

INSPECTION REPORT

OUR LADY OF GRACE PRIMARY SCHOOL

Charlton, London

LEA area: Greenwich

Unique reference number: 100168

Headteacher: Mrs E Miller

Reporting inspector: Ms L Thomas
23574

Dates of inspection: 5 – 8 March 2001

Inspection number: 190501

Full 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:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	145 Charlton Road Charlton London
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Hoctor
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23574	L Thomas	Registered inspector	English Art and design Areas of learning in the foundation stage English as an additional language	What sort of school is it? School's results and achievements How well is the school led and managed? What should the school do to improve further?
9457	G Bindoff	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25787	E S Morris	Team inspector	Mathematics Geography History Music Special educational needs	How well are pupils taught?
14806	J Stevens	Team inspector	Science Information and communication technology Design and technology Physical education Equal opportunities	How good are the curriculum and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady of Grace RC Primary School is an average size primary school providing education for 207 pupils aged 4 to 11 years. The number of pupils has increased from 187 at the time of the last inspection in October 1996. It serves an interestingly diverse community with a high number of ethnic minority pupils of whom the largest group is African. The attainment of children on entry to the school is generally in line with other children nationally although a small, but significant number, are below average in their communication, reading and writing development, mainly because they have English as a second language. Thirty five pupils (17%) have English as a second language and this is above the national average. The percentage of pupils known to be eligible for free school meals is 61 (28%) which is above the national average. The proportion of pupils who have special educational needs (29%) is close to the national average and there are 6 children with statements (2.8%) which is above the national average. Our Lady of Grace is one of nine schools in a Small Education Action Zone in Greenwich. The school is involved in a number of projects that are designed to help the school improve the quality of teaching and learning. The projects are part of the whole school development and are integrated in order to maximise resources and raise standards. The school has recently won a School Achievement Award for schools that substantially improved their results between 1997 and 2000.

HOW GOOD THE SCHOOL IS

This is an effective school that has made significant improvements in most aspects of its life and work since the last full inspection. It now provides very good value for money. The headteacher and deputy have established a clear educational direction for the school. Very good leadership is provided by the headteacher, ably supported by the deputy, and as a result the school is a very orderly community. Standards at Key Stage 2 have improved greatly since the last inspection. Standards at Key Stage 1 (5-7 years) are slowly improving, but have yet to show the same level of improvement. Very good learning opportunities are created for pupils. The quality of teaching is good overall with many examples of very good and excellent teaching. There is high standard provision for the under fives. Pupils' attitudes and behaviour are very good. There is a weakness in the school's provision for pupils with English as a second language and the use and management of curriculum time needs refinement.

What the school does well

- At the end of Key Stage 2, results in National Curriculum tests are well above average in mathematics and science. In comparison with similar schools, they are well above in English and are very high in mathematics and science.
- The headteacher and her senior management team set a clear educational direction for the school.
- Teaching and learning are very good overall with examples of excellent teaching in Year 6 and the Foundation Class (under fives).
- The general provision for pupils under five is of very high quality.
- The provision for special educational needs is good.
- Pupils display very good attitudes to their work and their behaviour is also very good.
- The good provision for pupils' spiritual, moral, social and cultural development helps them to behave in a responsible and mature way.
- Above average attendance and pupils' enjoyment of school.
- Classroom assistants are deployed effectively and provide high quality support.

What could be improved

- Standards in the core subjects (English, mathematics and science) in Key Stage 1.
- The provision and support for pupils with English as a second language.
- The organisation of curriculum time, particularly within afternoon sessions.
- The play facilities and outdoor equipment for children under five.
- Communication with the small number of parents who do not speak English.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. Since then it has made very good progress and has been particularly successful in raising standards of attainment in the core subjects in Key Stage 2. The headteacher and deputy have worked hard on all of the key issues raised in the last report and have made very good progress in addressing them. The requirements of all subjects of the national curriculum are now fully met and policies and schemes of work are securely in place for all subjects. Teaching has improved significantly and classroom management is now good and often very good. There is a very good monitoring system in place. The headteacher, staff and governors work collaboratively and effectively in their goal to raise standards and provide high quality learning opportunities for pupils. Communication systems within the school and with parents are generally good although communications with some parents who do not speak English are not always effective as translation services are not available. Curriculum time in Key Stage 1 and 2 has been increased satisfactorily but there still remains a need to re-organise lesson times, particularly during afternoon sessions, to gain maximum benefit from the time available. There was no extra-curricular provision at the time of the last inspection. Extra-curricular activities now take place during the Summer term. The headteacher, deputy, staff and governors are committed to continuing improvement.

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
	1998	1999	2000	2000
English	A	B	C	A
Mathematics	A	A	A	A*
Science	A	A	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table above shows that the school has maintained very high levels of attainment in mathematics and science over the last three years. It might seem to indicate that pupils do less well in English but this is slightly misleading. In relation to the number of pupils for whom English is a second language, the school can be said to be achieving good results. However, as no proper analysis has been done by the school of pupils' levels of competence in English, it is impossible to ascertain this with absolute certainty.

The majority of pupils enter the school with at least average levels of attainment. Many, however, are below average in their ability to communicate effectively and in their language and literacy skills. Although there is evidence of improvement in the standards attained in Key Stage 1, standards are generally well below those achieved by pupils in Key Stage 2. A contributory factor to this may be the number of pupils for whom English is an additional language. Inspection findings confirm that pupils achieve well in the core subjects at Key Stage 2. Standards of achievement in all non-core subjects are sound in both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils display very good attitudes to school and to learning.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite, courteous and considerate of others. They respond well to teacher expectations, so that the school is an orderly and industrious community.
Personal development and relationships	Pupils' relationships with each other and with adults are very good. Pupils accept responsibilities willingly and carry them out effectively. Of particular note is the responsible attitudes of the oldest pupils and the care they show towards younger pupils.
Attendance	The school has high levels of attendance. Pupils enjoy coming to school.

Pupils are enthusiastic and enjoy school. This is reflected in the school's high rates of attendance and satisfactory levels of punctuality. Pupils try hard, behave well and are keen to succeed.

TEACHING AND LEARNING

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

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

The quality of teaching is very good overall in the Foundation Class and is good overall in Key Stages 1 and 2. Ninety three per cent of the lessons observed were good or better. Seven per cent of the teaching seen was excellent, twenty three per cent very good, sixty four per cent good and seven per cent satisfactory. This compares very favourably with other schools. The examples of excellent teaching were observed in the Foundation Class and in Year 6. Inspiration, challenge and high expectations mark the best lessons.

In all lessons, teachers have good subject knowledge and make effective use of the national strategies for the development of pupils' literacy and numeracy skills. The teaching is characterised by well planned lessons and skilful use of questions to probe pupils' understanding. Across the school, relationships between teachers and pupils are good. Pupils respond well to their teachers, listening attentively and concentrating on their tasks. Excellent support is provided for pupils by the classroom assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of learning experiences for its pupils, and statutory requirements are met. Sufficient time is allocated for literacy and numeracy but the remaining time is not utilised as efficiently as it could be for the coverage of other subjects. For example, some activities are stretched out for too long within the first period in the afternoon (90 minutes) and the very short second period (30 minutes) gives insufficient time for much more than story sessions. There is heavy use of the hall and other designated areas for physical education, drama and music within the first period of the afternoon. The curriculum for the children in the Foundation Class is of a very high standard. The children do not, however, have access to a designated outside play area with equipment for the development of their physical needs. This is the only weakness in the otherwise high quality provision for them.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs.
Provision for pupils with English as an additional language	Unsatisfactory. There is no specific provision for pupils with English as an additional language. Some have been placed on the school's special educational needs register but, in the absence of reliable assessments of their level of English competency, it is uncertain whether they are provided with the most effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and cultural development is very good and is good for their cultural development.
How well the school cares for its pupils	Very good. The school is a caring community, and pupils' welfare has a high priority.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy provide high quality leadership. With the combination of the headteacher's excellent managerial skills and the deputy's inspirational teaching, they are successfully putting into practice their vision of raising standards and improving teaching. All staff have delegated responsibilities as subject co-ordinators and are fulfilling their roles satisfactorily. They do not yet monitor teaching but all have ensured that they have a good overview of the planning and work undertaken in their subject.

How well the governors fulfil their responsibilities	Very good. They have been at the forefront of the action to drive the school forward since the previous full inspection. Through skilful and prudent budget handling, they have managed to reduce the £100,000 deficit in the school budget after the last inspection to £24,650. This has been done without too much adverse effect on the school's general resources. They are knowledgeable and well informed about school matters and are supportive and active in decision making on budgetary, curriculum and other school matters. They fulfil all their statutory duties to a high standard.
The school's evaluation of its performance	Good. The thorough and efficient evaluation of teaching and pupils' attainment, with the exception of those with English as an additional language, has provided the significant improvements in teaching and the subsequent rise in standards at Key Stage 2.
The strategic use of resources	Good. Resources are used well to support children's learning. Staff are effectively deployed. Classroom assistants are used well to support pupils with special educational needs and others who need additional help.

The school is well staffed. The accommodation provides satisfactory space but, as it comprises four separate sites, it poses problems for staff and pupil movement, particularly in inclement weather. The buildings are showing signs of wear and this is particularly evident in the Year 5 classroom which has a prominent crack along the floor. Despite these limitations, the headteacher and staff have successfully created a bright and stimulating learning environment for pupils. The outside accommodation provides adequate space and now benefits from a pleasant garden area, newly created by staff, parents and friends of the school. This is well used and enjoyed by pupils. The lack of a designated play area for the under fives is the only significant weakness in the outdoor provision. There are enough suitable resources for all subjects but there is a paucity of reference books and there are too few resources for outdoor activities for the under fives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The standards and progress achieved by their children. • The school is well led. • The good behaviour. • The good teaching. • The school is helping children to work hard and to be mature and responsible. 	<ul style="list-style-type: none"> • Information provided by the school. • The range of activities outside lessons.

The inspectors agree with the positive points made by parents, finding that pupils behave well and develop a sense of responsibility. Pupils' very good attitudes and behaviour are major factors in helping them to benefit from the good teaching. A small number of parents are concerned about the information provided by the school. Inspection evidence shows that this is generally good, with the exception of that provided for parents who have English as an additional language. Their needs are not fully catered for. No extra-curricular activities were taking place during the inspection but a range of activities are provided during the Summer term.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Attainment on entry to the foundation class, according to the assessments undertaken, is about average. However, because English is a second language for many of the children, a significant number are below average in their communication, language and literacy skills. Very good teaching in the foundation class and the effective support of classroom assistants enable children to make good progress, particularly in their personal and social skills. Most are well on the way to achieving their early learning goals in personal, social and emotional development, mathematical development, knowledge and understanding of the world, creative and physical development. Only a few children are likely to achieve their expected goals in communication, language and literacy.
- 2 The results of the 2000 national tests in English for Key Stage 1 pupils show that the proportion of pupils achieving the nationally expected Level 2 in reading and writing was well below the national average. The proportion achieving Level 3 was also well below average. Standards overall were well below the national average. In reading, they were below the average for similar schools and, in writing, they were close to the average for similar schools. Standards in mathematics have been well below average in recent years but signs of improvement are evident in the 2000 tests. Teacher assessments in science at the end of Key Stage 1 in 2000 recorded standards as being well below average for the number of pupils at the expected level 2 with no pupils achieving level 3. There is a downward trend in the school's national curriculum points for Key Stage 1 over the last four years. The achievements of boys and girls are similar.
- 3 There has been no improvement in standards in the core subjects at Key Stage 1 since the last inspection. There are now newly appointed teachers, within the last two years, in the Foundation Class and both infant classes. Inspection evidence indicates that, as a result of the improvement in the quality of teaching, standards in English, mathematics and science are now improving in Key Stage 1 and are likely to be in line with national averages when the next national tests are taken in May 2001.
- 4 In 2000 at Key Stage 2, results in standardised tests in English were close to the national average. In mathematics and science the school's results were well above the national average. The school's performance in all core subjects was well above the national average. In comparison with other schools in similar contexts, the school's results were well above in English. The school's performance in the mathematics and science tests was very high in comparison with similar schools. The trend in the school's average national curriculum points score was above the national trend. The achievements of boys and girls are similar.
- 5 Standards at the time of the last inspection at Key Stage 2 were reported as being broadly in line with national expectations in English, mathematics and science. Since the last inspection, progress has been steady in English while in mathematics and science very good progress has been made.
- 6 The national literacy and numeracy strategies have been successfully implemented throughout the school. This has had a significant impact on the quality of teaching in

English and mathematics and has been an important factor in the rise in standards. By the time they leave school, pupils have a good base of skills in literacy and numeracy. The Saturday booster classes organised for Year 6 pupils in the weeks preceding the national tests are also important contributory factors to the high standards achieved.

- 7 The standards attained by the seven and eleven-year-olds in art and design, design and technology, information and communication technology (ICT), geography, history, music and physical education are average. Standards in history and physical education remain as they were at the last inspection and pupils have maintained satisfactory progress in them. Pupils have made good progress in art and design, design and technology, geography and music where standards at the time of the last inspection were below national expectations. Standards in ICT were well below average at the time of the last inspection and very good progress has been made in this subject to bring standards up to average in both key stages.
- 8 The progress made by pupils with special educational needs (SEN) is good at both key stages. The number on the school's register of special educational needs has increased significantly from the time of the last inspection. This is partly due to a change in the profile of pupils admitted to the school and partly as a result of the school becoming increasingly proficient at identifying and supporting them at an early stage. Very good support is provided for pupils with SEN by the classroom assistants who are well briefed and by the special educational needs co-ordinator (SENCO) when pupils are withdrawn from classes. All pupils with SEN are well integrated into all school activities and the majority make good progress towards the targets set.
- 9 The school has a large proportion of pupils with English as an additional language (EAL). Most have integrated well into the life and work of the school. The provision made for them is, however, unsatisfactory. No systems are in place for assessing their level of competency in English and no additional help, apart from SEN support for some, has been provided. No analysis of national and other test results has been made by the school to assess their attainment and progress over time.

Pupils' attitudes, values and personal development

- 10 Pupils enjoy coming to school and they all have very good attitudes to their learning. From their early years in school pupils develop good working habits and are polite and self-confident. They learn to sit quietly and to sustain their concentration. Older pupils enjoy their lessons, they take a pride in their work and are keen to contribute their ideas. By Year 6, pupils have developed mature attitudes and take a full part in the life of the school. They are enthusiastic about the activities the school provides, especially the annual residential visit and the opportunities to take part in community music and drama events.
- 11 There is a whole school approach to achievement. Each class has an achievement board. Pupils respond very positively to the praise and encouragement given by their teachers and classroom assistants. They understand what they must do to improve and work hard to achieve it. They value the stars and awards they receive. The

foundation class children are very proud when they are chosen as the 'stars of the week'. In Year 4, pupils value the effort marks they are given at the end of the day. They are proud to be chosen and are applauded and supported well by the other pupils in the class.

- 12 Behaviour is very good and has improved significantly since the last inspection. Pupils with special educational needs respond very well to the clear targets set for their behaviour and try hard to meet them. Pupils are very well motivated by their teachers in lessons and are also well supervised in the playground. All the pupils mix well together during play and there is a very positive atmosphere at break times. The new garden area is very popular with pupils. They value its calm atmosphere and opportunities for quiet games. School property is treated with care. Exclusions are rare. One pupil was excluded for a fixed period during the last school year.
- 13 Relationships between the pupils themselves and between the pupils and adults are very good. Year 6 pupils have a particularly good relationship with the younger pupils in the school. They treat them with care and respect and follow the very good role models set by the staff.
- 14 There is no evidence of oppressive behaviour in the school. Pupils are confident that any incidents of bullying or racism will be dealt with promptly and effectively and they have the confidence to talk to the adults in the school if any problems arise. Pupils respond very positively to the strong emphasis the school places on respect for the individual and care for each other.
- 15 Pupils have good opportunities to develop personal responsibility and by Year 6 have become very mature in the way they help in the school and support younger pupils. They are offered some good opportunities to develop independence in their learning and are keen to undertake their own research. Older pupils are looking forward to the establishment of a school council so that they can contribute their ideas about the school in the context of a formal meeting.
- 16 Attendance is good and is above the national average. There are, however, some patterns of late arrival at school which persist in spite of efforts by the school to encourage a prompt start to the day for all pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 17 The quality of teaching throughout the school is generally good with no unsatisfactory teaching observed during the inspection. Forty four lessons were observed and of these all were satisfactory or better. In twenty three per cent of the lessons, the teaching was very good and in seven per cent it was judged to be excellent. This is a tremendous improvement since the last full inspection in 1996 when the teaching was unsatisfactory in half the lessons observed. The main reasons given for the unsatisfactory teaching in the last inspection have been successfully addressed and the consistently good teaching now found in all key stages has had a beneficial impact on raising standards of attainment. Dramatic improvements have been made in teachers' expectations, subject knowledge, class management, lesson planning and assessment of pupils.
- 18 The quality of teaching in the foundation class is of a very high standard and in the lessons observed it ranged from good to excellent. Some inspirational teaching was seen when the activities provided for pupils were of very high quality and pupils responded with great enjoyment and much eagerness to learn. In this class, they achieve very good standards for their age and level of development as a result of the high expectations, very well planned and challenging activities provided and the excellent relationships that exist between the adults and children.
- 19 The teaching in Key Stage 1 ranges from good to very good but is mainly good.

Teachers have good subject knowledge. They manage their classes well and have consistently high expectations of behaviour. Teachers have good relationships with their class and encourage all pupils to work hard and to do their best. They plan work carefully and match it closely to the prior attainment of their pupils. For instance, in a very good dance lesson in Year 2, the teacher successfully built on the work from a previous lesson and developed it to improve the performance of all pupils. All pupils joined in with obvious enjoyment and were proud of their own efforts and appreciative of those of their classmates.

- 20 The teaching in Key Stage 2 ranges from satisfactory to excellent but is mainly good. Detailed planning ensures that pupils are given work designed to challenge and stretch them. Good assessments of pupils' levels of understanding at key points in lessons enables teachers to decide whether to move on to the next part or to further reinforce the learning. This was clearly seen in a Year 4 numeracy lesson where pupils were rounding off numbers to the nearest hundred. The teacher, through her use of individual whiteboards for each pupil, which they used to show their answers, quickly realised that a significant number of pupils were having difficulties. She then reduced the numbers used so that they could have a greater level of success and raise their confidence so that she could then move them forward to the next stage in their learning. In a Year 6 lesson, the high expectations of pupils and the challenging questions posed produced discussion of high quality from pupils. Pupils' ability to compare and contrast their likes and dislikes of a variety of Dickensian characters from David Copperfield and Great Expectations was very impressive. Pupils listened with respect to each other's contributions and when their turn came put forward their own views perceptively and succinctly.
- 21 Throughout the school, the methods teachers use and the way that lessons are organised with support staff and teachers working together closely as a team is a great strength. Good evaluations at the end of lessons provide opportunities to review pupils' progress. The consistently good quality of the teaching in English and mathematics has a significant impact on the standards attained. Special activities for pupils of different levels of attainment and good support in small groups arranged by ability, ensures that pupils who are encountering difficulties are given immediate attention before they fall too far behind. Another significant strength is the management of pupils. Teachers create a calm and purposeful working atmosphere in their classrooms which helps pupils concentrate and learn at a good rate. The setting of homework is somewhat inconsistent. All teachers set reading tasks, spellings and sometimes tables. Year 6 pupils are given science revision tasks as homework and research tasks are set in homework for all children throughout Key Stage 2.
- 22 Teachers give good support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable such pupils to make good progress and, where possible, is often linked to the targets set in the individual education plans. Teachers use their learning support assistants particularly well and fully brief them about their role in each lesson. They are often asked to focus on a specific pupil or group of pupils and make very useful notes in their contact books of such things as attitude or response during the parts of the lesson where the teacher is directly addressing the class. These observations are later shared with the teacher to help assess the future needs of individual pupils and devise strategies to help them learn even more effectively. There is no specialised support for pupils with English as an additional language but they benefit during individual or group work from very good support from the classroom assistants and this has a very positive impact on the good progress all pupils make. These strengths in teaching make learning a pleasure for all pupils and they respond by being interested in their work and determined to do

well in all aspects of their education.

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

- 23 The last report in 1996 stated that in planning and practice, the need to provide curriculum breadth and balance and access to all pupils was not achieved. Many of the National Curriculum statutory requirements were not being met. All these aspects have now been addressed. At both key stages, the breadth and balance of the curriculum is now good. The school provides good coverage of all National Curriculum subjects. The national strategies for literacy and numeracy have been successfully implemented. The quality and range of learning opportunities are good.
- 24 Curriculum planning is of very good quality and is undertaken in three phases. The long-term planning indicates what topics are to be taught each term. The medium-term planning gives the clear guidance on the objectives and teaching strategies to be used. The teachers use short-term planning on a weekly basis with learning objectives for each lesson. The school uses national tests for English and mathematics. The results of these tests are analysed and targets are set.
- 25 The school now fully meets the recommended teaching hours by the Department for Education and Employment (DfEE) at both key stages. There is, however, an imbalance in the lesson times within afternoon sessions. For example, the first session is very long (90 minutes) and the second session is very short (30 minutes). This results in the teaching of some subjects being overly long in the first session and insufficient time provided for more than storytime in the second session. As all the non-core subjects tend to be taught in the afternoons, with literacy and numeracy occupying the morning sessions, there is heavy use of the hall and other designated areas for physical education and other practical activities during the first session of the afternoon.
- 26 There is equal access to the curriculum regardless of gender, ability or race. Provision for pupils with special educational needs is good. Individual education plans are carefully written to provide programmes of work which enable each pupil to have full access to the curriculum. By contrast, the provision for pupils with English as an additional language is unsatisfactory. There are no systems in place to analyse their needs and, as a result, no specialist help is available to them. A few gifted and talented pupils have been identified and opportunities for them to participate in musical activities, funded by the Education Action Zone project, have enabled them to participate in additional competitions and performances.
- 27 The range of extra-curricular activities takes place in the summer term. They include short tennis, football skills with Charlton Athletic Football Club, tag rugby with London Broncos Rugby League Club, calligraphy, art, drama, singing, board games and chess. Cricket coaches also visit the school and the Blackheath Rugby Club ground is used for sports day. This provision is an improvement from the time of the last inspection but a substantial number of parents expressed concern in the pre-inspection meeting and through the questionnaires returned that there were not enough such activities throughout the year. The reasons given by the school for the lack of all year activities are the problems that may occur after dark for pupils leaving school late. The inspection team agree with parents that the overall provision is insufficient but also see the need to ensure pupils' safety at all times.
- 28 The school provides a wide range of visits to enrich the curriculum further. Pupils make regular visits to the Greenwich Theatre and have visited the Royal Festival Hall,

the Dome, Greenwich Observatory and a range of museums and the Reminiscence Centre. In the summer term, the school visits Joss Bay near Broadstairs and Years 5 and 6 visit an activity centre in Somerset. The contribution of the community to pupils' learning is good. The Fire Brigade and Police make visits. People visit the school to talk about their experiences in the war. Pupils also go singing at Old People's Homes. Links with partner institutions, in particular local secondary schools, are also well maintained.

- 29 Provision for pupils' personal and social education is good. Aspects of personal, social and health education are taught within the religious education and science curriculum. Sex education is taught to older Key Stage 2 pupils. The sex education policy has been recommended by the Roman Catholic Bishops' Conference but has yet to be approved by the Board of Governors.
- 30 The overall provision for pupils' spiritual, moral and social development is very good and is good for their cultural development. The school succeeds very well in meeting its mission statement "a community based on Gospel values and the teachings of the Catholic Church which aims to develop each person spiritually, intellectually, physically, culturally and socially".
- 31 The provision for the spiritual development of pupils is very good. There is feeling and concern for everyone and pupils are quick to acknowledge each other's strength and skills. Good examples were observed in the daily assemblies where the pupils were urged to use their talents in every way. On another occasion, pupils were asked to feel concern for the farmers who are suffering during the foot and mouth outbreak. Pupils have planted yew trees in the recently created garden area. Each tree is labelled with a pupil's name. Both pupils' and trees' growth will be measured each year to see how much taller they are.
- 32 The provision for pupils' moral development is very good. The school encourages pupils to think and care for others. Pupils know the difference between right and wrong. Each class has its own code of conduct and devises its own rules. There is a respect for property. The behaviour by the vast majority of pupils both in and out of the classroom is very good. There is a weekly sharing of work assembly.
- 33 The provision for pupils' social development is very good. The school provides many opportunities for pupils to take responsibility, show initiative and understand the school as a community. Relationships within the school are of very high quality. Year 6 pupils help a great deal around the school. At the end of each assembly, they escort all the pupils to their various classes. They help in the library and at lunchtime. There is no school council but this is on the school's agenda for development. Pupils are encouraged to appreciate all cultural traditions. There is an international evening held each year in which all staff, guests and pupils dress up in national costume. Food from various countries is served and dance and music have an international theme. The special education needs room has welcome signs in seventeen different languages. Fund raising activities take place for the British Heart Foundation with a skipathon and for Great Ormond Street Children's Hospital. Such activities help pupils to show initiative and to develop their understanding of living within a community.
- 34 The provision for the school's cultural development is good. With a wide diversity of nationalities represented in the school, there is a respect for other cultures. In addition to the visits and residential stays already mentioned visits to the school have been made by professional artists and musicians who have helped to develop and extend pupils' learning experiences in these subjects. Once a year a zoologist visits the school. Pupils also visit the Natural History Museum and a local Environmental

Centre.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 35 The school's care for pupils is good. There is a strong emphasis on Gospel values which are fundamental to the life of the school and the school successfully meets its aim 'to provide a secure, safe and fair environment where pupils can develop self-esteem and a sense of purpose'. Pupils value the caring atmosphere in the school and have the confidence to talk about any problems they may have. Pupils and their families are well known by the school and this is appreciated by parents.
- 36 Children in the foundation class are well supported and make a very good start to their schooling. Additional support is given by volunteers from the community who contribute well to pupils' care. Pupils with special educational needs are also very well provided for and are enabled to make good progress. Improvement is needed in the provision for the group of pupils who have English as a second language. Although nearly all pupils in this group are beyond the stage of early language acquisition in English there is no detailed assessment of their particular language development needs.
- 37 Governors are actively involved in ensuring the health and safety of pupils and have a good overview of the condition of the premises. They are aware of hazards in the playground areas and in the Year 5 classroom and try to minimise these. Arrangements for the security of the school premises have been improved and are now good. Pupils are very well supervised in the playground at play times and dinner times.
- 38 There are good procedures for dealing with minor injuries and the provision of a dedicated medical room enables pupils to be treated in pleasant and comforting surroundings. Procedures for child protection are good but the school's planned, integrated programme for personal, social and health education is not yet in place. This limits pupils' opportunities to develop an understanding of healthy and safe living and strategies for protecting themselves.
- 39 Very good strategies are in place for promoting good behaviour and these have been successful in improving standards of behaviour significantly since the last inspection. There is a good level of awareness of issues linked to bullying and racism and incidents are very few.
- 40 The school does not have systematic procedures to monitor patterns of absence and has no information about the impact these have on pupils' learning. There are variations in the ways that teachers record reasons for absence and lateness, in their keeping of registers and in analysing attendance patterns, especially for different groups of pupils. Parents are encouraged to bring their children to school in time for the start of the morning session but there remains a small but persistent problem of lateness in all classes. Although pupils rarely miss the beginning of lessons which start at 9.30 a.m. they have an entitlement to a full day's schooling and are at a disadvantage if they miss the class time and assembly.
- 41 Procedures for assessing pupils' learning are now very good. There has been good improvement since the last inspection and the systematic use of assessment contributes to improving standards. The only weakness in the otherwise very good procedures is the assessment of the progress made by pupils who have English as a second language. As their needs have not been identified at an early stage, it is

impossible to track their true progress across the school. Thorough assessment in literacy and numeracy ensures that class teachers know each child's level of attainment and can identify what needs to be done to improve. Clear targets for learning are set and pupils know what they are expected to achieve in each lesson. Assessment is well used to develop pupils' work. Notes on pupils' progress are made on lesson plans and these are reviewed at the end of each week. Very useful summaries of each class's strengths and weaknesses are also produced at the end of the school year and are discussed between class teachers. These contribute to the learning targets for the following year. The marking of pupils' work does not always include feedback about areas of weakness.

- 42 Staff and governors are involved in the analysis of the results of standard national tests. The analysis includes issues of gender but does not include different groups of pupils. In particular it does not include pupils with English as a second language and this is a weakness within the school's otherwise very good procedures for assessment.
- 43 Individual educational plans for pupils with special educational needs are detailed and contain achievable targets that are reviewed on a regular basis. These make a good contribution to pupils' progress.
- 44 Assessment of pupils' personal development is less systematic but is generally good. A good end of year summary of each pupil's personal development is included in the written reports for parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 45 The school has established good links with parents that contribute positively to pupils' learning and progress. Parents are supportive of the school. They think that the school is well led and that the teaching is good. Their children enjoy school and are expected to work hard there. They achieve good standards. Inspectors confirm these positive views. A small number feel that they are not well informed about how their children are getting on and do not feel that the school works closely with them. The findings of the inspection do not support these views. Thirty per cent of the parents who responded to the questionnaire would like to see further activities provided outside lessons.
- 46 Parents are well informed about the day-to-day life of the school. They have good information about what their children will learn and have good opportunities to support their children and help them to improve. Very good links are established with the parents of children in the foundation class and these help the children to settle well into school. There are some problems in establishing links with the parents whose mother tongue is not English. Usually communication problems are overcome but the school is not always able to provide suitable translations and this omission limits the opportunities for some families to help their children to learn and improve.
- 47 Good opportunities are provided for parents to discuss the progress their children are making and parents make good use of the informal opportunities to contact class teachers at the beginning and end of the school day. End of year reports give very good information about the progress pupils have made and help to inform parents of the standards of work achieved. Arrangements for homework are satisfactory. A strong emphasis has been placed on the improvement of reading skills and this has been the main element of pupils' work at home together with spelling and times tables. Parents of Year 6 pupils are well informed about the preparation for standard

national tests and are able to give their children good levels of support. This information contributes to the good standards achieved. Parents of pupils with special educational needs are also closely involved in their children's learning.

- 48 Parents contribute well to the life of the school. The parents, teachers and friends association is very active and is well supported. Valuable funds are raised to improve resources which contribute to pupils' learning. The recent project to create a school garden and quiet play area has increased pupils' opportunities for play and are valued by the children. Social events successfully draw the school community together and parents from all backgrounds join together for a popular annual international evening.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 49 The headteacher and deputy were appointed shortly after the findings of the last inspection were published. They have formed an effective team and have had a significant impact on improving very weak teaching and raising standards. There is now a clear vision for the future outlined in the school's mission statement and a determined focus on improving the quality of education for all pupils. This commitment to improvement and raising standards is shared fully by the governing body who have been at the forefront of the action to drive the school forward since the last full inspection in October 1996.
- 50 Since taking up her appointment, the headteacher has focused on raising standards, improving the school environment and providing a range of high quality learning opportunities for pupils. Through her excellent managerial strategies and with the invaluable help of the deputy, standards have risen and there has been a significant improvement in the quality of teaching across the school. All the staff, except one, are new to the school since the last inspection and no unsatisfactory teaching was observed during the inspection. The inspirational and high quality teaching of the deputy provides an excellent role model for staff to emulate. The school is well staffed and there is sufficient expertise among them to teach all areas of the curriculum effectively. Curriculum co-ordinators carry out their duties responsibly and conscientiously. They have a good oversight of the work in their subjects through monitoring teachers' planning and sampling pupils' work from books and folders. Opportunities for co-ordinators to monitor teaching within their subjects has been limited. Satisfactory appraisal systems and induction arrangements to support newly qualified teachers are in place.
- 51 While the general management of the school has improved significantly since the last inspection, there are weaknesses in the management of the allocation of curriculum time. Morning sessions for the most part are devoted to literacy and numeracy teaching while all other subjects are taught mainly in the afternoon. The first session in the afternoon is 90 minutes long while the second session after play is of 30 minutes duration. There is an imbalance of time for various activities with some lessons being too long and others being too short. There is also heavy use of the hall and other designated areas for physical education, art and drama during the first part of the afternoon. As the second session is so short it is frequently used for story sessions.
- 52 The management of pupils with special educational needs is effective. The SENCO has two and a half days each week to perform her duties. Administrative duties are carried out efficiently and she liaises well with outside agencies. She provides additional help for pupils on a withdrawal basis in the specially designated SEN room and alongside them in the classroom. There is a very knowledgeable governor with responsibility for special needs who visits the school regularly to discuss the provision

and to assess its effectiveness. As a result, the governing body is kept fully informed about the levels of support and its impact on standards.

- 53 The management of pupils with English as an additional language is unsatisfactory. There is no provision for them to be assessed according to their level of competence in English and there is no additional specialist support provided for them. As no specific analyses have been carried out of their performance on entry to school and in national and other tests, their progress over time cannot be reliably tracked.
- 54 Skilled and committed administrative officers ensure that the day to day administration of the school is efficient. Office routines run smoothly, providing friendly contact with parents and visitors. Financial planning is very good and the £100,000 deficit inherited after the last inspection has already been reduced to £24,650. This is a significant achievement brought about by high quality financial planning and without too much adverse effect on the school's resources to support learning. The recommendations in the last audit report have been addressed. Additional funds raised by the Parents, Teachers and Friends Association have been used effectively to support school improvement. There are clear links between targets for school development and financial implications. The school's development plan is a practical and relevant working document that fully reflects the school's current needs. Its construction has involved staff and governors at relevant stages. Good use is made of the principles of best value to ensure that efficient use is made of all funds.
- 55 The school has made a high investment in employing classroom assistants to support pupils in their learning and this is reaping substantial benefits. The deployment of the classroom assistants throughout lessons is of very good quality. During whole class activities they observe and record the behaviour and attitudes of various pupils and the support they provide during individual and group tasks is of an excellent standard.
- 56 The governing body fulfils its statutory duties to a very good standard. Communication between the headteacher and the governing body is very good. There is a well organised structure of committees and from these governors are kept fully informed about all matters. Governors are very supportive of the school and they have developed a clear role in shaping its direction.
- 57 The accommodation comprises four separate buildings on one site. This poses problems for staff and pupils when moving from one to the other in inclement weather. Two of the buildings, the one housing the Year 5 pupils and the dining room accommodation are showing signs of considerable wear. The floor of the Year 5 classroom has a crack across the floor and the dining room is in need of much renovation to windows and walls. Space within some classrooms for example, Years 3, 4 and 6, is cramped. The remainder of the accommodation is spacious. There is a large hall which is used for physical education and assemblies, a pleasant carpeted library, a room where the special educational needs teacher can work with groups of pupils and a pleasant and spacious foyer and administrative block. Despite the age and deficiencies of the school buildings the staff have created a bright and stimulating learning environment for pupils. Standards of caretaking are good. The outside play area provides satisfactory space and has been greatly enhanced by the newly created garden area. There is no designated play area for the children in the foundation class.
- 58 In general, the school has a good range of resources and these are used effectively to support teaching and learning. There is, however, a shortage of information books and there are no suitable outdoor resources for the children in the foundation class.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 59 In order to build upon the improvements which have taken place since the last inspection and to raise standards of attainment further the school needs to:
- 1 improve the provision for pupils with English as an additional language by:
 - a) making early assessments of their varying levels of competency in English to ensure that they have appropriate support;
(paragraphs 9, 22, 26, 41, 42, 46, 53, 65, 81)
 - b) analysing test results to enable the tracking of progress and attainment over time.
(paragraphs 9,22, 26, 41, 42, 46, 53, 65, 81)
 - 2 raise standards of attainment in English, mathematics and science at Key Stage 1 and raise standards even further in all the non-core subjects at both key stages by:
 - a) increasing the co-ordinator's role in monitoring teaching and evaluating standards;
(paragraphs 50, 84, 93, 105, 113, 127)
 - b) reviewing the management and allocation of curriculum time by:
 - i. ensuring that all subjects have appropriate time;
 - ii. better and more efficient use is made of the time within afternoon sessions;
 - iii. the timetabling of hall and other designated areas is done more flexibly to ensure that the space within them is used more extensively though the day.
(i./ii./iii) – (paragraphs 25, 51, 137)

Other areas for development that have been noted by the inspection team, but not picked out as key issues are:

- the development of a safe and secure play area for the under fives; (paragraph 57)
- the development of resources for physical outdoor play for the under fives; (paragraphs 57 and 73)
- extend and develop the range and quantity of reference books for classes and the central library. (paragraphs 58 and 86)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	23	64	7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	207
Number of full-time pupils known to be eligible for free school meals	-	61

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	6
Number of pupils on the school's special educational needs register	-	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	35

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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
	2000	20	8	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	19
	Girls	5	6	8
	Total	19	21	27
Percentage of pupils at NC level 2 or above	School	68 (78)	75 (78)	96 (63)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	15
	Girls	6	8	4
	Total	21	25	19
Percentage of pupils at NC level 2 or above	School	75 (75)	89 (63)	68 (66)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	10	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	13
	Girls	9	10	10
	Total	20	23	23
Percentage of pupils at NC level 4 or above	School	87 (74)	100 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	13
	Girls	8	10	10
	Total	16	21	23
Percentage of pupils at NC level 4 or above	School	70 (65)	91 (90)	100 (94)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	59
Black – other	2
Indian	2
Pakistani	-
Bangladeshi	-
Chinese	2
White	115
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	26.7
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	130

Qualified teachers and support staff: nursery

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

Total number of education support staff	-
Total aggregate hours worked per week	-

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

Financial information

Financial year	1999/00
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	£
Total income	440,397
Total expenditure	437,185
Expenditure per pupil	2,123
Balance brought forward from previous year	(27,415)
Balance carried forward to next year	(24,203)

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	195
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	16	0	0	0
My child is making good progress in school.	71	26	2	0	1
Behaviour in the school is good.	63	30	1	0	5
My child gets the right amount of work to do at home.	35	55	5	4	0
The teaching is good.	72	25	1	0	2
I am kept well informed about how my child is getting on.	47	36	13	1	3
I would feel comfortable about approaching the school with questions or a problem.	71	25	2	2	0
The school expects my child to work hard and achieve his or her best.	74	24	1	0	1
The school works closely with parents.	53	37	5	2	2
The school is well led and managed.	78	16	1	0	4
The school is helping my child become mature and responsible.	52	41	1	0	5
The school provides an interesting range of activities outside lessons.	22	37	27	3	11

Summary of parents' and carers' responses

The returns indicate that parents are generally very supportive of the school. The information provided for parents is generally good and the findings of the inspection do not uphold the parents' views. The range of additional activities provided by the school is good in the summer term but is non-existent during the remaining two terms. In general, the inspection findings uphold the parents' views but feel that the main reason given by the school, for example, the safety of pupils returning home when the light is fading, is also valid.

Other issues raised by parents

There are no further issues arising.

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

- 60 The provision for children in the foundation class is of a very high standard. This indicates that there has been very good improvement in the education of the under fives since the last inspection. Depending on birthday dates, children are admitted into school in the September and January after their fourth birthday. According to the assessments undertaken by the children a few weeks after entry, standards are broadly average but a significant number of pupils have low levels of communication, language and literacy skills, mainly because English is an additional language for them.
- 61 The quality of teaching and learning across all areas of learning is very good. The teacher and her classroom assistants provide high quality and effective planning and teaching methods. The planning ensures that the activities which promote specific learning are firmly based on children's interests. A particular strength is the care and thought that have been taken to provide a stimulating classroom environment. The range of resources is generally good and are used effectively to support the learning. However, there are no suitable outdoor toys and equipment to stimulate and develop physical and imaginative play and this is a weakness in the otherwise high quality provision. Induction arrangements are good and the children are able to visit the class before they start school. Parents are kept fully informed of the children's progress and links with them are good.

Personal, social and emotional development

- 62 Personal and social development is given a high priority and the children are well placed to exceed the early learning goals by the end of the year. Excellent relationships have been established between the children, their teacher and other adults who work alongside them. The children share and co-operate very well, they are able to concentrate, select activities and remain occupied for sustained periods. For example, a group of children making porridge with oats and water without direct adult supervision shared the equipment and ingredients between themselves without fuss and were polite when asking others to pass things over.
- 63 The teacher has high expectations of the children's behaviour and provides a very good role model by treating all the adults and children with courtesy and respect. During introductions to activities most children are able to sit quietly in a circle listening attentively to the teacher and to each other. They are happy and eager to make individual contributions.
- 64 As a result of the teacher's high expectations and the very good classroom organisation, the children are developing very good levels of independence. Most are able to dress themselves, organise their belongings, select equipment, and tidy up after activities. Routines are well established and the children's well-managed behaviour enables them to learn effectively and make very good progress.

Communication, language and literacy

- 65 Initial assessments on entry show that many of the children start with communication skills below that expected for their age. For many, English is an additional language but no analysis to assess their level of competence in English on entry has been undertaken by the school so that appropriate support can be provided and their future progress tracked and checked. This is the only weakness in otherwise high quality provision. The very good teaching provided ensures that most make very good progress in their ability to understand and communicate at a basic level and are able to participate fully in all class activities. Only a few are on line to attain the expected goals in this area of learning by the time they enter the Year 1 class.
- 66 All the children listen very attentively to well told stories and respond confidently, talking about how they feel about the content and characters. This was evident when they were listening and joining in to readings of 'The Sleeping Beauty' and 'Goldilocks and Three Bears'. Most eagerly offered alternative endings to what would have happened if the Prince hadn't come to wake up Sleeping Beauty and found no difficulty in sequencing the story of the 'Three Bears'. When attempting to write invitations to Goldilocks to come to the party, one child informed the others, 'It's only pretend – she won't come as she's only a character'. The children enjoy books. They know their way around the 'Big Book' and can describe the front cover, including the title and author. When choosing their own books they talk enthusiastically about the stories and turn the pages carefully.
- 67 Many of the children who started school in September 2000 and some of the others recognise written letters and know their sounds. Most are able to copy their name and about a third can write them from memory. Some children are beginning to write recognisable letters in an attempt to form words in relation to the context of the activity they are undertaking. For example, many attempted to write their own recipe for the porridge they were making. The quality of the teaching is very high and very good role play situations are provided such as a hospital, designer workshop and castle which encourage the children to speak, listen and to write. The children make very good progress as a result of carefully planned teaching and high quality provision.

Mathematical development

- 68 The quality of the teaching and learning is very good and the children make good progress in this area of learning and are on course to meet the goals expected for their age by the time they enter the Year 1 class. There is very good teamwork between the teacher and classroom assistants and they have created a stimulating mathematical learning environment for the children.
- 69 Most pupils can count up to five and beyond and many recognise what comes before and after different numbers. They are able to count and show the correct numbers up to 10 on flick cards as they do so. They can match the corresponding number of objects to the number up to five and some can do this to 10. In their learning about shape and position the children can recognise and name basic two and three-dimensional shapes. When they pull a shape out of a bag they are able to describe it according to some of its simple characteristics. For example, in describing a triangle one boy said 'it belongs to the 'flat' family and it has three sides'. They experiment with capacity and volume through sand and water play. They use appropriate mathematical vocabulary such as more, less, full, empty, holds more than, less than. The wide variety of activities planned and the children's interest and enjoyment enable them to learn effectively.

Knowledge and understanding of the world

- 70 The quality of teaching is very good and the children make good progress in this area of learning and are well on the way to meeting the requirements of the early learning goals for their age group. A very good range of activities is planned to challenge their understanding of the world and to promote the use of technology. The children are developing their computer skills effectively and most can handle the mouse confidently during activities such as selecting colours and filling in shapes. They use listening centres and other technology to listen to music and story tapes and show a competence in working these for themselves. Cookery sessions enable them to mix, stir, roll and decorate their cakes. Their learning is developed well when they are encouraged to observe and discuss the changes that happen when the different ingredients are added.
- 71 In one lesson, the children opened a parcel which contained packets of seeds and a letter asking them to look after the seeds. The children were spellbound as they examined the contents of the parcel and participated, with the teacher's help, in planting the seeds. The teaching in this lesson was excellent and the children were led expertly to make predictions about how the seeds would grow and to offer suggestions about what would be needed to sustain growth. By the end of the lesson most of the children were secure in their understanding that the seeds would need light, water and food to grow into healthy plants.
- 72 They are able to build and construct using a variety of objects and are able to select the tools and the methods they need to assemble and join the materials that they are using. Pupils concentrate well on their work and show a great deal of interest and enjoyment for practical activities. This was seen in the role-play activities in which the pupils were fully involved in taking on the roles of the various characters in the Goldilocks story.

Physical development

- 73 In the area of physical development pupils make good progress in the development of their fine manipulative skills and are in line to meet the goals expected for their age when they leave the foundation class. They show suitable skills in manipulating scissors, writing tools and paint brushes and demonstrate appropriate skills when they make models. The quality of teaching in the organisation and implementation of such activities is very good. The children's awareness of their own and others' space is developing well. The children use the school hall for the development of their robust skills but no lesson was inspected. There are few outdoor resources for the age group and this curtails the quality and range of activities provided for the development of pupils' robust skills.

Creative development

- 74 The quality of teaching and learning is very good and the children are in line to exceed the goals expected for their age when they leave the foundation class. The activities are well planned and resourced and succeed in capturing the children's interest and their motivation to learn. Examples of good standard finger paintings, bubble printing, pictures of themselves using various mathematical shapes and other individual paintings by the children are effectively mounted and displayed. Paper puppets of the three bears have been individually designed, drawn and decorated by the children. Very good standards have been attained in their making. In a well planned and organised music session, the children responded and moved to the sound of a 'shaker'. They responded slowly, quickly and rhythmically. They are able to clap to a

steady beat. Their ability to distinguish between various sounds is developing well and they listen attentively and respond effectively during musical activities.

ENGLISH

- 75 In the 2000 national tests, pupils' attainment at Key Stage 1 was well below the national average. The proportion of pupils achieving the nationally expected Level 2 in reading and writing was well below the national average. The proportion achieving Level 3 was also well below average. In comparison with schools in similar contexts, standards were below average in reading but were close to the average in writing. Standards have declined since the last inspection in 1996 when standards in English at Key Stage 1 were judged to be similar to the national average. There is a downward trend in the school's national curriculum points for Key Stage 1 over the last four years.
- 76 Over the past two years, new teachers have been appointed for the foundation class and both infant classes. Inspection evidence points to improving standards in English throughout Key Stage 1 that are likely to have a positive impact on national test results in 2001.
- 77 At Key Stage 2, performance in the 2000 national test in English was close to the national average. However, in comparison with other schools in similar contexts, the school's results were well above the national average. The proportion of pupils achieving the higher level (level 5) was close to the national average. In 1996 when the school was last inspected, standards were also in line with the national average. Standards improved significantly in the next two years but have dipped slightly in the last year. The trend in the school's national curriculum points score, however, was above the national average.
- 78 Across the school pupils listen attentively and demonstrate good recall of what they have heard in the whole class part of the literacy lesson. They co-operate well in groups and pairs and readily contribute to discussion. Year 6 pupils are articulate, confident and able to discuss a range of topics and develop rational arguments. Of particular note is the way in which they are able to compare and contrast the personal traits of various characters from several of Dickens' novels which they have studied in class.
- 79 The majority of pupils in Key Stage 1 are interested and motivated readers. They develop a satisfactory range of strategies for reading and by Year 2, many are able to make use of phonic knowledge in reading unfamiliar words. Although the majority of Year 2 pupils are able to discuss the content of their reading scheme book sensibly, they do not readily discuss favourite books or authors. In Key Stage 2 pupils read with growing confidence a range of texts including poetry, fiction and non-fiction. A good proportion of pupils in Year 3, 4 and 5 read simple texts fluently and can discuss characters and stories by favourite authors. Higher attaining Year 6 pupils have developed mature personal tastes in reading and are able to discuss their reading knowledgeably and perceptively. They are able to refer to a wide a range of authors and genre and most read challenging texts with very good understanding.
- 80 Writing skills are generally satisfactorily developed across the school. In Key Stage 1, most pupils can communicate meaning through simple words and phrases. Many Year 2 pupils can use capital letters and full stops correctly and do so consistently. Pupils in Years 3, 4 and 5 begin to plan their writing and to use more imaginative vocabulary. However, when asked to write imaginatively and descriptively, the written contributions of many pupils are too short. Standards of writing rise significantly in

Year 6. Pupils are able to use wide range of vocabulary in their writing. They are able to write in different styles for different audiences, for example, poetry, letter writing, diary form, empathetic, descriptive, and imaginative writing. Some examples of very good quality writing were observed where pupils had written studies on various Dickensian characters and where several had written long stories in a class book titled 'Authors 2001'. The presentation of pupils' written work is good throughout the school. Pupils develop a clear and legible joined script and present their work neatly and carefully.

- 81 Pupils with special educational need are given high quality support by classroom assistants. This enables them to participate fully in lessons and, as a result, they improve their literacy skills at a good rate. There are a significant number of pupils with English as an additional language in the school. No analysis of national and other test results has been undertaken to track and assess their attainment and progress over time. In the absence of initial assessments made to determine their level of competence in English it is impossible to judge what specialist support they need. They also receive high quality support from the classroom assistants and most make satisfactory progress in their ability to communicate. However, in the absence of assessments to gauge their actual needs, it is difficult to make an accurate judgement of their progress over time.
- 82 The quality of teaching ranges from satisfactory to excellent but is good overall. At best it is characterised by very good subject knowledge, high expectations, interest and enthusiasm. In the best lessons, such as when Y6 pupils are encouraged to develop rational arguments, challenging questions are posed which assess pupils' understanding and extend their learning. Where the teaching has some shortcomings, the content in some literacy sessions is too complex for most pupils and is not linked purposefully to pupils' writing. This was evident in a Year 5 lesson where pupils were taught to identify main and subordinate clauses.
- 83 The National literacy Strategy (NLS) is implemented in all classes. Whole class sessions and individual and group tasks are generally purposeful and contribute to good learning. Teachers are skilled at managing time in line with the demands of the literacy hour, so that all aspects of the planned work are covered.
- 84 The subject is well managed. The co-ordinator has had few opportunities to monitor teaching but teachers' planning and pupils' work are regularly monitored by her. Clear assessment and tracking procedures have been introduced but these do not include pupils for whom English is an additional language and this is the only weakness in an otherwise good system. Resources for the teaching of English are generally satisfactory and are well used. There is a paucity of good quality information books in the central library and across classes. The school pays for the facilities provided by the Greenwich Library to supplement its stock of reference books.

MATHEMATICS

- 85 When compared to national averages, test results at the end of Key Stage 1 have indicated a downward trend since 1997 and have been consistently well below average over the last two years. However, levels of attainment in the 2000 tests were in line with those found in similar schools. Standards of work seen in the current Year 2 class are in line with those expected for the age group in numeracy and all areas of mathematics. This is a similar judgement to that made in the previous full inspection in 1996.
- 86 Since 1997 the test results for pupils at the end of Key Stage 2 have been very good

with pupils consistently attaining well above the national average and, in 2000, all pupils reaching the expected level or higher. When compared to similar schools the attainment in mathematics was very high. This is a very good improvement since the last inspection when standards were judged to be well below those found nationally with pupils making poor progress. Inspection findings show that pupils currently in Year 6 are attaining standards well above those found nationally. The successful implementation of the National Numeracy Strategy and the much improved quality of teaching have been significant factors in raising standards.

- 87 There are no significant differences in the performance of boys and girls. Pupils with special educational needs receive good support and make good progress. Many of them attain standards above expectations and, as seen in last year's Key Stage 2 test results, are able to reach the standards found nationally. Pupils with English as an additional language make similarly good progress.
- 88 By the end of Key Stage 2, pupils can understand the language of number, have a good knowledge of the place value of numbers to at least a hundred and can quickly recall addition and subtraction facts to twenty. They know some of the properties of two-dimensional shapes such as squares, rectangles, triangles and hexagons. For example, they know the number of sides and corners of each shape. They can measure accurately in centimetres and solve shopping problems to at least one pound. By the age of eleven pupils have progressed to having a good understanding of the place value of numbers to a thousand with many pupils confidently handling numbers and computations to a million. Their mental mathematics is particularly good as a result of a concentrated effort by teachers to make pupils learn a range of useful strategies and number facts to employ in their calculations. Pupils can calculate area using a formula and more able pupils can calculate the area of compound shapes made up of two or three different rectangles. They use fractions, decimals and percentages confidently.
- 89 Only occasionally do pupils use information and communication technology to help them in their work, usually to reinforce basic work in number. This is an area which is not sufficiently developed by the school, particularly to improve pupils' competency in data handling.
- 90 The quality of teaching and learning is good throughout the school with some very good teaching observed in two lessons. Teachers have good subject knowledge and this enables them to explain clearly to pupils how to approach new work. The main objectives of each lesson is clearly specified so that pupils can focus on them and, at the end of the lesson, know if they have achieved them. Teachers manage their pupils very well and create a calm and purposeful working atmosphere in which pupils can concentrate and make good progress. Behaviour in lessons is good and pupils are attentive to their teachers and listen carefully to the comments and views of their classmates. Relationships are very good. All teachers follow the National Numeracy Strategy in their planning and their lessons and this also has proved effective in raising levels of attainment. Planning of lessons is very good and the needs of all pupils are catered for with work closely matched to the prior attainment of pupils.
- 91 Every lesson commences with a brisk mental mathematics session that, in the best lessons, fully involves all the pupils and gives them opportunities to explain and discuss the strategies they employed in finding the answer. Teachers assess the level of understanding of each pupil and adjust their teaching accordingly. They use individual whiteboards and number fans most effectively. A very good example of this was seen in a Year 4 class rounding off numbers to the nearest hundred. The teacher quickly realised that a number of pupils were having difficulty with numbers over a

thousand and immediately started to use smaller numbers to give the pupils more success, gain in confidence and then be able to move on to working with higher numbers in a future lesson. Teachers use their classroom assistants very well to help pupils learn more effectively. The assistants are well briefed for each numeracy lesson and perform useful tasks such as monitoring responses made by specific pupils when the teacher is addressing the whole class. During individual or group work they often support pupils with special educational needs and help them to understand the work and make good progress. This was clearly seen in a Year 5 lesson about area where the learning support assistant worked very well with a small group of pupils and during the lesson these pupils made very good progress in understanding how to calculate the area of an irregular shape. Homework, such as learning times tables, is set by most teachers but only rarely are pupils given tasks to extend their learning in other aspects of mathematics or to reinforce the concepts they have learned in class.

- 92 The procedures for assessing pupils' attainment and progress as they move up through the school are very good and these assessments are used effectively to guide teachers' planning. Test results are analysed to identify any areas of strength as well as those that are in need of further input. For example, mental mathematics was identified by the school as an aspect needing improvement by the current Year 6 pupils and this was the main focus of the teaching of these pupils last term resulting in a very good improvement in pupils' confidence and competency.
- 93 The subject is generally well managed. No opportunities are provided for the co-ordinator to monitor teaching but she gains a satisfactory overview of the work through the school by scrutinising teachers' long-term planning and lesson plans.

SCIENCE

- 94 The teacher assessments in science at the end of Key Stage 1 in 2000 were well below average for the proportion of pupils at the expected level 2 and no pupils achieved the higher level 3. There has been a decline in standards since the last full inspection in 1996 when standards according to teacher assessments were average. However, with a new year group and a new teacher, inspection evidence indicates that standards in Year 2 are now in line with those expected nationally.
- 95 Standards of attainment in the 2000 national tests in science at Key Stage 2 were well above average. All pupils attained the expected level 4 and fifty two percent of pupils obtained level 5. The school's performance in relation to similar schools was very high. There was very little difference in the performance of boys and girls. In the last full inspection report in 1996, standards in the national tests at the end of Key Stage 2 were below average. This shows excellent progress since the last inspection. The current standard of work at Key Stage 2 reflects these results and is above those expected nationally. In both key stages, pupils with SEN and those with English as an additional language make good progress across all areas of the subject.
- 96 Although no lessons were observed at Key Stage 1, interviews with Year 2 pupils and a scrutiny of their work books indicate that standards are now in line with those expected nationally. Pupils know that it is essential to have a healthy, balanced diet and to take care of their teeth. They have produced a food pyramid where unhealthy items such as cakes and sweets are at the top and the healthy foods such as fruit and vegetables are at the bottom. They have also made further investigations by

designing a healthy sandwich, which was also linked to their design and technology work. They know that there is a range of materials with different characteristics such as wood, plastic, metal and paper. They have experimented with other materials to ascertain which are waterproof and which are not. They have investigated how heating or freezing can change some materials. The school has a new garden and pupils have planted, tended and observed the growth of the plants within it.

- 97 Pupils in Year 1 can identify parts of their body and differences in movement between humans and animals. They can name light sources, including the sun, and have experimented with a black box and a peephole to observe light. Through another experiment they established that seeds need water and light to grow.
- 98 By the end of Key Stage 2, pupils in Year 6 display very good investigative skills. For example, in studying the heart, pupils demonstrate their understanding of the heart as a muscle, pumping the blood through the arteries and veins. They set up experiments with pulse rates, at rest, after moderate exercise and after extensive exercise. They know that smoking, non medical drugs, solvents and too much alcohol are harmful to the body. They understand from their work on planets how the moon rotates and how the earth rotates round the sun. They also know why we have light and dark and why daylight is shorter in winter and longer in summer. They have undertaken experiments with materials and know that some dissolve and some do not.
- 99 In the lessons observed, the quality of teaching ranged from satisfactory to very good, but was mainly good. In the two best lessons where Year 4 pupils studied the food chain and Year 5 pupils studies the earth's movement around the sun, the teachers displayed secure subject knowledge which was used effectively to develop pupils' understanding and ideas. Good whole class teaching set high expectations and led to challenging work for pupils of different attainment and ages. In general, lessons have a good pace and through good questioning techniques, teachers ensure that all pupils are appropriately challenged. Support staff are very well deployed and have a significant impact on the learning and the generally good progress that the lower attainers make. Pupils' learning and behaviour are well managed which produces a positive attitude to the subject. Pupils are interested in their work and concentrate well for extended periods. The majority behave well and make very good progress. As a result, learning by pupils of all attainments, including those with special educational needs, is good throughout both key stages.
- 100 The subject is well led by the co-ordinator. There is an agreed policy and a nationally known scheme of work is used effectively. Formal assessments take place and each pupil is tested each half term and given levels of attainment. Two or three pieces of work are placed in their personal files. A science action plan was devised in Autumn 2000. Marking of work is of variable quality, ranging from a few ticks to useful comments which extend pupils' learning. Resources are adequate. Information and communication technology was not used during the lessons observed. Pupils use their literacy skills to record experiments and their numeracy skills, in particular, to draw graphs.

ART AND DESIGN

- 101 Two lessons were observed during the inspection. Evidence from these and a scrutiny of pupils' work indicate that standards are in line with those expected nationally at both key stages. This is an improvement on the findings of the last inspection when standards were judged to be below average in Key Stages 1 and 2. Pupils with special educational needs and those with English as an additional

language make satisfactory progress.

- 102 In Key Stage 1 pupils work with pencils, crayons and paint in expressing their ideas. They develop satisfactory manipulative skills through drawing, cutting, pasting and painting. Year 1 children have linked some of their art with work in science on 'light and dark'. The children have produced effective paintings using dark colours on light paper and light colours on dark paper. They have also experimented with paper weaving and colour dyeing. Year 2 pupils have produced good quality paintings based on their study of Vincent Van Gogh's painting of 'Sunflowers'. They have extended this work to look at Mondrian's work with shape, lines and block colour. The children show interest and satisfactory appreciation of the different styles and techniques of the two artists. Good use is made of computer programs to produce overlapping shapes to make designs in the style of Mondrian's work. Year 2 pupils have also used pencil and paint to record their close observations of plants and their sketches display satisfactory representational skills.
- 103 Some effective work, including observational sketches of houses near the school, was seen by Year 3 pupils. The sketches were enlarged to form a collage. A selection of pupils' sketches were also painted on to fabric. Year 4 pupils have looked at different ways of using colour and line to create pictures. Year 5 pupils have designed and made their own musical instruments. Year 6 pupils have designed plates in the style of Clarice Cliff and they have made pencil sketches from close observations of various artefacts from their class museum. The art work in all classes is of a satisfactory standard and there are examples of work which is of a good standard from a few pupils in each class.
- 104 The quality of teaching in the two lessons seen was good. The teachers displayed good subject knowledge. Lessons were well planned and tasks were well matched to the capabilities of pupils. A close focus was kept with pupils on the aims of the lesson. In one, pupils' learning was consolidated through asking them to evaluate their own finished work and the work of others. Pupils responded with obvious enjoyment and displayed good motivation. They applied themselves diligently to their tasks and took great pride in completing their tasks to a standard which matched the objectives of the lesson. They behaved well throughout the lessons and were able to work co-operatively and share resources amicably.
- 105 The art and design co-ordinator has only taken up responsibility for the subject since November 2000. She is interested and enthusiastic and has good subject knowledge. She has had no time allocated to monitor teaching but she is beginning to monitor whole school planning and already has a satisfactory oversight of the work in classrooms. The scheme of work in art and assessment procedures are based on the framework contained in the revised National Curriculum 2000. The subject is resourced satisfactorily.

DESIGN AND TECHNOLOGY

- 106 Only two lessons in design and technology were observed during the inspection. Judgements take account of the content of these lessons, school documentation, the scrutiny of available work and discussions with teachers and pupils.
- 107 At the time of the last inspection in 1996, the standards were below national expectations and were lower in Key Stage 2 than Key Stage 1. Standards achieved by the pupils are now broadly in line with those expected nationally at both key stages.

- 108 In Key Stage 1, Year 2 pupils know that they must plan their work before making an item and then evaluate it. This was noted when they designed and made a healthy sandwich, linked to their lesson in science. They chose the vegetables themselves and included cress, cheese, cucumber, tomatoes and lettuce. Having designed the sandwich, they followed their designs very carefully and then evaluated. In the previous year the same pupils had designed some puppets and had marked out, cut and joined pieces of fabric together. They have also designed and made clay models for the new school garden.
- 109 The theme of planning, making and evaluating is continued at Key Stage 2. Year 6 pupils have made pop-up cards. They have also designed and made their own biscuits and chosen the fillings. They have made a Victorian necklace from clay and decorated it. They have also completed cross stitch designs in needlework.
- 110 In discussion with pupils, it was noted that they enjoy all aspects of their work in design and technology. They particularly enjoy food technology. They co-operate with each other in the making process and in the sharing of tools. In the two lessons seen, pupils showed good attitudes to work and great interest in their topics. In the Year 2 lesson, pupils had to think of ideas on how to make a bird cake. This lesson was linked to science work on the needs of animals and birds. Pupils evaluated the previous week's work on the need for bird feeders. They were inspired and excited during the lesson.
- 111 In another good lesson, Year 4 pupils improved their literacy skills by writing a story for reception, Year 1 or Year 2 pupils. They then had to plan and make moveable mechanisms as part of their stories. This entailed making moving eyes with a pop up mechanism. They worked well in their groups, measuring accurately, using scissors competently and cutting out properly.
- 112 The teaching and learning that was observed was good. The teachers have good subject knowledge and their lessons are planned well. They manage the pupils effectively and the lower attainers in particular are well supported.
- 113 The co-ordinator has been responsible for the subject for only four months. She is enthusiastic and anxious to move the work forward. She uses a nationally known scheme of work for curriculum and assessment procedures. Resources are satisfactory but there are no work benches and insufficient tools to meet all the requirements of the subject. At present, the lack of opportunity to monitor the quality of teaching limits the co-ordinator's effectiveness in gaining an overview across the subject. However last term the co-ordinator was able to demonstrate her skills in paper folding to the other teachers and, as a result, there was a whole school effort to decorate the Christmas tree. For example Year 1 used a fanning technique, Year 2 paper kings, Year 3 cross stitch Christmas decorations, Year 4 made boxes working on a net linked to maths, Year 5 cut out clay shapes and Year 6 3D stars. Other work noted around the school was some very good faces made from clay and painted by Year 4 pupils. Year 5 pupils had constructed some very good circular boxes and covered them in gold paper. The same pupils had designed and made musical instruments including a bagpipe, drum, box guitar, cabassa, tambourine and other shakers.
- 114 The subject contributes effectively to the development of pupils' literacy and numeracy skills, for example in writing up evaluations and measuring activities. Information communications technology is not used consistently to extend and develop the work.

GEOGRAPHY

- 115 The standards attained in geography meet national expectations at both key stages. This is a good improvement since the last full inspection in 1996 when standards were judged to be below national expectations in both Key Stage 1 and 2. This good improvement is mainly due to the improved teaching and the quality of the whole school planning. Pupils with SEN and those with English as an additional language make satisfactory progress in all aspects of the subject.
- 116 Pupils in Year 1 learn about different places in the world through the travels of 'Barnaby Bear' who sends them postcards from other countries. They then plot each country on a map of the world. They were fascinated by one from North America depicting a bear and deduced that he must have been visiting his relations there. In Year 2, pupils are able to write successfully about their own experiences of travelling and those of others. They have increased their understanding of the locality through a visit to a local environmental centre. Pupils talked animatedly about the visit and how they had recycled waste paper to make new paper. Older pupils in Years 3-6 build on the skills and knowledge they acquire as they move through the school so that by the time they leave they have a sound understanding of world geography and of physical phenomena such as the formation of a river and the weather. In Year 3 pupils keep a daily pictorial weather chart to observe and note any changes over time. Year 4 pupils have made a most successful study of a Yoruba village in Africa and compared life there to their own in this country. As a number of pupils in the school originate from Nigeria then this study is most relevant to them and their classmates. Pupils in Year 5 know the stages a river goes through from its source to the sea and can explain in detail how such things as waterfalls and ox-bow lakes are formed. One area, which is less well developed, is map work as pupils have insufficient experiences in drawing and using maps to fully understand scale, common symbols and relating them to observable features on the ground.
- 117 Only one lesson was observed during the inspection but from its content, teachers' planning, looking at pupils' books and displays and talking to pupils, the quality of teaching is judged to be at least satisfactory. The teaching in the lesson seen in Year 5 was very good and pupils made very good progress in their understanding of how a river is formed. The teacher provided a good range of resources and the pupils used these effectively to do their own research into different aspects of a river's development. They were fascinated by the subject and all worked very hard, including a group working with the classroom assistant, to produce good quality work in making a model of a river's journey to the sea. All teachers plan work well and provide pupils with interesting and enjoyable work that is designed to improve their knowledge and skills.

HISTORY

- 118 At the end of both key stages, pupils' attainment in history is in line with national expectations. This is a similar judgement to that made in the last full inspection in 1996 when standards were found to be average.
- 119 From an early age pupils are introduced to the idea of past and present through studying toys of their own and comparing them to those from an earlier time. In Year 2, through their studies of famous people in history such as Florence Nightingale and Guy Fawkes, pupils know how people lived in times gone by. More able pupils can explain the reasons for Guy Fawkes actions and the consequences of Florence Nightingale's work in improving the standards of nursing.

- 120 By the age of eleven pupils have studied a range of periods in history in this country and abroad and have a good understanding of when specific events took place, using a time line to show the order in which they occurred. A good example of this was seen in a Year 3 lesson about the Vikings. Pupils knew that the Viking invasion came after the Roman period in Britain and could give sensible reasons why they had left their own land to invade this country. Pupils in Year 4 know about the local area through visits to Charlton House and Village and by interviewing local residents about changes they have witnessed over the years. Year 5 pupils visited the British Museum as part of their research into the Ancient Greeks. They can explain in detail about various aspects of those times such as the Olympic games, architecture, Gods and Greek myths and legends. Some thoughtful and interesting work was produced by Year 6 pupils about the Second World War. They wrote in detail about the Blitz as if they had experienced it personally and analysed the causes of war. The pupils were fascinated by, and learned a lot from, interviewing an evacuee and an ex-soldier from the war. A visit to the Imperial War Museum further enhanced their learning and understanding of the period.
- 121 Only two lessons were observed during the inspection but from these, teachers' planning, looking at pupils' finished work and talking to them, it is evident that the quality of teaching is at least satisfactory throughout the school. Teachers have a good subject knowledge which enables them to interest pupils in the work and explain events clearly and in detail. They plan lessons well and often include suitable links to other subject areas, particularly literacy, as pupils are encouraged to write in a variety of styles. A good example of this was the writing by Year 6 pupils about the Second World War. The pupils pretended they were evacuees and wrote letters home showing a good understanding of how the children would have felt in those circumstances. Teachers manage their pupils well and this enables pupils to concentrate and learn effectively. Pupils are positive about their learning and behaviour in lessons is good. The subject is well managed and resources, some from a local museum, are used effectively to make the subject come alive and stimulate the pupils' interest.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 122 At the time of the last inspection in 1996, attainment in information communication technology was well below the national expectation and little progress was being made with much of the required National Curriculum programmes of study not being taught. Much has been achieved since then. The appointment of a new co-ordinator and the upgrading of equipment through national government initiatives have given new impetus to the subject. Standards are now in line with national expectations at both key stages and good overall progress has been made. During the week of the inspection, it was only possible to observe two full lessons of ICT. Inspection evidence has been obtained from those lessons, interviews with staff and pupils and observation of wall displays.
- 123 By the end of Key Stage 1, pupils can name parts of the computer and know their basic functions. Pupils in Year 2 are able to type and write sentences to communicate meaning. They have collected information, such as their favourite colour or car, and have been able to portray this information on the computer using graphs. They know how to save information and retrieve it. Examples of the use of a paint package were seen where pupils had used various shapes such as, square, rectangle, triangle and circle, to produce effective designs and patterns.

- 124 By the end of Key Stage 2, pupils can use ICT for word processing. They are able to prepare and classify information and know how to edit their work. They know how to use and search the Internet. They know the principles of email and a number have used it at home. Multimedia presentation in the form of CD Roms is another area which has been used extensively with other subjects. For example, Year 5 pupils used a CD Rom of the River Thames for the pupils to research the river in geography. They looked at aerial photographs and how the river meanders on its way. Pupils have limited experience of spreadsheet modelling and this is a weakness in their computer skill development.
- 125 In a lesson observed with Year 4 pupils, the pupils were able to explain and demonstrate the difference between a simple search and complex search, using the computer. In another lesson, Year 5 pupils were taught how to create patterns by rotating and manipulating simple shapes to repeat patterns. They know how to hold the mouse button to move images around the screen. They can use the special tools and transform images at 90 degrees.
- 126 The school has received a gift of some computers from the local sixth form college. These are placed in the room used by special needs pupils. The equipment obtained through the national government initiative has enabled each class to have a computer and a printer. However it does limit the learning. When a topic is taught, only two pupils at a time can use the classroom computer. As a result, pupils will demonstrate whether they have understood the lesson at various times in the week. At present, the numbers of computers available to support the work are adequate, but more machines would benefit the extension and development of the work across the school.
- 127 The co-ordinator carries out her duties efficiently. No opportunities are provided for her to monitor teaching but she is able to give help and assist other staff on an informal basis. The curriculum policy provides good guidance for the development of the subject across the school. The areas for development have been linked well to the school development plan. Two other members of staff have had ICT training. The LEA advisory inspector has given assistance. As a result, teachers are more competent and confident in using the computers than they were at the time of the last inspection. In the observed lessons, the teachers displayed good subject knowledge and were able to transfer this effectively to pupils. Pupils behaved well in lessons and displayed good attitudes to their work.

MUSIC

- 128 Attainment in music is as expected for pupils by the end of both key stages. This is a good improvement since the last full inspection in 1996 when standards were judged to be below national expectations. At that time, singing was judged to be the only strength and standards have been maintained in this aspect of the work. Improvements have been made in areas such as composing and listening to music through the adoption of a suitable scheme of work that ensures coverage of all aspects as pupils move up through the school. School concerts, participation in a good range of local musical events and specialist teaching funded by the Education Action Zone have all contributed to raising standards and pupils' enthusiasm for music.
- 129 Pupils throughout the school sing tunefully and with due regard for phrasing and rhythm. They sing well in class lessons, assemblies and concerts. Pupils in Year 2 can successfully echo a given rhythm using body percussion and can compose their own rhythmic patterns for others to copy. During the inspection pupils in Years 1, 3

and 5 were receiving specialist teaching from a visiting musician as part of a local initiative and were learning to use a range of untuned percussion instruments to compose their own music on a given theme. For example, the pupils in Year 5 were seen composing musical sounds to represent feelings they might encounter in travelling through space such as 'worried' and 'not worried'. This they did with great enthusiasm and obvious enjoyment and the finished compositions were of good quality and thoughtfully produced.

- 130 The commercial scheme of work, used throughout the school, gives pupils many opportunities to learn different styles of music from around the world. Year 4 pupils were seen learning rap music and fitting the words successfully to the beat. Of particular note is the school's involvement in local events. Year 6 pupils took part in a production at Greenwich Theatre about evacuees and their performance was highly acclaimed by all who attended. They also took part in an anti-racist procession for which they made their own costumes, flags and instruments. This culminated in a most colourful and vibrant climax in front of a large and appreciative crowd at the nearby league football ground and was thoroughly enjoyed by both performers and spectators. As well as these, pupils were involved in a local community passion play in Greenwich Park and performed on an open-air stage to a large audience. There are, however, limited opportunities for pupils to learn to play a tuned instrument. This is mainly restricted to the pupils who attend the guitar club held in the summer term. Opportunities are also missed, for example in assemblies, for listening to music by composers from around the world in a focused and informed manner.
- 131 The quality of teaching seen during the inspection was good. Many teachers have a good subject knowledge which enables them to give clear explanations of the work and help pupils make satisfactory progress. Good relationships are a strong feature with pupils behaving well in lessons and eager to be involved. As yet, pupils' work is not recorded to help them evaluate their own performance and that of others to enable them to suggest ways to improve.

PHYSICAL EDUCATION

- 132 Observation of lessons, scrutiny of school planning and discussion with the physical education co-ordinators show that all aspects of the physical education national curriculum are taught. Dance, gymnastics and games are taught at both key stages. In addition at Key Stage 2, swimming, water safety, athletics and outdoor and adventurous activities are also taught. At the end of Key Stage 1 and Key Stage 2 pupils attainments are in line with those expected nationally. Standards have remained similar to what they were at the time of the last inspection.
- 133 In a very good teaching lesson, Year 2 pupils demonstrated an ability in dance to devise their own steps and movements to match the beat of the music. Working in pairs, they developed a sequence of movements which they refined in order to perform to other pupils. They used space well.
- 134 Year 6 pupils were observed, in a dance lesson, creating a sequence of movements whilst using background choral speaking. There were links with English as the pupils had learnt the poem, Hiawatha, by heart. There were some very good movements by the pupils who were performing in groups. They were able to change, at the appropriate time, their vocal expressions to match their movements. When they came to pronounce "Ishkoodoh", they used their voices well and jumped high into the air. In another part of the poem "sound of music, words of wonder", there were some beautiful, elegant movements by the pupils. One group, at a time, demonstrated the

movement they had devised to the other four groups. The teacher allowed them to discuss in groups their new movements, which was done against a quiet musical background, on tape.

- 135 In the two lessons observed during the inspection, the quality of the teaching was very good. Both teachers displayed very good subject knowledge and were able to direct the pupils effectively. Their management and organisation of the pupils was very good and the routines established during the lessons enabled pupils to develop very good movement sequences and to improve their physical skills.
- 136 Some first and second team players from Charlton Athletic Football Club give coaching sessions for pupils during the summer. London Broncos also teach tag rugby. Pupils in Years 5 and 6 attend an activity centre in the summer term in Somerset where opportunities for orienteering, rafting, canoeing and archery are provided. Swimming takes place in Year 4 after which the majority of pupils are able to swim at least 25 metres.
- 137 The subject is managed satisfactorily. The LEA advisor has helped the co-ordinators draw up the scheme of work that is based on a national scheme. The scheme is effective in ensuring continuity and progression in the work covered. Resources are adequate but not plentiful. The hall, which provides good space, is mainly used only for physical education activities during the first period of the afternoon. This does not ensure the best use of its facilities. Assessment takes place at the end of each year.