

# INSPECTION REPORT

**Henwick Primary School**

Eltham, London

LEA: Greenwich

Unique reference number: 100131

Headteacher: Mrs Janet Saunders

Reporting inspector: Mr Paul Canham  
1353

Dates of inspection: 20<sup>th</sup> March – 24<sup>th</sup> March 2000

Inspection number: 189547

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Henwick Road  
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Telephone number: 0181 856 8627

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs A Parmenter

Date of previous inspection: June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Canham	<i>Registered inspector</i>	Science; Design and technology; Physical education.	The characteristics and effectiveness of the school; The school's results and pupils' achievements; Teaching and learning; Leadership and management; Key issues for action.
Anthony Mundy	<i>Lay inspector</i>		Pupils' attitudes and personal development; Pupils' welfare, health and safety; Partnership with parents and carers.
Mohindar Galowalia	<i>Team inspector</i>	Mathematics; Information technology.	
Helen Mundy	<i>Team inspector</i>	Children aged under five; Art; Music; Religious education; Equality of opportunity.	
Chris Roome	<i>Team inspector</i>	English; Geography; History; Provision for special educational needs.	Quality and range of opportunities for learning.

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

### **INFORMATION ABOUT THE SCHOOL**

Henwick is larger than most primary schools; it caters for 133 boys and 122 girls aged from four to eleven years. In addition, 50 children attend the nursery part time. A few pupils come from ethnic minority backgrounds and a small number speak English as an additional language. The proportion of pupils eligible for free school meals is well above the national average. The proportion of pupils with some form of special educational need, including those with statements, is also above average. A substantial proportion of pupils leave and others join the school during Key Stage 2. The attainment of pupils on entry to compulsory education, at the age of five, is below national expectations, with particular weaknesses in literacy and numeracy skills. In recognition of the challenging circumstances in which the school works, it receives substantial additional funding and support from being a member of the local education action zone.

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

It is an effective school which is striving hard to overcome the challenging circumstances in which it works. It provides satisfactory value for money. The leadership provides a clear direction for the work of the school, which succeeds in serving a community with specific needs. The school gives its pupils sensitive support and makes good provision for their pastoral care. Teaching is good, and the strong relationships that exist in the school are used effectively to help pupils improve their confidence and achieve well in several subjects. By the time pupils leave school in Year 6, standards in English match those of pupils in similar schools and they are well above average in science. Standards of work seen in several other subjects, including art, history, geography and music, are similar to those expected for pupils' ages. Standards in singing are better than those usually seen in other schools.

### **WHAT THE SCHOOL DOES WELL**

- Pupils achieve well in science, and by the age of 11 a significant proportion reach levels above those expected for their age.
- Children aged under five achieve well in the nursery because of the very good teaching and the stimulating learning environment.
- The caring school gives pupils very good opportunities to develop their knowledge, understanding, and awareness of the wider multi-cultural community in a meaningful way.
- The good quality teaching leads to good learning opportunities in over half the lessons.
- Effective, resourceful, and supportive leadership is developing the school into a centre for adult learning within the local community.
- Pupils have good attitudes to their work and they want to achieve. They enjoy very good relationships with one another and behave well.
- There are good procedures to support pupils with special educational needs.

## WHAT COULD BE IMPROVED

- The standards of pupils' writing and reading skills in both key stages.
- The standards of pupils' numeracy skills in both key stages.
- The provision for information technology, which does not meet statutory requirements.
- Standards achieved by pupils aged 11, which do not meet the objectives of the locally Agreed Syllabus in religious education.
- Information from assessment to help raise standards.
- Attendance levels, which are below the national average.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall since its last inspection in June 1996. When the results of the national tests are considered against similar schools, pupils achieve average standards in English, and standards which are well above in science for pupils aged 11. However, standards in mathematics, information technology, and religious education are below expectations.

The majority of areas for action identified in the last report have been tackled successfully. The implementation of the Numeracy and Literacy Strategies has improved planning and is beginning to have an impact on standards. The provision for special educational needs has improved substantially, and is now good. The quality of teaching has improved significantly; it is now good overall and very good in the nursery. Assessment procedures have been established in English, mathematics and science, although detailed subject guidance and assessment opportunities have yet to be introduced in all subjects. The role of subject co-ordinators has been strengthened in several subjects. The provision for extra-curricular activities has improved. The school meets statutory requirements with regard to collective worship and the publication of information. The school is in a strong position to improve further.

## STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	E	E	E	C
Mathematics	E	E	E	D
Science	D	E	C	A

<i>Key</i>	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

The information shows that standards in English and mathematics have remained well below average since 1997, though standards in science have improved and are average. There has been a marked decline in reading, writing, and mathematics, with boys performing slightly better than the girls. The school explains the decline being due to the higher than usual proportion of pupils with statements of special educational need, and of those needing the support of outside agencies, in the cohort of pupils which sat the tests in the previous two years. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were below average in mathematics, average in English, and well above average in science. Inspection evidence broadly reflects these standards. Standards in information technology are below national expectations, and pupils are not making enough progress in religious education to meet the objectives of the locally Agreed Syllabus by the end of both Key Stage 2. Standards in other subjects are similar to those found nationally, with the exception of singing, where they are good, and design and technology where they are below. The school has set realistic targets for English and mathematics for the Year 2000, and the most recent results indicate that the school is on its way to achieving them in both subjects.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are interested in their work and keen to learn.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils clearly understand what is expected of them.
Personal development and relationships	Personal development is good. Older pupils enjoy the extra responsibilities they are given. The quality of relationships is very good and a distinctive feature of the school community.
Attendance	Unsatisfactory and below the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>Aged up to 5 years</b>	<b>Aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Very good	Satisfactory	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.*

Of the lessons seen during the inspection, 96 per cent were satisfactory or better, of which 31 per cent were good, and 22 per cent were very good, or outstanding. Teaching was good in Key Stage 2, where 51 per cent of the lessons were judged to be good or better. The consistently very good teaching in the nursery is the main reason why children are responding so well and making good progress. They benefit from an exciting variety of skilfully structured activities. Examples of good teaching were seen in all years and in all subjects. A feature of the good and very good teaching in Key Stage 2 is the range of stimulating activities which capture the pupils' imagination. English and science are taught consistently well in this key stage. The teaching of mathematics is satisfactory. Careful attention is given to pupils with special educational needs. Common features of the small proportion of unsatisfactory teaching (4 per cent) centred on the lack of focused tasks to match the pupils' needs.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory overall. The curriculum places a great emphasis on the development of literacy and numeracy skills and this reflects the needs of the pupils. However, pupils are not given sufficient opportunities to develop their knowledge, understanding and skills in several subjects, including design and technology and religious education, although some good-cross curricular links are used to enrich pupils' learning. The provision for information technology does not meet statutory requirements. Children aged under five are given a good start because the activities are stimulating and well matched to their needs.
Provision for pupils with special educational needs	The provision is good and pupils are given appropriate work matched to their needs. Pupils benefit from effective support when working individually or in small groups away from the main class. The detailed individual education plans are used well to help with assessments.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils are made aware of other cultures and beliefs through the curriculum, and from making a wide range of educational visits. The provision for both moral and social development is also good. The pupils know right from wrong and relate well to each other. Spiritual development is satisfactory. Some aspects of the school's curriculum enable pupils to reflect on events and on their lives.
How well the school cares for its pupils	There are good procedures to ensure that pupils are well cared for. Staff know the pupils well and take great care of them in a safe and supportive environment. Effective Child Protection procedures ensure that staff are sensitive to the needs of the pupils. Systems for monitoring academic performance are unsatisfactory in foundation subjects.

The school enjoys some effective links with parents. It is making a determined effort to improve links with parents and develop the school into one which provides a focal point for the local community.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective, resourceful and supportive leadership. She is dedicated to the school and is committed to giving pupils a rich range of opportunities to raise their esteem, strengthen their understanding of peoples' beliefs, and improve standards. Key staff reflect her sensitive and supportive approach and they work cohesively as a caring team, committed to the welfare of the pupils and the whole community. This gives the school a clear sense of purpose and, as a result, relationships are good throughout the school.
How well the governors fulfil their responsibilities	Governors are knowledgeable and supportive of the school, although they have all yet to become fully involved in shaping and monitoring its work.
The school's evaluation of its performance	Systems for monitoring the quality of teaching have yet to be formalised. Information from assessment and test data is used successfully to help with planning in some subjects. The school has established good strategies to identify how successful it is in helping pupils to achieve well.
The strategic use of resources	Financial administration and planning are good. The school makes very good use of its resources and it budgets carefully to support the priorities identified for improvement.

The school places a high priority on staffing and pupils benefit from the additional support in lessons and around the school. The school has a sufficient number of qualified teachers and other adults with subject expertise.

## 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>• Their children like school.</li> <li>• The good behaviour.</li> <li>• The good teaching.</li> <li>• The school listens to their concerns.</li> <li>• The good management.</li> <li>• Their children are expected to work hard.</li> <li>• The caring environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework that is consistently set and marked.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspection evidence supports all the positive features expressed by parents in response to the questionnaire and at the meeting of parents with the registered inspector. The quality of the homework seen during the inspection was satisfactory, although the school does not have a homework policy. The range of extra-curricular activities has improved since the previous inspection, and the school organises a substantial number of educational trips to enrich pupils' experiences.

## **PART B: COMMENTARY**

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

#### **THE SCHOOL'S RESULTS AND PUPILS' ACHIEVEMENTS**

1. Despite experiencing a curriculum in the nursery which gives children a rich variety of skilfully structured activities, almost all children enter compulsory education with standards below expected those for their age. Currently, 20 per cent of children in the nursery have specific speech difficulties, and some children are unable to speak in complete sentences. Children aged five are particularly weak in language and literacy skills, and mathematics.
2. Throughout the school, pupils made good gains in their knowledge and understanding in 49 per cent of the lessons observed, and satisfactory progress in all but 4 per cent of the remaining lessons. Pupils with special educational needs make good progress when they are withdrawn for specialist support, and satisfactory progress overall. A particular strength of the provision is that their needs are identified as soon as possible after entry to the school, so that they can be given appropriate individual education plans. Targets in these plans are clear, specific and suitably challenging for academic and personal development. Careful monitoring of progress and regular adjustment of targets means that these pupils sustain a good quality of learning, and few pupils require a statement of special needs. The small number of pupils with English as an additional language also make good gains in their knowledge and understanding, and they achieve well over time when the work is closely targeted to their needs.
3. The results for the 1999 national tests show that standards at Key Stage 1 were very low in writing, and they were well below the national average in reading and mathematics. When these results are compared with schools which have a similar proportion of pupils eligible for free school meals, standards were well below in writing, below in reading, and average in mathematics. The proportion of pupils reaching the higher level in these subjects was well below the national average. In science, the performance levels of pupils in the teacher assessments were very low against the national average in the 1999 results.
4. The results for the 1999 national tests show that standards at Key Stage 2 were below the national average in English and mathematics, and average in science. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were average in English, below average in mathematics, but well above in science. The proportions of pupils reaching levels above those expected for their age were below in English, well below in mathematics but above average in science.
5. Results over time show a marked variation, but a downward trend overall in both key stages. There was a marked decline in 1999 for pupils aged seven and 11 in their reading, writing, and mathematics, with boys performing slightly better than the girls. At face value, this paints a negative picture, but the school explains the decline as due to the higher than usual proportion of pupils with statements of special educational need and those needing the support of outside agencies in the cohort of pupils which sat the tests last year. A substantial proportion of pupils in Year 6 (42 per cent) who sat the tests last year joined the school other than at the usual time of first admission. Their disrupted schooling has a significant impact on their learning and those of others in the class. The school reports that the standards achieved by pupils who benefit from uninterrupted schooling at Henwick match national averages. In

recognition of the challenges it faces, the school is a member of the South Greenwich education action zone. When the school's results are measured against those of others in the group, Henwick is performing particularly well. The school has set realistic targets for English and mathematics for the Year 2000, and the most recent results indicate that it is on its way to achieving them due to largely to the quality of teaching and the improved use of information from assessments.

6. Evidence gathered during the inspection reflects the results of the most recent National Curriculum tests. Pupils aged seven are working at levels below those expected in English, mathematics and science. Pupils aged 11 are also working at levels below those expected in English and mathematics, although standards match the expected level in their science work. Standards in information technology are below the national average in both key stages, and pupils are not making enough progress in religious education to meet the objectives of the locally Agreed Syllabus by the end of Key Stage 2. Standards in other subjects are similar to those found nationally, with the exception of design and technology, where they are below.

7. The school places a strong emphasis on the development of literacy skills, which are poorly developed when pupils start school. The Literacy Hour has been introduced successfully in all classes and there are some good examples of written work in history, science, religious education and geography. The supportive approach used by teachers and other adults encourages pupils to develop their speaking and listening skills in all subjects. The National Numeracy Strategy has been successfully introduced, and its implementation is helping to raise standards.

8. Pupils benefit from the many good opportunities across the curriculum to take part in discussions and to practise skills in speaking and listening. A few pupils are confident speakers with a good grasp of standard English. Pupils thrive in the positive atmosphere generated in classrooms, where teachers speak clearly and offer a good model of spoken English. By Year 6, standards of speaking and listening are at the national average. Pupils listen carefully in all classes and contribute thoughtfully to discussions with growing confidence and maturity. Pupils are given very positive support and encouragement in their reading, with a strong emphasis on the teaching of phonics. By Year 2, only the most fluent readers read accurately and with good expression. By Year 6, pupils read regularly in school and demonstrate an understanding of their texts. They can discuss subject matter, and give opinions although they can support with reference to the text. Lower attainers who lack confidence do not readily transfer their phonic knowledge to their reading. Higher attainers have the ability to skim and scan text rapidly, and retrieve information quickly. Although the development of independent writing is given a very high priority throughout the school, pupils do not have enough confidence in their own ability. A weakness throughout the school is the overuse of work sheets, which promotes a culture of one word or simple phrase writing by pupils, and which militates against the development of confident independent writing. Handwriting skills are unsatisfactory. Pupils' spelling skills are fostered through their phonic work, but generally their confidence is low and they do not always check their work critically.

9. Particular weaknesses in mathematics centre on pupils' knowledge, understanding and skills of using and applying mathematics to solving problems, and of measures, shape and space, and of multiplication facts. In addition, there are weaknesses in constructing and interpreting graphs for pupils aged 11. By Year 2, pupils are good at recalling addition and subtraction facts to 10, and many pupils solve simple word problems involving multiplication

and addition. Pupils are beginning to recognise two-dimensional shapes and understand their properties. By Year 6, pupils develop a sound knowledge and understanding of various aspects of mathematics. Higher attainers have strengths in number and algebra, and they develop rapid mental recall strategies.

10. By Year 6, pupils develop a good science vocabulary and understanding, which they can use with confidence and some pride, although under-developed writing skills impede some aspects of their science work. Higher attaining pupils can predict with confidence and accuracy, and have a full understanding of investigative procedures. They have a sound breadth of understanding of most aspects of the programmes of study. Pupils would benefit from the use of information technology to help them record their work and analyse some of their findings. Standards in information technology are below national expectations because they are not given enough opportunities to develop their skills, knowledge and understanding in all aspects of the subject, such as controlling and modelling. Similarly, standards in religious education do not match the level expected by the locally Agreed Syllabus for pupils aged 11, because pupils are not given sufficient opportunities to consolidate their knowledge and understanding. Standards in other subjects are at expected levels for pupils' ages, with the exception of singing, which is a strength, and design and technology, in which standards are below those found nationally because the skills are not systematically developed.

## **PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT**

11. Pupils have good attitudes to their learning. A high proportion of parents (96 per cent) indicated in their response to the questionnaire that their children like coming to school. The inspection evidence, including many conversations with pupils, endorses the parents' view. The good attitudes noted in the previous inspection report have been maintained.

12. Relationships between parents and staff promote positive attitudes among the children aged under five. The development of children's personal and social skills underpins all the work in the nursery. In consequence, the children feel secure, they settle quickly to classroom and school routines, and they are well behaved. The children relate well to adults, and enjoy coming to school. They listen attentively and are encouraged to complete activities.

13. Throughout the school, pupils enjoy lessons. They listen attentively to their teachers, and are keen to answer questions. They listen very well to each other. In a class involving pupils in Years 5 and 6, a group of 60 pupils was very attentive during a debate about the school's spending priorities. In the few lessons where teaching was judged to be unsatisfactory, pupils tended to fidget and became inattentive. Attitudes in extra-curricular activities are very good. After-school clubs are well supported, and most pupils in Years 5 and 6 belong to the choir. In discussion with visitors, pupils are willing to talk about their achievements.

14. Behaviour in classes and around the school has improved since the previous inspection. Behaviour is often very good in classrooms when pupils are grouped on small carpeted areas to receive instructions at the beginning of lessons. Brief behaviour rules are displayed in most classrooms. Pupils conform to the rules, and in all year groups they respond very well to teachers' skills in class management. Parents and pupils confirm that incidents of bullying

or aggression between pupils are rare and are dealt with effectively when they do occur. Pupils' personal development is good. All pupils are willing and conscientious in carrying out everyday duties in classrooms. Pupils in Years 5 and 6 help nursery children with computer work but do not regularly work with pupils in other years.

15. Relationships in the reception classes and throughout the school are very good. Pupils respond politely and confidently to each other and to adults. They are not afraid to be seen to make mistakes, and they are mutually supportive. Each member of the school community has equal status and receives sensitive and effective support at work and play.

16. Attendance is unsatisfactory, and is well below the national average for primary schools. Many pupils have absences totalling more than two weeks of the school year, and some families do not fulfil the legal requirement of ensuring their children's regular attendance. Erratic attendance affects the attainment and progress of pupils who are unable or unwilling to catch up with work they have missed. Most pupils arrive punctually at school and settle quickly to work. Registration periods are efficient, and lessons during the day begin promptly.

## **HOW WELL ARE PUPILS TAUGHT?**

17. Teaching was judged to be satisfactory or better in 96 per cent of all the lessons seen. Good teaching was seen in 31 per cent of lessons. Very good and outstanding teaching was seen in a further 22 per cent of lessons. Such teaching has a particularly strong focus on helping pupils to make good progress, extending their thinking, and creating a thirst for knowledge. For example, the quality of teaching in the nursery is very good because it has flair, enthusiasm and a strong element of fun. Teachers and other adults have very high expectations, and they use questions skilfully to help children think about their answers. They use praise effectively to encourage them to work independently. Examples of good teaching were seen in both key stages, although the quality of teaching was better in the lessons seen in Key Stage 2 than in those seen in Key Stage 1. In Key Stage 2, just over half the lessons seen were judged to be good or better. Features of good teaching in both key stages are the range of challenging and stimulating activities which captured the pupils' attention and encouraged them to want to learn more about the subjects. For example, in English and science, high expectations, well-planned lessons, and teachers' expertise led to pupils in Years 5 and 6 achieving well and learning at a good rate.

18. A particular strength in teaching throughout the school is the supportive approach used by teachers and other adults. In many ways, this reflects the school's aims and all but a few pupils reciprocate the good relationships which have been established. In many lessons, the good relationships are used to raise standards in the quality of pupils' work. Examples of good and very good teaching were seen throughout the school, although only a few subjects were taught consistently well during the inspection. For example, the teaching of science was judged to be good in Key Stage 2, due largely to the emphasis placed on the involvement of pupils in stimulating and challenging practical tasks. In consequence, pupils achieve particularly well by the time they leave school. Towards the end of Key Stage 2, pupils benefit from good teaching in English because the tasks and activities successfully extend

their thinking and understanding. Strengths of English teaching are the subject knowledge of the teachers and their skill in promoting a sense of enjoyment in lessons. Pupils respond well to the demands on their writing skills by producing lively and imaginative writing. High expectations from the teacher, allied to sufficient time for pupils to draft and edit their work, result in good learning.

19. Some good teaching in art and music reflects the expertise of the subject specialists. Their knowledge underpins the questioning which makes pupils think and tests their understanding. In physical education, the teacher's good subject knowledge underpinned the pace of the activities and the quality of the evaluative comments, which helped pupils in Years 5 and 6 to make good gains in their learning. They responded by showing a willingness to refine their work and produce some interesting sequences which included good quality movements. The teachers' depth of understanding is often used to underpin clear explanations and incisive questioning to help pupils extend their thinking. For example, pupils in Years 5 and 6 made very good gains in their knowledge and understanding about physical processes in science because they were continually challenged to explain the reasons for their predictions using scientific vocabulary. During a religious education lesson, pupils in Years 5 and 6 were absorbed by the skilful linking of the subject with history and the depth of knowledge which underpinned the planning.

20. In mathematics, pupils in Years 1 and 2 made good gains in their understanding of fractions because the teaching included lucid explanations. Pupils were captured by the skilful use of questioning and illustrations.

21. Pupils with special educational needs are very well taught when they are withdrawn for specialist help. They take part in a carefully chosen range of activities that engage them mentally, physically and emotionally. As a result, these sessions are productive and happy because pupils realise for themselves that they are making good progress. Individual education plans are appropriate, and teachers employ good management strategies that effectively promote pupils' self esteem. The support assistants, play a valuable role in giving these pupils close attention. Pupils' progress is carefully monitored and adjustments made to their individual education plans so that future lessons meet their needs.

22. There is a good range of methods and strategies to support learning. Teachers have established a good rapport with pupils, and manage groups well while focusing their attention on individual pupils. Final summary sessions are used well to consolidate and share what has been learnt. For example, pupils in Years 1 and 2 were well managed during a lesson in mathematics which gave pupils good opportunities to work independently when telling the time. Teaching in small groups helps pupils to understand and review their weaknesses; for example, pupils with special educational needs and those in similar attainment groups benefit from close individual support and sensitive use of questioning. Sometimes this draws out information from pupils; sometimes it develops their understanding, and sometimes it makes them think harder and express their thoughts more precisely. Homework is set to reinforce and extend pupils' learning; regular homework supports achievement in English, science and mathematics.

23. The small proportion of unsatisfactory teaching was seen in Key Stage 1. Common features in these lessons centred on the lack of pace to the activities and insufficient challenge in the tasks. In consequence, learning opportunities were lost, and pupils made little progress.

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

24. The school provides a satisfactory range of learning opportunities for its pupils, with a particular focus on English and mathematics. The curriculum does not fully meet statutory requirements because the provision for information technology is unsatisfactory. The priority that the school has placed on the provision for English, and to a lesser degree mathematics and science, is reflected in the amount of time given to these subjects. In consequence, strengths in the enrichment of pupils' artistic and creative development have been reduced since the previous inspection. In addition, the provision for religious education does not give pupils enough opportunities to meet the objectives of the locally Agreed Syllabus at Key Stage 2. Schemes of work are not in place in all subjects, but the school is using national guidance, in subjects where it is available, to guide planning.

25. The school is preparing for the introduction of the revised National Curriculum in September 2000. The school has very good provision for children aged under five. In the nursery, there is a strong emphasis on promoting children's personal and social skills, speaking and listening skills, and in literacy and numeracy skills.

26. The school has successfully introduced the National Strategies for literacy and numeracy.

27. It has identified as its prime challenge the need to raise standards in literacy, and particularly writing. English is allocated more than the usual amount of curriculum time in both key stages, as a result of careful analysis of assessment information.

28. Some good cross-curricular links enhance the provision in several subjects, including English, history, geography, and science, where they are particularly effective because pupils' knowledge and understanding are continually reinforced. Pupils practise their writing skills in history and geography where elements of both subjects are planned together to provide stimulating connections to textual work. For example, the study of the text of *The Diary of Anne Frank* in English lessons in Years 5 and 6 has been accompanied by relevant history and geography.

29. The school provides a satisfactory range of extra-curricular activities. These include additional support for a targeted groups of pupils, sporting activities, a school choir which participated in a local music festival, and a French club. Some of these activities are enhanced by the engagement of outside agencies. For example, members of a local soccer club provide expertise in the coaching of games after school. This aspect of the school's provision has improved considerably since the last report.

30. The equal opportunities policy is clear and explicit. The school actively ensures that all pupils, including the higher attainers, have access to the opportunities it provides. Provision for pupils with special educational needs is good and has improved since the last report. There is now a good policy in place, which is implemented throughout the school and monitored and evaluated by the co-ordinator. Procedures for early identification of pupils with special needs are in place and well used, and liaison with outside agencies is effectively

managed. The school ensures equality of access to the curriculum for all its pupils. The strong emphasis on improving standards in English means that particular pupils with identified needs are given extra support, usually by a learning support assistant or the special educational needs co-ordinator. This programme of withdrawal is carefully managed to ensure equality of provision is not compromised.

31. Good links are maintained with primary and secondary schools, and with the teacher training departments of universities. Each year, student teachers and secondary school students benefit from effective mentoring at Henwick, and make a valuable contribution to school life. Teaching visits from secondary school subject specialists are used effectively to broaden the curriculum. During the inspection, a secondary music teacher was rehearsing the school choir.

32. The school makes good provision for personal, social and health education through its own set of aims and expectations. Pupils' self esteem is promoted through skilful and sensitive support. Values, such as tolerance and awareness of others, give pupils knowledge and insights needed to help them develop into responsible citizens. The school places a particular emphasis on anti-racism. Older pupils take part in the Junior Citizen programme, and receive visits from a participatory theatre group which provides opportunities for exploring issues such as racism and bullying, using role play.

33. The school makes good use of community resources. Pupils take a lively interest in local events, and have been active in discussions about future plans for a disused local cinema. They regularly win public competitions for prizes. Pupils improve their understanding of history from visits, for example, to the Houses of Parliament and Westminster Abbey, and the major national museums and galleries. Pupils strengthen their cultural awareness with the help of the school's special relationship with the Japanese School in Acton. Recent visitors from the community have included a theatre group and a story teller. An artist-in-residence is currently working with pupils to develop their techniques. A minister from the local church participates in harvest and epiphany services

34. The quality of provision for the pupils' spiritual, moral, social and cultural development is good. This contributes to the school's safe, orderly, caring and sensitive learning environment for all its pupils.

35. The school makes satisfactory provision for pupils' spiritual development. Assemblies fully meet requirements and are used well to encourage pupils to consider and reflect on the daily theme. For example, pupils are given good opportunities to express their feelings about friendships. Appropriate recorded music is played to create a calming and reflective atmosphere and accompany the telling of stories about human attributes. The curriculum makes a significant contribution to pupils' spiritual development when they are exposed to different experiences, such as painting, poetry, music, the beauty and wonder of the environment and the cycles of nature. Pupils felt moved by the two-minute silence on Armistice day, Ann Frank's exhibition and accounts of World War II. The local minister comes to explain the religious significance of Christian calendar, for example Easter.

36. The provision for moral development is good. The school places good emphasis on developing moral values and the main focus is the strengthening of mutual respect for one another. Moral expectations are high and pupils are encouraged to be sensitive to the

viewpoints of others. Moral and social values are reinforced in assemblies where pupils are invited to reflect upon personal and group behaviour. A drama group has been engaged by the school. This group dramatises moral issues which encourage participants to develop a moral sense when making decisions. On occasions, the assemblies select current issues for debate when pupils are encouraged to speak in favour of or against a specific issue. For example, pupils were asked discuss the morality of collecting money for countries which are already receiving financial aid from the government. The school has achieved much success in raising pupils' awareness and improving their understanding of racism in the society. Pupils are made aware of the world beyond their immediate environment through books and visual images around the school which reflect other cultures. Teachers provide very good role models and instances of good behaviour and attitudes are reinforced.

37. The provision for social development is good. It is well provided for through the school's caring ethos in which pupils feel secure and alert to unsocial incidents. There is emphasis on courtesy towards peers and adults. Pupils were involved in the development of the code of behaviour in classrooms. In lessons, pupils are expected to work independently and collaboratively, and maintain good relationships and behaviour. They are encouraged to think of their social responsibility towards others, and given opportunities to practise responsibility and initiative. Pupils raise funds for several charities. Assemblies make a good contribution to pupil's social development through themes such as friendship and stories about unsocial behaviour, such as those of a child who was always nasty to others.

38. The school's provision for pupils' cultural development is good and it pervades much of the school's work. The school places a high priority on improving pupils' understanding of the different cultural and religious traditions. Pupils are made aware of the different cultural and religious beliefs in British society through several subjects, including English and religious education. They are given good opportunities to discuss and think about the benefits of living in a richly multicultural society. The school has forged links with a Japanese school in Acton and the two schools organise visits to each other. Pupils benefit from visiting poets from ethnic minorities who use of their own work to improve pupils' understanding of cultural backgrounds. Pupils make a number of visits to places of cultural and religious interest, which include The Greenwich Music Festival and St Paul's Cathedral.

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

39. Effective procedures have been established for Child Protection and ensuring pupils' welfare. The standards noted in the previous inspection report have been maintained. The school follows local authority guidelines for Child Protection. The headteacher is the responsible officer, and all staff have received recent training.

40. The school has adopted the local authority's health and safety policy. Numerous improvements in health and safety provision followed a site survey in 1994, and good practice is sustained by regular risk assessments. Written procedures ensure the safety of pupils on site and during out of school visits. Good supervision ensures pupils' safety in the playgrounds at break times and lunchtimes. Several members of staff are qualified first-aiders and staff are sensitive to the needs of pupils.

41. Teachers and other adults know the pupils well. Very good individual care and support are offered by class teachers and by the headteacher. Procedures for monitoring pupils' personal development are very effective, based on teachers' observations, knowledge and understanding of individuals. The school's learning assistants are skilled in curriculum and social support, and they develop good relationships with pupils. A nursery information booklet is part of the warm welcome offered to parents when their children join the nursery class. Pupils joining other year groups settle quickly and happily into the school's routines because teachers are supportive and sensitive to their needs. Effective procedures in Years 5 and 6 prepare pupils for transfer to secondary education.

42. The school has a high proportion of pupils with special educational need. The positive atmosphere, with its emphasis on inclusion, provides a good learning environment for these pupils. Some with particular problems connected with their ability to communicate and relate to others are cared for in a supportive yet demanding atmosphere which helps them to flourish.

43. The behaviour code promotes good behaviour in classes and around the school. Specific rules are displayed in classes, and most pupils conform cheerfully with the high expectations of behaviour. All incidents are dealt with quickly and recorded. The school functions very well as a happy and orderly community.

44. Systems for monitoring and promoting attendance are generally satisfactory but are not fully developed to involve families and pupils. For example, no immediate contact is made with the family if a pupil is away from school without explanation. Class attendance totals are not displayed, and no certificates are offered for good short-term attendance, or for improving attendance. The high number of unauthorised absences is attributable to the refusal of some families to provide reasons for absence, and to the school's rigorous classification of all absences.

45. The improvement of assessment procedures was a key issue in the previous inspection report. Assessment has improved in English, mathematics and science and it is now satisfactory, but has yet to be developed in the other subjects.

46. When pupils enter the nursery, their knowledge and skills are assessed through observation of practical and verbal abilities. Nursery staff use the information to identify children with special educational needs, and to ensure that suitable lessons are planned for all children. In the reception class, pupils are assessed through the local authority's baseline assessment programme. Parents are notified of the results, and are encouraged to help their children at home. In addition to the national tests in Years 2 and 6, the school uses similar test materials to assess levels of achievement and standards in English and mathematics at the ends of Years 3, 4 and 5. Other test materials for the core subjects include previous National Curriculum tests from recent years and moderated assessments prepared by a local education authority.

47. The school has a satisfactory assessment policy, but teachers have yet to follow the procedures in all classes and in all subjects. Most teachers can accurately judge their pupils' attainment and progress from day-to-day, but the information is not used consistently to help with planning, particularly for the foundation subjects such as history, geography, and design

and technology. Teachers do not make effective use of the weekly planning sheets which provide opportunities to include assessment information. Classroom assistants have benefited from in-service training in assessment procedures, though they have yet to support teachers consistently in recording pupils' progress.

48. Assessment procedures for pupils with special educational needs are good. All assessments are overseen by the special needs co-ordinator as part of her regular monitoring and review. This aspect of the school's work has improved since the last inspection.

49. The school has recognised the importance of analysing the information from assessment procedures, including national tests and assessments. It is beginning to use the information to identify weaknesses in pupils' skills, knowledge and understanding in the core subjects; to guide planning, and to raise standards. For example, well-planned and focused teaching of science in Key Stage 2 is based on a thorough understanding of pupils' achievements in their topic work and in the performance of pupils in recent years in the national tests. However, individual targets are not set consistently in all subjects and, where they are set, are not fully implemented. The school recognises the need to appoint an assessment co-ordinator and make better use of the wide range of assessment information gathered by the school.

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

50. Parents' views of the school are generally very favourable. At a pre-inspection meeting attended by a small number of parents, critical views were expressed about provision for pupils with special educational needs, and about some aspects of behaviour. These concerns were not shared by the much larger number of parents who returned questionnaires, or by a small number of parents interviewed at length during the inspection. The inspectors endorse the majority views, and conclude that the work of the school is rightly valued and respected by parents.

51. The school has established some effective links with parents, who are welcome to visit the school at all times. The inspection confirms their view of good two-way communication, and good relationships with class teachers and other members of staff. Each morning, parents help to settle their children in Year 1 classes before morning registration. Parents are given opportunities to come into school for family literacy sessions, and to accompany their pre-school children at a playgroup. A small number of parents and friends provide regular and valuable help in lessons to groups of pupils and to individuals, but the school has not recently enquired if parents have skills or interests to broaden the curriculum.

52. A small group of parents and friends are attempting to revitalise the school's formal association of parents, teachers and friends. The group is keen to raise funds, and to be involved in decisions about the curriculum and spending but, to date, most parents have not responded enthusiastically. Good co-operation is already established between the parents' group and the governing body, with some families active on both committees.

53. The quality of information for parents is satisfactory. Regular newsletters are informative about school events and important dates. The National Numeracy Strategy was explained to parents at an evening meeting. The school prospectus conforms generally to legal requirements and includes much useful information and advice for parents. The most recent

governors' annual report to parents does not include all the required information about provision for pupils with disabilities. At two consultation evenings each year, parents are clearly informed of their children's progress. Annual written reports to parents are of variable quality. Reports usually show in some detail what children know and can do, but are less consistent in showing how attainment may be improved, or in setting targets for improvement.

54. Parents are well informed of the school's routines and expectations when their children enter the reception classes or join other year groups. Parents of pupils in Year 6 are well informed about secondary transfer. Parents of pupils with special educational needs are well informed of progress, and understand the school's procedures for support and discipline. Meticulous records are maintained by the special needs co-ordinator, and she is available to discuss pupil's progress.

55. Many parents want to be involved with their children's learning and help them at home. Parents confidently ask teachers for advice on general or particular issues related to their children's work. However, a quarter of the parents responding to the pre-inspection questionnaire were dissatisfied with the amount of homework provided. Inspectors found that the school has no policy for regularly setting homework, and that provision varies between year groups and between classes in the same year groups.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The headteacher provides effective, resourceful and supportive leadership. She is dedicated to the school and is committed to giving pupils a rich range of opportunities to raise their esteem, strengthen their understanding of peoples' beliefs, and improve standards. The staff reflect her sensitive and supportive approach and they work cohesively as a caring team, committed to the welfare of the pupils and the whole community. This gives the school a clear sense of purpose and, as a result, relationships are good throughout the school. The school's priorities and aims are clearly identified in its development plan and reflected in its daily work; this picture is much improved since the previous inspection when the school was passing through a transitional stage and a sense of a common purpose had yet to be developed. Staff are involved in decision making, the school community is caring, and pupils are constantly encouraged to be thoughtful and responsible. The large majority of parents are supportive of the school's work. The school is planning to restructure one of its outbuildings, which is sited in the playground, to provide parents and carers with an area where they can meet and receive support. This initiative reflects one of the school's priorities, to improve the liaison with the school and involve parents more fully in their children's work.

57. The headteacher has been instrumental in gaining support and substantial additional resources from outside agencies to help raise standards. For example, the headteacher is chair of the local education action zone, of which the school is a member along with several other schools. The school receives additional resourcing in recognition of the challenging circumstances in which it works. The performance of the school is measured against that of others in the group and it is currently performing well. By necessity, the school has focused a significant proportion of its resources, curriculum time and additional support, on raising standards in English. In consequence, some of the strengths highlighted in the previous report have not been maintained whilst other aspects have improved. For example, the school's consistent approach to behaviour management is reflected in pupils' good behaviour, and

assessment procedures have improved in several subjects. However, standards in some aspects of the creative and performing arts have not been maintained. This is due largely to the change of emphasis in the curriculum and the absence of staff. The governing body continues to be conscientious and members are supportive of the headteacher and the work of the school. Through regular visits, key governors become aware of the school's needs and they know it well. The school is meeting all statutory requirements, with the exception of the provision for information technology.

58. The headteacher and deputy work well together, complementing each other's strengths. Although the headteacher delegates well, the senior management team and the roles of subject co-ordinators have not fully developed because of staff absences. Subject co-ordinators are given time away from teaching to monitor teachers' planning, observe teaching and learning, and support colleagues. This strategy is beginning to have a positive impact on the quality of teaching, although the headteacher has yet to introduce formal observations which are followed up with written and verbal feedback indicating areas for improvement. There is professional support for all staff, although appraisal systems are not formally in place. Subject co-ordinators have a clear understanding of their role and some provide colleagues with helpful support and advice. Several subjects, such as English and science, are particularly well managed, along with the nursery which benefits from strong leadership. However, the lack of a co-ordinator to manage the work in the early years hinders the planning and the smoothness of the transition from the nursery to the reception. The targets set by the school for English and mathematics are achievable and reflect the school's realistic commitment to raising standards. The capacity for improvement is good.

59. The management of special educational needs is efficient and effective. The co-ordinator has a sound grasp of the strengths and weaknesses of provision within the school. Her close monitoring of the progress made by pupils on the special needs register is proving effective in ensuring good progress. Individual educational plans are kept for all pupils on the register, and progress towards their targets is monitored termly by the co-ordinator. She reports regularly to the headteacher and liaises regularly with the governor with responsibility for special needs.

60. The school continues to target its budget carefully to support the priorities for improvement which it has identified. The school budgets systematically for all expenditure. The finance officer is a member of the governing body, and there is a finance committee who meet regularly each term to oversee financial matters and decisions. The school improvement plan is costed appropriately, and the spending priorities are linked to the need to raise standards of pupils' achievement. These priorities are established by comparing attainment in similar schools and setting challenging targets for school improvement. The headteacher, staff and governing body all take part in the consultation which results in the school's improvement plan. These procedures have improved since the last inspection.

61. The school makes effective use of additional funding. For example, the substantial resources released by being a member of the South Greenwich Action Zone are being used to implement new technology, to support learning, and raise standards. Systems for financial administration are efficient and responsive to need. The headteacher and governors have a good range of information on which to monitor, plan and evaluate financial decisions. The school has successfully addressed the recommendations in the most recent auditor's report.

62. There is a good match of the number of teachers and support staff to the demands of the curriculum. Teachers are versatile and have good knowledge of all primary school subjects. Teachers with responsibilities for managing curriculum areas have good subject knowledge. The engagement of subject specialists helps the school to focus on enriching and developing the creative and performing aspects of the curriculum. Learning support assistants are enthusiastic and well trained, and they provide good support to teachers and pupils when working with small groups. The school is well served by the administrative staff, assistants, and the site manager, who contribute significantly to the smooth running of the school.

63. The large, three-storey school building provides pupils with a secure environment. The spacious indoor accommodation is commendably clean and well maintained. It is enhanced with examples of attractive and informative displays in the classrooms and in the communal areas. Most classrooms are adequate in size for the numbers of pupils. However, conditions become cramped when pupils are engaged in practical group work such as that seen in science, art and design and design and technology. The three halls provide particularly good opportunities for work in physical education and drama. In addition, the school has its own separate dining room which allows the halls to be timetabled throughout the day. The spacious library is well stocked with fiction and non-fiction books, and pupils benefit from the use of additional specialist rooms, which are used for music tuition and for the support of small groups of pupils with special educational needs. The playgrounds are spacious but barren; with the exception of the nursery, they are without any landscaping or designated quiet areas.

64. The school's learning resources are good overall, and have improved since the previous inspection. However, the number of computers available to pupils is below the national average for similar schools. The teaching of English, mathematics and science is supported with a wide range of good quality resources.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. To improve standards of work and the pupils' learning, the governors, headteacher and staff should:

- Build on the developing relationships with parents to ensure that their children come to school more regularly.
- Raise standards in writing and reading by:
  - \* providing more opportunities for pupils to write in their own words within the curriculum time;
  - \* reassessing the balance of tasks provided between worksheets and pupils' writing;
  - \* implementing a consistent handwriting policy;
  - \* grounding phonic work more securely in writing and reading texts;
  - \* intensifying the school's focus on the quality of pupils' writing rather than quantity;
  - \* establishing a consistent marking policy with agreed criteria which are shared with pupils.
- Raise standards in mathematics by giving pupils more focused tasks which consistently match their needs, particularly in Key Stage 2;
- Raise standards in information technology and meet statutory requirements in Key Stage 2 by:
  - \* implementing fully the scheme of work, and teaching all aspects of the subject;
  - \* increasing staff confidence and expertise through training;
  - \* ensuring that discrete skills are taught frequently and systematically;
  - \* providing pupils with sufficient opportunities in lessons to use and practise their skills;
  - \* improving resources and equipment.
- Raise standards in religious education in Key Stage 2 and meet the requirements of the locally Agreed Syllabus by:
  - \* ensuring the subject is allocated sufficient time;
  - \* developing and implementing fully the scheme of work.
- Ensure that assessment procedures are used to raise standards in all subjects by:
  - \* fully implementing the school's own action plan;
  - \* including information from assessment procedures in the short-term planning;
  - \* setting clear, achievable targets for pupils, and monitoring their progress towards them.

66. Other areas for improvement which the governors should consider for inclusion in the school's action plan are:

- \* providing opportunities for teachers to share the good and very good teaching methods identified in the school;
- \* giving pupils more opportunities to develop their designing and making skills in design and technology;
- \* including all the required information in the school prospectus;
- \* strengthening the quality of the annual reports for parents to include clear targets for improvement;
- \* ensuring that the nursery and reception staff plan together.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	30

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	16	31	43	4	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)	25	255
Number of full-time pupils eligible for free school meals	0	125

*FTE means full-time equivalent.*

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	9	94

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	22

### *Attendance*

#### **Authorised absence**

	%
School data	91.6
National comparative data	94.1

#### **Unauthorised absence**

	%
School data	2.0
National comparative data	0.5

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

*Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	12	17
	Girls	9	10	12
	Total	22	22	29
Percentage of pupils at NC Level 2 or above	School	67 (62)	67 (83)	88 (96)
	National	82 (80)	83 (81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	11	12
	Girls	8	8	9
	Total	20	19	21
Percentage of pupils At NC Level 2 or above	School	61 (85)	58 (77)	64 (80)
	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	28	17	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	14	23
	Girls	5	6	11
	Total	18	20	34
Percentage of pupils At NC Level 4 or above	School	40 (41)	44 (33)	76 (55)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	15	20
	Girls	7	7	11
	Total	22	22	31
Percentage of pupils at NC Level 4 or above	School	49 (43)	49 (48)	69 (61)
	National	68 (65)	69 (65)	75 (72)

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	20
Indian	5
Pakistani	2
Bangladeshi	1
Chinese	0
White	224
Any other minority ethnic group	0

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

### *Exclusions in the last school year*

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

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

### *Teachers and classes*

#### **Qualified teachers and classes:**

##### **YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23:1
Average class size	27

#### **Education support staff:**

##### **YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	171

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	12.5

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	27
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*FTE means full-time equivalent.*

### *Financial information*

Financial year	<b>1998/1999</b>
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	<b>£</b>
Total income	629161.00
Total expenditure	624761.00
Expenditure per pupil	1871.00
Balance brought forward from previous year	15000.00
Balance carried forward to next year	10600.00

**Results of the survey of parents and carers**

Number of questionnaires sent out  
Number of questionnaires returned

255
97

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	61	34	3	0	1
My child is making good progress in school.	49	41	5	3	1
Behaviour in the school is good.	40	56	2	0	2
My child gets the right amount of work to do at home.	29	42	17	8	3
The teaching is good.	56	36	6	0	2
I am kept well informed about how my child is getting on.	43	44	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	59	37	2	2	0
The school expects my child to work hard and achieve his or her best.	60	36	2	0	1
The school works closely with parents.	34	56	7	0	3
The school is well led and managed.	29	60	7	2	1
The school is helping my child become mature and responsible.	46	48	4	0	2
The school provides an interesting range of activities outside lessons.	23	29	24	6	18

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

67. Provision for children aged under five is very good, and has improved since the previous inspection. Children enter the nursery aged three and attend part-time until they transfer to the reception class at the beginning of the school term of their fifth birthday. Twenty five children attend part-time morning sessions, and a further twenty five attend in the afternoons.

68. When children enter the nursery, assessments indicate that their attainment is well below expectations for children of this age, and their speaking skills are particularly weak. When they transfer to the reception class, evidence from baseline assessments and from scrutiny of work indicates that they have made good progress, although their attainment remains below national expectations. Children are particularly weak in language and literacy skills, and mathematics. Currently, 20 per cent of children in the nursery have specific speech difficulties, and some children are unable to speak in complete sentences.

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

69. The development of children's personal and social skills underpins much of the work in the nursery. The quality of teaching in this area of the curriculum is very good. A particular strength is in the support given to children by adults, and the efficiency with which the activities are organised. The nursery nurse has very good knowledge of the early years curriculum. She manages the children very well, and is a great asset to the nursery. Routines, which are consistently applied by all adults, contribute to an orderly and very happy environment. In consequence, children are happy to come to school, and they settle quickly into the school routines. Relationships are very good between adults and children. Skilful management by staff, and the exciting quality of the activities, result in very good behaviour. Children sustain concentration well during the activities. They develop confidence and self-esteem, and children have very good attitudes when working and playing together. For example, during the inspection, unsupervised children played safely with sand and reminded each other of the necessity of keeping it out of their eyes. Children were observed sharing resources and taking turns. By the time they are aged five, almost all children achieve the expected standard in this area.

#### **Language and literacy**

70. Children speak confidently to adults and to each other. However, they have a limited vocabulary and they often confuse words, for example the names of common vegetables. Children listen very well to instructions from adults, and they listen carefully to each other. Children show interest and enjoyment in books. They discuss the illustrations, and join in repetitive verses read aloud by the teacher. Children accurately recall familiar stories, identify a number of authors, and confidently predict the course of new stories. They know that writing conveys meaning. Children recognise their own names and those of others in the class. The small proportion of higher attainers can identify individual nursery rules from those printed on cards, and they can read some labels on displays. Although average attainers

recognise the sounds and names of many letters, they cannot always distinguish which is a sound and which is a letter name. Children know how to hold a pencil correctly. They enjoy mark-making and pretend-writing. Just a few higher attainers write their first names, and some familiar words.

71. The quality of teaching in language and literacy is very good. All activities are imaginatively planned to encourage the full participation of children of all attainments. Although progress is good, by the time they are aged five, only a very few children achieve the expected standard in this area.

## **Mathematics**

72. Children are introduced to mathematical language very effectively. They know the meanings of 'big' and 'small', and children are learning the meanings of 'heavy' and 'light'. Average attainers can place teddy bears in order of size, and count objects accurately to ten. They know some properties of a square and a rectangle. Children learn to recall number rhymes and record numbers. For example, children were observed playing number games outdoors, and recording their scores on papers fastened to clipboards. Average attainers understand the concept of 'more than' but do not understand 'less than'.

73. The quality of teaching in mathematics is very good. The teachers' knowledge and enthusiasm sustain children's interest and promote very effective learning. Children benefit significantly from the integration of the subject into other aspects of the curriculum. For example, children are encouraged to make wide and narrow shapes during physical education. Although children make good progress in mathematics, by the time they are aged five, almost all children do not achieve the expected standard in this area.

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

74. Children learn about their local environment and the world around them through a rich range of activities. Following a visit to a local railway station, children learn the procedure for buying a ticket before travelling on a train. Higher attaining children understand that the route of the local railway is represented by lines on a large map. They draw their own maps showing the route from the school to the station. In science, children make detailed observational paintings identifying the parts of a daffodil. Children who were seen planting seeds during the inspection knew that growing plants require light and heat. Children have good access to information and control technology in their classroom. Higher attaining children can operate the mouse and can print documents.

75. The quality of teaching is very good in this area of learning because the range of activities is particularly stimulating and captures the children's interest. They make very good progress and, by the time they are aged five, almost all children achieve the expected standard in this area.

## **Creative development**

76. Children express themselves imaginatively through a variety of activities, including collage, printing and painting. Books are used effectively for imaginative play. For example, during the inspection, children were seen re-enacting a familiar story using a large plastic bath as a boat, and imagining themselves to be overcrowded animals struggling for space. The children enjoy role play. They take turns to wear the station master's hat, and to exchange money for tickets from a machine. Children sing enthusiastically, and have a good repertoire of songs. They interpret picture clues to identify the titles of songs. They experiment with percussion music in the outdoor play area by striking sticks against a variety of utensils suspended from a metal frame.

77. The children benefit significantly from very good teaching. Incisive questioning helps them to think for themselves. Children make very good progress in this area of learning and, by the time they are aged five, almost all children achieve the expected standard in this area.

## **Physical development**

78. Children competently use tools, including staplers, hole punches and adhesive tape. When playing with sand, children accurately fill small containers. In a dance lessons, observed during the inspection, children showed a good awareness of space and completed a complex series of movements using a very large piece of stretch-material. They crouched and jumped confidently under the material, and followed instructions for co-ordinated movements to keep the material taut. Teaching is good. Outdoor activities are very well organised, and include many non-physical activities. For example, the children read and write outside, and they use construction sets purposefully. They confidently use a climbing frame and rope ladders. Children's good progress in the development of their physical skills reflects the quality of the teaching. Children achieve above expected standards by the age of five.

79. The well-planned curriculum fully meets the needs of all children, including those with English as an additional language. A particular strength is that children with special educational needs are identified at an early stage and are fully integrated in all activities. The rich and stimulating curriculum gives children an exciting variety of skilfully structured activities. Good learning is promoted through practical experiences. Early literacy and numeracy skills are promoted through well-structured teaching. Staff make daily assessments of children's progress in all areas of the curriculum, and the information is used well to guide the very good planning which follows national guidance.

80. The teacher with responsibility for the nursery provides very strong leadership and has a clear understanding of how to improve the provision further. She is currently engaged in further study to improve her qualifications. The school recognises the need to appoint a co-ordinator to manage the work in the nursery and reception which, at present, lacks cohesion. Teachers in the nursery and reception do not plan together and children have yet to benefit from a smooth transition into the early part of Key Stage 1.

81. The good range of learning resources are accessible and are used effectively by staff to promote learning.

## ENGLISH

82. In the 1999 national tests at the end of Key Stage 2, the proportion of pupils reaching the expected level or above in English was well below the national average, but average in comparison with similar schools. The proportion attaining the higher level was below the national average. In the 1999 national tests for pupils aged seven, the number reaching the expected level or higher in reading was below the national average, and it was well below average in writing. In comparison with schools having a similar number of pupils eligible for free school meals, pupils' results were well below average in writing and below in reading. Results over time show a marked variation but a downward trend overall in both key stages. There was a sharp decline in 1999 for pupils aged seven and eleven in both reading and writing, with boys performing slightly better than the girls. The school explains this as being due to the higher than usual proportion of pupils with statements of special educational need and of those needing the support of outside agencies in the cohorts of pupils which sat the tests in the last two years. A substantial proportion of pupils in Year 6 (42 per cent) who sat the tests last year joined the school other than at the usual time of first admission. Their disrupted schooling has a significant impact on their learning and on that of others in the class. The school reports that the standards achieved by pupils who benefit from uninterrupted schooling at Henwick match national averages in English.

83. The school has a very broad range of attainment on entry, with a significant number of pupils whose speaking and listening skills are under developed. Evidence gained from the inspection shows that attainment overall is below national expectations at the end of both key stages. This is similar picture to the one reported in the previous inspection. The school has set high targets for this year's tests and pupils are attending booster classes.

84. Pupils have many good opportunities across the curriculum to take part in discussions and to practise skills in speaking and listening. By Year 2, standards are below national expectations although pupils make satisfactory progress and they achieve well. A few pupils are confident speakers with a good grasp of standard English. Over half the pupils show confidence in their spoken English and thrive in the positive atmosphere generated in all classrooms where self esteem for all is actively promoted. Teachers speak clearly and offer a good model of spoken English. Pupils are encouraged to extend and explain their answers by their teachers and classroom assistants, who value their contributions and are sensitive to individual needs. Less fluent speakers are given time to organise their thoughts and are encouraged to answer. Teachers are skilled at summarising discussions and pupils' contributions, and moving debate forward. These sessions are invariably conducted in an atmosphere characterised by energy and enthusiasm, and pupils benefit from these strategies which reinforce their learning. Pupils with special educational needs and those with English as an additional language are given good support and make similar progress to other pupils. By Year 6, standards of speaking and listening are at the national average. Pupils listen carefully in all classes and contribute thoughtfully to discussions, with growing confidence and maturity. There are good opportunities for pupils to engage in discussions, for example, in textual analysis, and debates on social and moral issues.

85. Standards of attainment in reading are below national expectations by the end of both key stages. Pupils take books home from the reception class onwards, and all are given very positive support and encouragement. They choose books from the class libraries and reading

scheme with guidance and help from their class teachers. Overall, the teaching of reading in Key Stage 1 is satisfactory, although there are some variations in teaching across the key stage. There is a strong emphasis on teaching phonics, and targeted support from a specially trained classroom assistant for some pupils. However, many follow-up tasks isolate phonic activity from textual meaning with the result that less confident readers do not readily transfer their knowledge to their reading. In an unsatisfactory lesson, the phonic activity was undemanding for some pupils and had little connection with words embedded in meaningful text. This separation of the skills needed to decode unfamiliar words from their context is slowing learning and rates of progress. Where pupils' attention is drawn to these strategies during shared text sessions in the literacy hour, understanding and confidence are fostered. By Year 2, the higher attainers and most fluent readers read accurately and with good expression. Pupils with special educational needs are well supported in class with a range of reading activities, and some are withdrawn for more intensive support. The quality of this support is good.

86. In Key Stage 2 pupils are exposed to a wide range of literature, including classics, autobiography, modern fiction and a wide range of poetry. Texts used in the Literacy Hour are well chosen, and include *'The Canterbury Tales'* and *'The Diary of Anne Frank'*. They give pupils a very good basis for intensive reading. Pupils learn to examine passages in depth, and a minority of pupils achieve high standards by reading with great fluency, expression and the ability to infer meaning, and discuss subtleties of expression and complexities of meaning. Standards are improving, although they remain below the national expectation. Pupils read regularly in school and demonstrate an understanding of their texts. They can discuss subject matter, and give opinions which they can support with reference to the text. However, less confident readers, and particularly those pupils in Years 3 and 4, do not readily transfer their phonic knowledge to their reading. Pupils with special educational needs receive good support in their reading. Higher attainers in Years 5 and 6 are developing their research skills and have the ability to skim and scan text rapidly, retrieve information quickly, and make full use of indices. These skills are not well developed in Years 3 and 4.

87. Standards in writing are below national expectations at the end of both key stages. The development of independent writing is given a very high priority throughout the school, and pupils receive a great deal of support in developing their skills. Examples of lively and imaginative writing can be found in all groups, but for the majority of pupils, standards are below average. Throughout the school, pupils do not have enough confidence in their ability to write. About half of the pupils in Key Stage 1 write simple sentences, sequence their ideas, and punctuate accurately. But examples of extended writing are rare in Key Stage 1, with too little time being found for pupils to practise the important skills. A weakness throughout the school is the overuse of work sheets, which promotes a culture of one word or simple phrase writing by pupils, and which militates against the development of confident independent writing.

88. Handwriting skills are unsatisfactory. There is little consistency between classes as to style, implements, and acceptable final drafts. While handwriting is given regular, planned curriculum time each week, there is little evidence that skills practised in these sessions are transferred to pupils' own writing. Pupils' spelling skills are fostered through their phonic work, but generally their confidence is low and they do not always use their learning to check their work critically.

89. In Key Stage 2, teachers support groups of pupils when they write independently by helping them establish a framework for their writing, and guiding pupils through the process of planning their work. This policy is applied consistently in all classes. Too often, the accompanying discussion limits the production of extended work, and the intended guidance acts as an inhibiting factor. Enthusiastic and knowledgeable teaching of English is a strength of the school, and pupils respond well to their teacher's chosen texts. Where teachers deliberately focus on producing high quality writing, and encourage extensive drafting and rewriting, the majority of pupils can produce high quality work as, for example, in Years 5 and 6 when writing in response to *'The Highwayman'* by Alfred Noyes.

90. The Literacy Hour has been introduced successfully in all classes. Literacy skills are well used across the curriculum. There are some good examples of written work in history, science, religious education and geography. The quality of teaching was satisfactory overall with good teaching in just over half the lessons seen. Teachers are confident in their knowledge of English. Pupils benefit from clear explanations of grammar and punctuation. Teaching in English is sound in Key Stage 1 and good in Key Stage 2. A strength throughout the school is the teachers' knowledge of, and enthusiasm for English, and their skill in promoting a sense of enjoyment in lessons. For example, in Key Stage 1 a teacher read the story of Cinderella with wit and verve, using her voice to distinguish characters and to underline meaning. Questions about the text were pursued with vigour and pace, but the subsequent activities were too heavily dependent on undemanding work sheets and gave too few opportunities for pupils to write their own accounts of the story and some of its elements.

91. In Key Stage 2 teachers make more demands on pupils' writing skills, and are able to promote more effective learning when they devote sufficient time to honing pupils' skills of composition and editing. Pupils responded well in a lesson which followed a session of demanding textual analysis of *The Diary of Anne Frank*. They produced lively and imaginative writing when they imagined themselves as a character from the text writing a letter to explain a quarrel which Anne Frank had recorded. High expectations from the teacher, allied to sufficient time for pupils to draft and edit their work, resulted in good learning. Pupils were not challenged by the tasks in the one example of unsatisfactory teaching.

92. English is well managed by two co-ordinators who regularly monitor the impact of the subject action plan. The amount of curriculum time for English has been enhanced. Assessment procedures are satisfactory, and some target setting has been established although not consistently in all classes. Resources for English are good overall. The library contains a good selection of books, and pupils benefit from visiting authors and theatre groups.

## **MATHEMATICS**

93. In the 1999 National Curriculum tests at the end of Key Stage 2, pupils achieved standards that were well below average when compared with all schools nationally. The proportion of pupils reaching standards above those expected for pupils aged 11 was also well below the national average. When the results are compared to those of schools with a similar percentage of pupils known to be eligible for free school meals, they are below average. Over time results show an improving trend, although the 1999 results show a marked decline in the

performance of girls. The results of the 1999 National Curriculum tests at the end of Key Stage 1 were also well below the national average. The proportion of seven-year-olds attaining the expected level was close to the national average, but the proportion attaining the higher level was below the national average. When the results are compared to those of similar schools, they are average. The results over four years show an inconsistent trend with a marked decline in the performance of girls in 1999. The school is beginning to make effective use of assessment information to analyse the results and identify weaknesses in the teaching.

94. The school explains this decline as due to the higher than usual proportion of pupils with statements of special educational need and those needing the support of outside agencies in the cohorts of pupils which sat the tests last year. The school identified the low levels of attainment early in the reception class and provided additional support.

95. Inspection evidence shows that standards in lessons and in other work around the school are at levels below those expected for pupils aged seven and eleven. These standards are lower than those reported in the previous inspection. Particular weaknesses in both key stages centre on pupils' knowledge, understanding and skills of using and applying mathematics to solving problems and to the multiplication facts. In addition, there are weaknesses in number and algebra in Key Stage 1 and constructing and interpreting graphs in Key Stage 2.

96. In Key Stage 1, pupils make satisfactory gains in their knowledge and understanding, and their levels of achievement are satisfactory. By Year 2, pupils are good at recalling addition and subtraction facts to 10 and counting on and back in ones and tens. Many pupils solve simple word problems involving multiplication and addition. Pupils are beginning to recognise two-dimensional shapes and understand their properties. Many pupils recognise line symmetry in objects such as a teddy bear, and understand and use measures.

97. In Key Stage 2, pupils continue to make satisfactory gains in their knowledge and understanding of various aspects of mathematics that contribute to their satisfactory achievement. Higher attaining pupils have strengths in number and algebra, and they develop rapid mental recall strategies. For example, most pupils can find two-digit numbers that make up 100 and some pupils can find three-digit numbers that make up 1000. Many pupils find subtraction difficult. For example, a significant proportion of pupils in one class at the end of the key stage could not subtract mentally 13 from 17. Pupils with special educational needs and pupils with English as an additional language make satisfactory progress

98. The quality of teaching and learning has improved since the previous inspection. In this inspection it was judged to be satisfactory overall, with good teaching in just over half the lessons seen. Most of the teaching is underpinned by good subject knowledge and a good repertoire of teaching methods. Lessons begin with appropriate activities for developing rapid mental recall. This strategy captures pupils' interest and sets the working tone of the lessons. Pupils are encouraged to use mathematical vocabulary and this promotes the pupils' understanding of the subject. Pupils benefit significantly from clear lesson objectives which are shared with them at the beginning of the lesson. Good relationships between teachers and pupils are used to raise expectations, and pupils work well in groups or on their own. The school recognises the benefits of teaching pupils within similar attainment groups. Pupils make particularly good progress when the teaching includes clear demonstrations and incisive questioning to help them think about their answers. For example, in one very good lesson, the

pupils were engrossed in the lesson because it included short bursts of activity, discussion, well-focused questions, and an informative plenary session. On-going assessment procedures are good because pupils' work is monitored closely in lessons, and the information is used to adjust the lesson planning.

99. The subject is managed effectively. The Numeracy Strategy is being well implemented and the subject guidance is valued by the teachers. Teachers have benefited from in-service training which has enhanced their subject expertise and improved the quality of the teaching. The school has yet to develop fully the planned use of numeracy skills in all subjects and the use of information technology is under-developed. Assessment procedures are satisfactory. Pupils' attainment levels are assessed against the key learning objectives of the Numeracy Framework, and the results of the National Curriculum results are analysed to determine areas of strength and those for development. Information from assessments is used to help with planning. The school has set targets for years 2000 to 2002 high enough for the school's commitment to raising standards.

## **SCIENCE**

100. Results of the 1999 national tests at the end of Key Stage 2 show that pupils achieved attainment levels which matched the national average. However, the proportion of pupils reaching standards above those expected for pupils aged 11 was above the national average. When the results are compared to those of schools with a similar percentage of pupils known to be eligible for free school meals, they are well above average. Results over time show a declining trend overall; when considering the results over a four-year period to 1999, the results show a marked decline in the standards achieved by girls. The school explains this decline as due to the significant proportion of pupils with statements of special educational need and those needing the support of outside agencies in the cohort of pupils which sat the tests last year. In addition, 42 per cent of pupils joined the school at a time other than the usual time of entry into compulsory education. However, standards in science are substantially raised at the end of Key Stage 2 due largely to the high expectations in the teaching and the continual reinforcement of pupils' knowledge and understanding of science in several aspects of the curriculum. Results of the 1999 National Curriculum teacher assessments at the end of Key Stage 1 show that pupils achieved attainment levels which were very low when compared with the national average.

101. Inspection evidence shows that standards in lessons and in other work around the school are at levels below those expected for pupils' aged seven, but similar to those expected for pupils aged eleven. The school carefully monitors its results so as to identify weaknesses in provision and it has implemented a structured approach to planning the science curriculum. Pupils, and particularly those in Years 5 and 6, talk confidently about their work and are keen to show what they understand and can do. A particular weakness in Key Stage 1 is pupils' poor writing skills, which inhibit their ability to record their work. Pupils' under-developed writing skills continue to impede some aspects of pupils' work in Key Stage 2. However, science is given a high profile in the school, and pupils benefit from a rich curriculum which is reinforced in several subjects, such as physical education, and in assemblies, where pupils' knowledge and understanding are reinforced through incisive questioning during introductory activities. The subject is also very effectively managed. In consequence, by Year 6, pupils develop a good science vocabulary and understanding which they can use with confidence and

some pride. These findings mirror the good levels of achievement recorded in 1999 national tests for pupils age 11, and the findings reported in the previous inspection.

102. By Year 2, pupils have an understanding of classification and describe the basis for grouping animals in terms such as the number of legs or wings. They describe the changes that take place as plants grow, and recognise that different living things are found in different places. Higher attainers understand that plants need certain conditions for healthy growth and are beginning to predict what might happen when the conditions vary. The majority of pupils are beginning to understand the functions of some of the organs of the human body, such as the ear, and to compare the effects of similar phenomena, such as the colour of lights, or the pitch of sounds. The large majority of pupils do not record accurately and have difficulty using the scientific vocabulary in their writing.

103. By Year 6, pupils have a sound breadth of understanding of most aspects of the programmes of study. Their confidence when conducting investigative work is particularly good because they are able to talk about the whole process using good scientific vocabulary. Pupils make good gains in their literacy skills when teachers focus on the use of scientific words. Pupils can predict the outcomes and recognise the need to vary one factor whilst keeping others the same. Within the area of life processes and living things, pupils identify organs, such as petal, stamen and stigma, of different plants observed. They identify major organs of the human body and identify the positions of these organs. Higher attaining pupils recognise that there is a great variety of living things and understand the importance of classification. In their study of materials and their properties, pupils describe differences between the properties of different materials and explain how these differences are used to classify substances as solids, liquids and gases. Pupils use scientific terms, such as evaporation and condensation, to describe changes. For example, pupils in Years 5 and 6 understood and explained the water cycle confidently, using scientific terms such as condensation and evaporation. Pupils used their knowledge about reversible and irreversible changes to make predictions about whether clay can be re-used once it has been fired, and the reaction of 'Plaster of Paris' once it has come into contact with water. Within the area of physical processes, pupils correctly describe and explain physical phenomena, such as motion being affected by forces, including gravitational attraction, magnetic attraction and friction. Almost all pupils show a clear understanding of simple electrical circuits. Higher attaining pupils begin to apply ideas about physical processes to suggest a variety of ways to make changes, such as altering the current in a circuit.

104. The quality of teaching was never less than satisfactory and it was good or very good in almost half the lessons seen. Strengths in teaching are in the management of pupils and the use of incisive questioning to make pupils think about science in every day life. The best teaching is dynamic, lively, and underpinned by secure subject knowledge which is used well to explain pupils' findings. Science lessons are well planned with some differentiated tasks, and usually taught at a brisk pace which maintains pupils' interests. Pupils are known well by the teachers, and the good relationships enhance the quality of teaching and learning. Examples of good and very good teaching were seen in Key Stage 2, where pupils made good progress in lessons, and they achieve well through the key stage, because they are given interesting tasks which capture their interest. Pupils are encouraged to learn with the help of some dynamic teaching which is well planned and made rigorous by high expectations. Pupils are expected to use the appropriate scientific vocabulary in discussions. They show interest and enthusiasm during practical work, although their written work is not always well presented. Good all-round relationships are evident in most lessons. Pupils work well

together, taking turns and sharing apparatus. When working together, they value each other's contributions and every pupil is made to feel important within the group. They are confident in sharing predictions and answering questions.

105. The subject is well organised and managed by a dynamic and knowledgeable co-ordinator who has a clear vision for the development of the subject. She gives her colleagues good support. The co-ordinator has been instrumental in giving science a high profile in the school and in helping pupils achieve well by the time they leave at the age of 11. The curriculum is well implemented but the policy is due for review later this year. Assessment information is used to help with planning. Resources are good, are well managed and efficiently used. The subject makes a strong contribution to pupils' literacy and numeracy skills as well as to their spiritual, moral, social and cultural development.

*In several subjects, it is not possible to make an overall judgement about the quality of teaching, although some conclusions are drawn from the few lessons and the scrutiny of previously completed work.*

## **ART**

106. Pupils achieve standards in art which are similar to those usually found at ages seven and eleven. By Year 2, pupils use a variety of media, including chalk, pastels, paint and collage. They have some knowledge of artists. For example, pupils are aware that Van Gogh painted sunflowers, and that Cezanne enjoyed painting landscapes. They know the preferred colours of both artists. By Year 6, pupils make detailed observational drawings of, for example, training shoes and musical instruments, using shading. Pupils are encouraged to explore a range of techniques, and they know how to draw pictures using a vanishing point on the horizon to create an illusion of distance. Pupils portray clouds by dipping paper towels into paint, and use a colour wash to good effect. The works of artists, such as Leonardo, Turner, and Picasso, are used to stimulate and extend pupils' understanding of techniques. This has led to some sensitive and thoughtful work. For example, pupils in Years 5 and 6 were seen working successfully on a painting using colour wash in the style of Turner.

107. Pupils make satisfactory progress in both key stages, although the standards achieved are not as high as those reported in the previous inspection. Pupils with special educational needs receive good support in lessons, and they produce good work. Throughout the school, pupils learn good techniques for painting and drawing, but they are not always encouraged to experiment for themselves. Pupils' learning benefits from good cross-curricular links with subjects such as geography, history and design and technology. For example, pupils in Years 3 and 4 painted Tudor kings and queens in the style of Holbein and Marcus Gheeraerts, in support of their work in history. Pupils in Year 5 celebrated the Millennium with watercolour paintings of the Crucifixion. Much of this work helps pupils to improve their understanding of their own cultures and those of others. Some of the paintings are currently displayed in a local museum.

108. Just a small number of lessons were seen but pupils benefited from good teaching in over half of them. Questions were used well to help pupils think about their work, and demonstrations provided pupils with clear guidance in the use of brush-stroke techniques.

109. In consequence, pupils worked hard, collaborated well, and often shared ideas and resources. Pupils behave well when carrying out their practical work, even in the cramped conditions in some classrooms. Pupils were given good opportunities to evaluate one another's work and refine it. Teachers plan successfully together in year groups and they are supported by a co-ordinator with good subject knowledge. She is allocated time to support teachers in their classrooms. Her expertise helps the school to maintain a high standard of display throughout the school. Displays of art are well labelled and acknowledge the work of the pupils. Pupils also benefit from a part-time artist in residence who supports all classes. The assessment policy has yet to be implemented and, although pupils' work is collected in individual folders, it is inconsistently notated. Western art predominates in the school. Multicultural art is underdeveloped.

## **DESIGN AND TECHNOLOGY**

110. Pupils achieve standards in design and technology which are similar to those usually found at age seven but below them for pupils aged eleven. Aspects of design and technology are integrated into other aspects of the curriculum and enhance pupils' understanding in several subjects, including science and art. Evidence from displays shows that pupils' skills in designing, making and evaluating are developed to a limited extent, and there are examples of good practice in both key stages. Displays included a model of the Millennium Dome, masks reflecting a range of cultures, and models of Tudor buildings to support work in history.

111. By Year 2, pupils use fabric to cut and make a glove puppet. They successfully add features which reflect the character they have read about in English. During the inspection, pupils in Years 3 and 4 were given opportunities to work with different materials and tools in the designing and making of a picture frame. Pupils in Year 6 made a night light holder from clay. In both these lessons, pupils worked with commitment and enthusiasm, but they struggled to match the products to the designs, and pupils in Year 6 showed little awareness of the properties of the materials they were using. Teachers place a good emphasis on the whole process of designing, making, evaluating and refining. However, pupils' designing and making skills are under developed and they make unsatisfactory progress through Key Stage 2. This is despite the good teaching at the end of the key stage, which was well focused and gave pupils good opportunities to generate their ideas and refine their products. Pupils do not achieve well because of the lack of curriculum time given to the subject and the absence of a systematic approach to teaching the skills. Currently, the subject is without a co-ordinator and standards are not as high as those reported in the previous inspection. Assessment information is not used to inform planning and monitor the curriculum.

## **GEOGRAPHY**

112. Standards achieved by pupils in geography are similar to those expected for their age; this picture is similar to that reported in the previous inspection. By Year 2, pupils have a sound understanding of their locality. They record weather and can use symbols for particular weather occurrences. By Year 6, pupils compare and contrast settlement patterns in France with those of England, and understand how geography and climate contribute to agriculture, patterns of settlement and agricultural production. They are familiar with locating places on the globe and on a world map. Links with a Japanese school have extended their geographical knowledge, as well as their cultural understanding.

113. Much geographical learning is usefully enhanced by cross-curricular links with the National Literacy Strategy, and pupils make satisfactory progress through the school, although their writing skills are limited. For example, work on *'The Diary of Anne Frank'* has involved some geographical investigation about the Netherlands and Amsterdam; work on *'The Canterbury Tales'* has similarly led to geographical investigations into routes across England for pilgrimages, and how they came to be the way they are. By the time pupils leave the school, they have a sound understanding of places and are developing their skills in geographical investigation. They are also developing aspects of citizenship and concern for environmental issues which makes an effective contribution to pupils' moral and social awareness.

114. Pupils' progress is assessed with reference to the National Curriculum, and record-keeping procedures are sound. The subject is co-ordinated by an enthusiastic teacher who is new to the task. The action plan sets out the subject's importance and its place in the school curriculum. Resources are adequate, and the co-ordinator manages the subject's annual budget. Assessment information is not used to inform planning and monitor the curriculum.

## **HISTORY**

115. Standards achieved by pupils in history are similar to those expected for their age; this picture is similar to that reported in the previous inspection. By Year 2, pupils develop a sense of chronology, become familiar with time lines and can sequence events in order of occurrence. They know about the lives of famous people who have contributed to the present – particularly those after whom their classes have been named, for example, *Rosa Parks*, *Jesse Owens*, *Leonardo Da Vinci* and *Christopher Columbus*. By Year 6, pupils have detailed knowledge of the Tudor monarchs, and know about conditions of life in the past. They have access to artefacts which enhance their understanding, and make visits to local places of interest such as Eltham Palace and Greenwich Park.

116. The school has successfully created cross-curricular links with the National Literacy Strategy, with texts providing useful starting points for examinations of historical periods. Pupils make satisfactory progress through the school, although their writing skills are limited. However, empathetic writing on the experience of being an evacuee was successfully linked to an English lesson in a combined class with pupils in Years 3 and 4. The subject is linked

to geography and co-ordinated as humanities by a new and enthusiastic subject manager. Satisfactory schemes of work are in place, and pupils' progress is monitored effectively. By the time they leave school, pupils can describe characteristics of past periods and societies and recognise changes within and across them. Assessment information is not used to inform planning and monitor the curriculum.

## **INFORMATION TECHNOLOGY**

117. By the end of both key stages, the standards attained by pupils are below national expectations and the provision does not meet statutory requirements. By Year 2, pupils use the computer to draw mathematical shapes, colour, and match some words. They develop some word-processing skills when they are given opportunities to add words to text, such as that seen when pupils in Year 2 were writing about 'The Very Hungry Caterpillar'. By Year 6, pupils collect and enter data, and use the information to draw bar graphs. Pupils enhance the quality of written text by changing font size and italics, for example, to emphasise headings and subheadings. Some work includes matching of pre-recorded text, pictures and sound to communicate a story.

118. However, pupils are not given enough opportunities to develop their skills, knowledge and understanding all aspects of information technology, such as controlling and modelling. For example, pupils have yet to be given sufficient opportunities to create and test sequences, and predict outcomes. Links between information technology and mathematics are not used to help pupils organise data and create graphs. This weakness is recognised by the school in its current development plan.

119. On the few occasions when pupils were observed using the computer, pupils worked with keen interest and enthusiasm. They want to improve their skills and understanding, and good relationships between pupils help pupils to co-operate well and support one another.

120. No direct teaching of information technology was seen during the inspection. The subject provides the school with a focus for development and the action plan reflects the school's concern. Teachers have recently completed training in the use of computers, and recent funding has been released through the schools' membership of the education action zone. This additional resourcing enables the school to release a member of staff for one day each week to support colleagues. In addition, teachers are to receive laptop computers. Currently the school does not have enough computers to support the teaching of a well planned curriculum.

## **MUSIC**

121. Standards of attainment are at levels expected for pupils aged seven and aged eleven, although pupils sing particularly well. By Year 2, pupils acquire a good repertoire of songs associated with seasons of the year. Pupils sing a range of songs with enthusiasm. They are given good opportunities to listen to pieces of music, such as that composed by Vivaldi, and interpret feelings through their art work. The school places a particular emphasis on singing, and pupils in Key Stage 2 make good progress. Pupils are given opportunities to perform to an audience in school and at a local music festival, organised within the local education

authority. In consequence, pupils improve their confidence and strengthen their esteem. They harmonise skilfully with controlled phrasing and synchronise their voices to good effect; pupils' diction also improves substantially when singing. By Year 6, pupils read music, and can identify instruments by sound. The subject contributes well to pupils' understanding of cultures other than their own because pupils study music from other parts of the world. A small number of pupils make good progress in learning to play instruments during lessons given by part-time music tutors. Pupils play their recorders in assemblies and perform confidently in small groups.

122. Currently, the subject is without a co-ordinator. It is clear that singing has provided a focus for the school's work, but the music provision now lacks the support of a subject specialist. The school has identified the need to develop the schemes of work, and give teachers in-service training; this was a weakness identified in the previous report. The good quality music resources are accessible in the spacious music room.

## **PHYSICAL EDUCATION**

123. By the end of both key stages, standards in physical education, including gymnastics and game skills, are similar to those in other schools. By Year 2, pupils show confidence and imagination when using gymnastic equipment, and they are particularly responsive when the intentions are clearly explained. In dance, pupils are imaginative when interpreting music and they use a good range of controlled movements, such as double-footed jumps, in their sequences. By Year 6, pupils move with confidence and work collaboratively in order to achieve some good levels of performance in gymnastics. Higher attaining pupils show good levels of control in their movements during flight, and almost all pupils land safely and with composure. Pupils in Years 5 and 6 were given good opportunities to plan and evaluate their work during gymnastics. Extra-curricular activities give pupils further opportunities to strengthen their skills, and the engagement of outside specialists enhances pupils' learning. By Year 6, pupils pass the ball with appropriate pace and accuracy in games skills.

124. The quality of teaching and learning was judged to be satisfactory overall, although two of the lessons seen were good and one was unsatisfactory. Pupils were keen to participate, but they made the most gains in their skill development and understanding when the teaching included well-paced practical activities and when pupils were encouraged to think about the quality of their work, such as that seen in gymnastics. In good and satisfactory lessons, the teachers' sound subject knowledge and appropriate planning underpinned clear explanations and an effective use of the available resources. Unsatisfactory teaching lacked pace and included few teaching points. As a result, pupils made unsatisfactory progress because they were not given enough time to practise and improve their skills. Throughout the school, pupils with special educational needs are challenged by most of the practical activities, though higher attaining pupils are not sufficiently stretched. This is due in part to a lack of detailed subject guidance to ensure that skills are taught systematically in both key stages. However, the school has identified the need in its development plan to review the subject and assess the training needs of its staff.

## RELIGIOUS EDUCATION

125. Standards in religious education match the level expected by the locally Agreed Syllabus for pupils aged seven, but they do not match the expected level for pupils aged 11. There was limited evidence of pupils' written work in both key stages, and it was poorly presented. By Year 2, pupils gain satisfactory knowledge and understanding of the Christian faith. A small number of higher attainers know that the Bible is divided into Old and New Testaments, and can relate parts of the story of the Good Samaritan. Middle attainers can re-tell the story of the Jewish festival of Chanukah. They know that Jews celebrate the festival by lighting candles in a candelabra called a menorah. By Year 6, pupils are aware that Christians live by rules called the Ten Commandments, although they are unsure which Bible stories are attributable to the Old and New Testaments. For example, pupils in Year 4 were unable to place the Temptation of Jesus in the New Testament.

126. Pupils make uneven progress through the school due largely to their unsatisfactory writing skills and the limited amount of recorded work. However, high quality teaching seen in a religious education lesson at the end of Key Stage 2 lifts standards and pupils develop a good understanding and an empathy for the beliefs of others. Throughout the school, pupils' understanding has been influenced by the focus the school places on the study of significant historical events and people. These studies have provided pupils with good opportunities to discuss moral and cultural issues that have influenced events in several countries. For example, pupils have developed their knowledge of the Jews by learning about Anne Frank. Through their topic work in English and history, and during discussion in assemblies, pupils are introduced to key historical figures in the fight against racism. In this context, and in keeping with the findings from the previous report, pupils express their beliefs with confidence; recognise and respect the views of others, and have a concern for moral issues such as care for the environment and social inequality. Many pupils have positive attitudes to the exploration of beliefs and discuss readily. For example, pupils talk with some confidence about Israel, and about Rabbis as religious leaders. They know that followers of Islam use a prayer mat and place it in the direction of Mecca.

127. Pupils have good attitudes to their learning. They listen attentively to one another and show great respect for other people's points of view. Pupils have developed a maturity in their understanding of other cultures. For example, pupils discussed the closure of a local cinema, and the value of converting it into a mosque. Pupils have a keen sense of justice, and pupils in Year 6 understand clearly the meanings of 'implicit' and 'explicit' feelings.

128. A scheme of work that has been introduced since the previous inspection, although planning lacks detail and assessment procedures are unsatisfactory. The school finds the contents of the locally Agreed Syllabus very detailed but difficult to use. The school recognises the need to allocate the subject more curriculum time to ensure that pupils cover the syllabus in sufficient depth, and their knowledge and understanding are developed systematically. These were weaknesses identified in the previous inspection. Insufficient teaching was seen to make an overall judgement. However, an example of outstanding teaching fully involved all pupils in an interesting lesson which captured their attention. Pupils' comments and ideas were greatly valued by the teacher. However, in an unsatisfactory lesson, pupils made limited progress because the teacher had not adequately considered the needs of the pupils. The enthusiastic subject co-ordinator is aware of the shortcomings in the planning and the subject is highlighted in the school development plan.