraits. Pupils write in detail about events and respond thoughtfully to written questions.

123. There is a steady growth in pupils' factual knowledge and sense of chronology through the school. By Year 6, pupils have gone on to learn about the Victorians. Pupils in the current Year 6 have taken a detailed look at the Victorian aspects of Swanage, as part of their field study visit early in the school year. Pupils made some hypotheses about the town before they visit, and after arrival, made comparisons between Swanage and Greenwich, from historical as well as geographical perspectives. Their exploration of Swanage included the good comparison of old photographs with what they saw at the time of their visit. IT is used by some pupils to make graphs of their findings in the subject, such as of the types of shops they identified in Swanage. Although pupils are given opportunities to research, look at historical evidence and think about the past, in discussions they show less confidence in interpreting what they have found out, or in making links with the present.

124. The subject is planned well across the year groups, using units of work based on national guidance. Individual units of work are supported by detailed guidance notes prepared in school, identifying key questions, how the work may be matched to the needs of different pupils, and key points to guide teachers' assessments of pupils' learning. Some very good marking of pupils' work is evident in some years in Key Stage 2. This included detailed comments, questions and guidance to help pupils to improve their work and the correction of mistakes, as well as encouragement and appreciation of pupils' efforts.

125. While no teaching was seen, the evidence in the recorded work shows that teachers provide pupils with good learning experiences, that enable them to make satisfactory progress. The pupils respond to these with interest and effort. They have good attitudes, evident in discussions with pupils, where they talk with interest about what they have learnt. Pupils recalled with enthusiasm the occasion when an actor entered school in role as someone from the past, with all adults responding appropriately. Pupils then had the opportunity to ask the visitor questions about the past. Pupils' good attitudes contribute to the quality of their learning. Good teaching is also evident in the overall sound achievements of pupils during their time in school, and the growth in their knowledge and understanding.

126. History contributes well to literacy skills, and there are some good examples of written narratives and imaginative writing based on historical events. The co-ordinator is enthusiastic and maintains a satisfactory range of resources to support the teaching of the subject. The locality of the school also provides a rich historical environment, which the school uses well. The subject is not a current focus for development, but the co-ordinator maintains a check on coverage across the school.

## **INFORMATION TECHNOLOGY**

127. At the previous inspection, standards of work were below the national expectations at both key stages. The school is working hard to raise pupils' achievements, and their attainment at the end of Key Stage 1 is now broadly in line with the national expectations. At Key Stage 2, the range of learning opportunities has improved under the guidance of a knowledgeable co-ordinator. Attainment has also improved, but overall it does not yet reach the expectations set by the National Curriculum.

128. Advisory teachers from the LEA are working with teachers in the school to raise standards. All teachers are keen to develop their expertise and are taking part in a training programme focused on developing the use of IT. This is having a positive impact on the teaching and on the standards attained

by pupils. At Key Stage 1 pupils recognise that events on the screen can respond to their commands. Pupils in the Reception class were learning the skills of using the mouse, many having been introduced to it in the Nursery. In Year 1, pupils were programming small floor robots successfully, enabling them to follow simple courses around obstacles. They are also introduced to ways of recording their instructions for others to use. In Year 2, pupils have used a word processor, using fonts of different sizes and colours. They have also designed lively Christmas cards using a painting program.

129. In Key Stage 2, word processing was evident but some, for pupils with special educational needs, was typed in by the teacher. Oldest pupils describe keying in pre-written text but have no recall of composing text on screen, to use the particular techniques and advantages of word processing. There are many examples of word-processed text by pupils, including writing about being a peer supporter, text for picture books and the preparation by one pupil of the minutes of the school council. Since the last inspection greater use has been made of data handling, and graphical representations of data were evident, for example, in science and history. Records of pupils' achievements show that by Year 6, many of them can load programs, write and save. Across the key stage pupils now learn at earlier ages to change fonts, cut and paste, position text, preview their work and print it.

130. In mathematics, pupils in Year 5 were rotating and translating shapes on screen with help, and in Year 6, used computers well to support work on angles. Oldest pupils describe earlier experiences using clipart images, making screen icons follow prescribed routes based on a set of instructions, and some use of simulations in which they have to make decisions and work with the consequences. All classes are now linked to a filtered Internet, and there is evidence of information having been accessed by pupils on the Internet, as well as on CD-Roms, to support their work in school. Pupils showed limited ability and understanding in interrogating information, interpreting findings and in evaluating their use of IT. The experiences they have and the outcomes of their work are often appropriate in relation to their previous attainments, but the overall levels and extent of their attainments by Year 6 do not meet the national expectations.

131. IT is used well on occasions to support work with particular groups of pupils. For example, a small group, including some for whom English is an additional language, were composing a rap poem on screen well with the help of the EAL teacher.

132. Some direct teaching of IT skills was seen in Key Stage 1, and elsewhere, IT was used within other lessons as a tool to support learning in other subjects. When IT is used to support other work, it is done well. On all the occasions when IT skills were taught, or IT was used in other lessons, the teaching was good. Teachers were familiar with the particular content of the applications they were using and the skills needed to use them effectively. This increased confidence is contributing to a developing range of good learning opportunities for pupils. The good teaching promoted good learning and progress on those occasions. The overall level of work below national expectations at the end of Key Stage 2 means that achievement across the school is not satisfactory, but there is clear evidence of improvement taking place as a result of the teaching. Pupils have good attitudes to work. They work well together and their mature attitudes help ensure that time spent on computers is productive. Teachers plan the work using the LEA scheme of work. It is intended that all strands of the scheme are taught each year, but there is currently a reasonable focus on graphic and text work by class teachers, with advisory teachers supporting data handling and control work. Work on control and the use of sensors, for example, of temperature, light, sound and movement, are less well developed.

133. The subject is led well by an enthusiastic co-ordinator, who understands the subject well and who has updated the policy and guidance on the subject. Development of the subject is a current priority in the school and there is a good, coherent plan of action to guide this. Access to computers by all pupils has been checked. Teachers' planning is monitored, and a schedule of classroom observation to evaluate teaching and learning has been drawn up for the term following the inspection. These steps are contributing to improvements in provision and standards of attainment. Resources are satisfactory. All classes have new computers, and, along with older machines, there are 16 computers available to

the school. All classes have colour printers and the school has recently acquired a scanner for use in Key Stage 2.

## **MUSIC**

134. Pupils' achievements and attainment across the school are appropriate for their ages, and this reflects standards seen at the last inspection. In Key Stage 1, pupils learn to sing songs from memory and develop their understanding of pitch and note duration. They enjoy singing in assemblies and in classroom lessons. Pupils have the opportunity to listen to a range of music by different composers, and are able to compose and perform their own music. They use untuned and tuned percussion instruments to illustrate story elements, and have the opportunity to perform their compositions to other pupils. They learn to record their compositions. In Key Stage 2, pupils sing with enjoyment and control. They listen carefully to music by composers and make thoughtful responses. They continue to refine and develop their compositional skills, selecting instruments and sounds to represent their ideas using notes of different duration and tempo purposefully. They can record and perform their compositions.

135. The subject specialist, who has considerable expertise, took the lessons seen during the inspection, although class teachers also teach music. The lessons seen were planned carefully with clear learning objectives. There was a good balance between instruction, discussion and practical activity, and lessons were well paced. The very good teaching encouraged and challenged the pupils. As a result they learn effectively and make suitable progress in both key stages.

136. Pupils enjoy all aspects of their music lessons and participate with lively enthusiasm. They sing well, listen attentively to recorded music, and acquire a good knowledge of musical terminology. They use instruments appropriately and are eager to achieve a good result. Pupils organise themselves into groups when required, and negotiate aspects of musical composition amongst themselves. They make sensitive and thoughtful comments about each other's work. Extra-curricular music activities include a choir and recorder clubs, and a small number of pupils receive tuition from peripatetic music teachers.

137. The newly appointed co-ordinator is enthusiastic and has specialist skills and knowledge that provide good support for colleagues. Planning is monitored and this, together with her regular teaching of all classes, give her a good understanding of the progress pupils make throughout the school. There is a policy and scheme of work for music that provides sound support for those teachers without specialist skills. All aspects of music are taught, and this is an improvement since the last inspection. There is a sufficient range of good quality instruments that contribute well to the quality of the lessons. Records are kept of pupils' overall progress, and the co-ordinator is aware that opportunities for on-going assessment that could inform teaching are not yet systematically developed.

138. Pupils learn a range of songs, hear music, and use and learn about musical instruments from other cultures and this makes a good contribution to their cultural development. The opportunity to sing, to listen to others sing and to hear a range of recorded music during assemblies and lessons contributes to pupils' spiritual development.

## **PHYSICAL EDUCATION**

139. Standards of attainment are good in gymnastic activities in both key stages. No other area of activity was seen being taught during the inspection and it is not possible to make general judgements about attainment in the subject. For the same reason, it is not possible to compare standards now with standards in the previous inspection. The school plans a full and balanced curriculum, including all areas of activity and the required element of swimming in Key Stage 2, across the school year.

140. The attainment of the oldest pupils in Key Stage 1 are better than would be expected for their ages as the result of thorough teaching and good progress that results in younger classes. Pupils plan

and perform a wide range of movements and link some of those movements together well into sequences. As they work to improve their performance, they show awareness of how well they and others have done and make sensible observations. Pupils also understand the reasons for safety precautions, and appreciate how to look after their bodies by, for example, undertaking recovery exercises at the end of the session.

141. Pupils in Year 3 build well on this good standard, and show more imagination in developing their sequences in an atmosphere of intense concentration. The oldest pupils in Key Stage 2 show the expected maturity necessary to work in pairs and refine the accuracy, quality and variety of their work. They are able to incorporate more complex body movements into their routines and respond well to advice.

142. Teaching is at least good and often very good in Key Stage 1. In Key Stage 2, the lessons seen were very good or excellent. All teachers have a good understanding of the subject and their planning is clear and focussed. They know the skills that have to be taught, assess pupils' performance as they work and use pupils well to demonstrate good practice. This has a positive effect on learning, the progress pupils make and their achievement, which is good. Teachers challenge the pupils throughout lessons and, in the very best lessons, inspire them through their own commitment and example. In very active lessons, where safety is an important factor, the pupils are managed very well and they work creatively, sensibly and carefully.

143. Pupils' performance is evaluated during lessons and good guidance is given, but no records are kept to inform the planning of future lessons. The subject co-ordinator is able to monitor her colleagues' planning but has not yet had the opportunity to evaluate teaching and learning as an aid to continuing improvement.

## **RELIGIOUS EDUCATION**

144. In the week of the inspection there were no opportunities to observe RE being taught. Judgements are based on a scrutiny of pupils' work, displays and evidence from teachers' planning and lesson evaluations. From the evidence of work seen, standards at both key stages are broadly in line with the expectations of the local Agreed Syllabus. This reflects attainments apparent in the limited evidence available at the last inspection. However, it is clear that the subject is now taught more consistently.

145. Throughout the school pupils are encouraged to respect the faiths and cultures that are represented in the school. They learn about the major festivals in Christianity and other world faiths at different levels as they progress through the school and understand the significance of these. Pupils learn about aspects of particular faiths, such as the significance of the Qur'an in Islam. The importance attached to these is evident in the many displays in classrooms and around the school. Pupils also learn about the connection between religious faith and morality. Good use is made of authentic artefacts and the knowledge of individual pupils, language support staff and visitors to enhance pupils' understanding.

146. Pupils also develop good self-awareness and sensitivity towards others through circle times. Much of the work in religious education is oral and there is very little written work to fully assess the progress pupils make. Opportunities for pupils to use and extend their literacy skills as a means of helping them to make progress in religious education are missed.

147. There is a policy and scheme of work in place to support teaching. The co-ordinator monitors teachers' planning and checks subject coverage with all teachers each term. There are no assessment and recording procedures in place and teachers use their own knowledge of how pupils have progressed to report to parents annually. This arrangement is vulnerable to absences or changes of teacher.

