

INSPECTION REPORT

Christ Church VA C of E Primary School

North Brixton

LEA area: Lambeth

Unique reference number: 100610

Headteacher: Mrs Pam Marley

Reporting inspector: Jonathan Palk
23630

Dates of inspection: 13 – 17 March 2000

Inspection number: 191244

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary Aided
School category:	Infant and junior
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Cancel Road North Brixton London
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Appropriate authority:	The Governing Body
Name of Chair of Governors:	Fr Nigel Godfrey
Date of previous inspection:	04/11/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Jonathan Palk	Registered inspector	Mathematics and numeracy Physical education Co-ordinating the inspection of pupils having English as an additional language	What sort of school is it? How high are standards? Results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mrs Deborah Pacquette	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs Jill Forward	Team inspector	English Art Design and technology Co-ordinating the inspection of the education of pupils with special educational needs Co-ordinating the inspection of the education of under-five year olds	How good are the curricular and other opportunities offered to pupils?
Mr Don Kimber	Team inspector	Science Information technology Geography History Music	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church Voluntary Aided Primary School is a small inner city primary with 187 pupils aged from four to 11. The largest proportions of pupils are from Africa and the Caribbean, in addition there are nine pupils recently arrived from Kosovo. English is the first language for just over half the pupils, the other pupils speak various African and Caribbean dialects. Most pupils understand some English but 15 pupils have only just begun to learn English. Sixty pupils are on the register of special educational needs, which is well above average. Four pupils have Statements of Special Educational Need. Few children have experienced a nursery and attainments on entry are below average, although slightly higher than the average for the borough. There are considerable movements of pupils in and out of the school and just over half of the pupils in Year 6 were with the school in Year 4. Eleven pupils were under five years old. Pupils are taught in year groups and the number of teachers to pupils is well above average. The school receives additional support as part of an Educational Action Zone.

HOW GOOD THE SCHOOL IS

The newly appointed headteacher has done a great deal to improve standards, behaviour and the quality of teaching since taking up post last September. Standards in English and mathematics are rising, although still below average. The attitudes of pupils to learning and their behaviour are also improving and teaching is satisfactory with very few unsatisfactory lessons. The headteacher has a very clear understanding of what needs to be done to ensure that pupils achieve their potential and is effective in managing the required action. There are still many weaknesses to address and at present the school is not giving satisfactory value for money.

What the school does well

- Pupils are achieving well in literacy and numeracy given their previous attainments.
- The management of pupils' behaviour is good and they respect each other and their teachers.
- There is a positive climate for learning and pupils are increasingly confident in their abilities.
- Teachers have high expectations of the pupils and teaching is effective.
- The leadership and management of the headteacher and senior staff are good.

What could be improved

- The management of provision for those with English as a second language is unsatisfactory.
- The role of the governing body in monitoring and evaluating the work of the school is unsatisfactory.
- The curriculum is not sufficiently balanced.
- Not enough use is made of assessment to guide planning.
- The qualities of home and school links that will help meet pupil's academic needs are undeveloped.
- Classroom assistants are not always providing effective support.
- The quality of resources for learning in most subjects is unsatisfactory.

- Provision for physical education across the school is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Teachers' planning is now better and standards have improved above the national average trend in mathematics and science. Standards in English are also rising well above the national trend. Since the last inspection the attitudes and behaviour of pupils deteriorated; the number of exclusions rose and attendance rates fell. Until recently, the school had not done enough to address the key issues of the last inspection report. There was little development of schemes of work or planning and teachers joining the school had few policies to support their teaching. Since the appointment of the new headteacher, the improvement in these aspects is good. The headteacher and senior staff have now implemented a broad curriculum. However, there is still some way to go to ensure this is balanced. The special educational need's co-ordinator has recently been given a job description but the other subject managers are still without clear responsibilities. The borough director for finances is now working with the governing body to ensure that the budget is managed properly and a school development plan has been drawn up. Overall, progress is satisfactory, and the school demonstrates that it is now capable of dealing effectively with its weaknesses.

STANDARDS

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

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

An E* indicates that the performance of pupils is in the bottom five per cent of all schools.

This table shows the average points score achieved by pupils and includes those who gained the expected Level 4 or above in the National Curriculum assessments and those achieving the higher Level 5. In addition it also includes those who achieved Level 3 or below.

Performances in Key Stage 2 are affected significantly by high pupil turnover, the number of refugees joining the school and the high percentage of pupils with special educational needs and those for whom English is an additional language. The performance of pupils in the end of Key Stage 1 is well below average in reading and mathematics and below in writing. The performance data shows that those who remain with the school make satisfactory progress.

Inspection findings are that children under five achieve standards in line with expectations by the age of five and make good progress in all areas of learning, except physical development which is satisfactory. Pupils are in line to achieve average standards in reading and writing and mathematics by the end of Key Stage 1, but are below average in speaking, listening and science. They make good progress in developing their literacy and numeracy skills. Pupils in Year 6 are attaining below average standards in writing, mathematics and science as a result of many earlier disruptions to their learning of basic skills and inadequate schemes of work. Most pupils in Key Stage 2 are now achieving well and making good gains on their prior attainment. Progress in literacy and numeracy is good, although readers that are more able are not adequately challenged.

By the end of both key stages, standards in information technology meet the national expectations. Pupils' attainments in design and technology, art, geography, history and music are in line with expectations across the school, whilst the standard of dance seen was above that expected. Pupils make good use of their literacy, numeracy and computer skills in other subjects.

Pupils with special educational needs make satisfactory progress, and most of the pupils with emotional and behavioural problems are achieving well. Pupils receiving support with English as an additional language are not making the progress that could be expected. The school has set suitably challenging targets for raising standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn. They apply themselves well to the work set by teachers.
Behaviour, in and out of classrooms	Satisfactory and the rate of exclusions is coming down.
Personal development and relationships	Satisfactory. Personal development is well supported by opportunities to show initiative and take responsibility.
Attendance	Improving but unauthorised absence is very high.

Pupils involve themselves well in lessons. They show respect for their teachers and are developing positive attitudes towards themselves. Older pupils understand how to care for younger children and they are developing a good awareness of how their actions affect others.

TEACHING AND LEARNING

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

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

Ninety five per cent of the teaching is satisfactory or better; 36 per cent is good. Four per cent of lessons were unsatisfactory. A higher proportion of better teaching is in Key Stage 2. Teachers in both key stages have high expectations of most pupils and in all but two lessons manage the pupils' attitudes and behaviour consistently. This has a good impact on the quality of pupils' learning. Teachers plan clear lesson objectives and set work to meet most pupils' needs. The emphasis on creative development in the reception class is a particular strength. The teaching of those with special educational needs is satisfactory and teachers make good use of the individual education plans when setting work. There is insufficient attention given to those pupils with English as a second language, and the use of classroom assistants is not adequately planned for in the lessons. Overall, the teaching of literacy and numeracy is satisfactory but not enough use is made of homework to reinforce and extend pupils' skills in both key stages.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Not enough time given to creative subjects in Key Stages 1 and 2 and physical education across the school. Good use is made of information technology to extend skills and support other subjects.
Provision for pupils with special educational needs	Satisfactory. Individual education plans are of good quality.
Provision for pupils with English as an additional language	The provision is unsatisfactory. There is a lack of proper identification of their needs and no programmes of work to guide the teaching or to monitor their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for personal development, including spiritual, moral and social. Satisfactory provision for pupils' cultural development.
How well the school cares for its pupils	Good procedures for child protection and ensuring pupils' welfare. Insufficient monitoring of academic performance.

The additional provision in literacy and numeracy is helping to raise standards. There are plenty of opportunities for pupils to work independently and collaboratively. Support through the Education Action Zone enables pupils to gain access to the full curriculum and ensures a greater commitment to school for many pupils. The use of mixed ability grouping and mixed gender grouping is positive. There is no sex education policy. The school is working with parents and the local community to improve attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Effective action has been taken to raise standards, improve the quality of teaching, the behaviour of pupils and restore the confidence of parents in the school.
How well the governors fulfil their responsibilities	The governors do not have a clear understanding of the improvements needed nor how to plan for these. Their understanding of budget and curriculum matters is weak.
The school's evaluation of its performance	Good. Regular monitoring of teaching and planning is leading to higher expectations. Experienced teachers are used effectively.
The strategic use of resources	Satisfactory. Good use is made of specialist staff and outside agencies. Budget planning is not effective and the school is short of many resources. The Ethnic Minorities Achievement Grant has not been effectively used or monitored.

Resources are insufficient for outdoor activity for the under-fives and to support a balanced programme of physical activity. There are shortages of resources in most subjects. There are high numbers of non-teaching staff and they are not always used effectively. The training needs of staff are now being addressed. The school is beginning to apply the best value principles through consultation with staff, parents and pupils and the local authority.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The approachability of the recently appointed headteacher. The information they now receive on the curriculum. The fact that pupils are valued more by the teachers. 	<ul style="list-style-type: none"> They are concerned over the behaviour of pupils and the number of exclusions. They would like more information about their children's progress. They do not think that there is enough homework nor is it regular.

The inspection team agrees with the positive views of parents. Parents now play an important part in the school's behaviour management policy. Behaviour of pupils is very well monitored and individual parents are kept informed. Homework is insufficient across the school and not consistent from one week to the next.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. National Curriculum average points scores in 1999 tests at the end of Key Stage 1 are well below average in reading and mathematics and below average in writing. When compared to schools with similar characteristics results were above average in writing, average in reading and below average in mathematics. Teacher assessments in science were well below average. There are very few pupils who attain the higher Level 3 in these tests. Results in reading and writing are improving at a faster rate than nationally and are in line with the national trend in mathematics.
2. Attainments in National curriculum tests in 1999 at the end of Key Stage 2 are well below average in English and in the lowest five per cent of schools in mathematics and science. There is no Level 5 attainment in mathematics, and well below average Level 5 attainment in English and science. When compared to similar schools results are average in English, and well below in mathematics and science. Results in English are rising at a faster rate than nationally, whilst mathematics and science are also improving above the national trend¹. In this cohort, very nearly all pupils achieved a Level 3 standard or better in the tests. Pupils enter school with below average attainment in all areas of learning and those that stay with the school make satisfactory progress. The school has very high numbers of pupils with English as a second language and above average numbers of pupils joining the school during the school year. These factors can affect the performance data. However the school does not yet analyse the data fully, to qualify this.
3. The school is beginning to effectively address the attainment of pupils in English and mathematics through the implementation of the national strategies, improved behaviour management and the use of specific grants to provide additional teachers and booster classes.
4. Attainment on entry is below average in all the areas of learning. Most children achieve well in all areas of learning and reach the expected standard in the Desirable Learning Outcomes by the time they are five, except in speaking and listening which are below expectations for this age group. Inspection evidence found that most pupils are achieving well in reading and writing in Key Stage 1 and are on target to achieve average standards at the end of the key stage. This is the result of high expectations and the successful introduction of the literacy hour. Pupils in Year 6 achieve average standards in reading but in writing standards are below average. The school's target of 55 per cent to achieve Level 4 is challenging but realistic. Speaking and listening skills are below those expected at the end of both key stages. Most pupils in this Key Stage 2 are making good progress and achieve well given their previous attainment, poor behaviour and a lack of permanent teaching staff.
5. Inspection evidence found that pupils are making satisfactory progress in all aspects of mathematics in Key Stage 1 and are on target to achieve average standards by the end of the key stage. The numeracy strategy has been successfully introduced and a greater emphasis is now given to the quick recall of number facts. Standards

¹ The judgement refers to the last three years' results only.

are variable across Key Stage 2 because of earlier experiences. They are in line with expectations in Years 3 and 4 but below that expected in Years 5 and 6. The earlier disruptions to pupils' learning and a lack of a scheme of work have affected their acquisition of number skills. They have made good progress in understanding the number system, their knowledge of number facts and place value because of high expectations and good teaching. Pupils in Year 6 are in line to reach the school's stated target this year as a result of the extra support being received.

6. Inspection findings show that standards in science are below average at the end of both key stages. Pupils make satisfactory progress across the school. The management of classes is now such that more investigative science is being taught but this is taking a time to raise the standards of skills and scientific knowledge.
7. Most pupils achieve the expected standard in information technology which is lower than at the time of the last inspection when standards were to above expectation. Pupils are competent in using software to support other curriculum areas and have extended their range of skills to include digital cameras and using the Internet. The work seen in geography, art, design and technology and music meets the expected standard and is similar to that seen at the last inspection. The work seen in history is now in line with expectations, whilst in dance pupils continue to achieve above expectation.
8. Pupils with special educational needs make satisfactory progress towards their targets in literacy and numeracy skills. Those pupils with statements for emotional and behavioural difficulties make good progress because of the structured support they receive and the involvement of parents. There are no gifted and talented pupils identified by the school. Pupils with English as an additional language are well integrated into the school but make unsatisfactory progress because of the unsatisfactory management of their provision.
9. Overall, standards at the end of Key Stage 2 are below those expected. There are no significant differences in the attainment of boys and girls or different ethnic groups. The recent improvement to the curriculum schemes of work and teachers planning is effectively *addressing the deficit of skills* and raising the achievement of nearly all pupils. Where specialist teaching staff are used, progress is often good. The significant improvement in pupils' attitudes and behaviour is having a major impact on most pupils' progress which is at least satisfactory in all subjects.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are now good, and their behaviour and personal development are satisfactory. Pupils' attitudes and behaviour are having a positive impact on their learning. This is an improvement on the findings of the previous inspection, where pupils' attitudes were judged satisfactory. Attendance levels have improved since the last inspection when some year groups were below the then national benchmark of 90 per cent. They have risen to just over 92 per cent, but this is still unsatisfactory.
11. The positive attitude of pupils throughout the school is shown in many lessons and in their enjoyment of other activities outside their classroom. With the introduction of a new behaviour policy at the beginning of the current school year, and an increased joint effort by staff to encourage good behaviour, more pupils now enjoy coming to school. There is a strong caring environment providing a more secure

atmosphere in which to learn, work and play. Pupils are polite and courteous to visitors, and often helpful to each other. They show respect to their teachers. They listen well to adults and to each other in assembly, where the acoustics in the hall can easily generate a noisy atmosphere.

12. Pupils' behaviour in and around the school is satisfactory. Often it is good, but there are occasionally lapses when a pupil, who perhaps lacks confidence, finds it difficult to handle a challenge. Teachers refer, when appropriate, to the classroom rules which have been developed and agreed with their pupils. There is no evidence of serious bullying and racial harmony is good. There has been a significant reduction in the number of temporary exclusions over the last two terms, which again reflects the advances made with the new approaches to behaviour management.
13. The personal development of pupils, and the relationships between pupils, are satisfactory overall. With many pupils, personal development is good, as are one-to-one relationships between pupils and adults. Pupils grow in confidence as they move through the school. Pupils in Year 5 recognise how some of their number no longer 'get upset' so easily and are more responsible than they would have been 'last year'.
14. Pupils show increasing understanding of the feelings and values of others around them. Year 6 pupils expressed their concern about the lack of adequate play provision for the very youngest pupils in school. A Year 5 pupil was commended in assembly. He had stopped in the middle of his football game to attend and comfort a Year 2 girl who had fallen. Older pupils readily take on responsibility. Teams of Year 6 pupils take turns in having responsibility for setting up the hall for assembly. Older pupils go to younger classes once a week to help with reading, and also help younger pupils during wet playtimes.
15. The school is working hard to improve the level of attendance and is involving the parents and community to implement new procedures to deal with lateness. Pupils are responding well to these practices. There are fewer late comers.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is satisfactory overall. In 36 per cent of lessons teaching is good or very good. Four per cent of lessons were unsatisfactory or poor and pupils made insufficient progress. The behaviour of pupils disrupted the lessons and was not appropriately dealt with. This contrasts with the generally effective management of pupils' behaviour in all other lessons, which successfully blends clear expectations of behaviour with rewards. Teaching is strongest in Key Stage 2 where teachers have developed a strong rapport with even the most demanding of pupils and are successfully encouraging pupils to value themselves.
17. The teaching of the under-fives is good. The teacher has a good understanding of the needs of young children and the learning is stimulating and exciting. The task and expectations of the lesson are very clearly stated throughout the class teaching and in the activities. Praise is used well to enhance the children's self-esteem and to encourage and develop good attitudes for their learning. The teacher has high expectations of behaviour and learning, that the children understand. The teacher manages the children very well. She plans the lessons well making good use of stimulating resources such as insects and other found objects. There is good

emphasis on teaching literacy and number and these have a high priority in the lively displays. There is a good pace to the lessons with plenty of enthusiasm generated for enquiry.

18. Teachers in Key Stage 1 manage the lessons well and the behaviour management strategies are quickly and consistently applied so that there is minimal time wasted. Classroom management is nearly always very good in Key Stage 2 lessons and this is making a very good contribution to the quality of learning in lessons. This is an improvement since the last inspection. Pupils are generally eager to learn and in some of the best lessons, praise is used continuously, rewarding good effort and promoting self-confidence.
19. The basic skills of literacy and numeracy are now taught effectively across the school. Lessons are brisk and routines are clear. Good quality questions are used to establish the objectives for the lesson. Independent and group work is matched well to the needs of pupils. Literacy and numeracy skills are taught well in other subject areas. For example, information gained during a Year 5 local geography field trip was used to reinforce strategies for addition and division. The teaching style used in literacy and numeracy lessons is effectively transferred into many Key Stage 2 lessons for example art and design and technology and contributes to the effectiveness of this teaching. The approach is ensuring that pupils are clear about the task through the structured questioning and are given opportunity to discuss their progress during the plenary.
20. Teachers' subject knowledge is satisfactory throughout the school and in most subjects. The use of specialist teachers for some literacy and numeracy lessons in both key stages is helping to raise the teachers' expertise. They use clear explanations and challenging questions to extend and verify what pupils know. Good use is made of practical demonstrations as in a lesson on multiplication. However, the chance to develop mathematical reasoning is not fully explored either during the whole-class teaching or the plenary sessions. Planning is thorough and takes into account the needs of the different abilities. However the daily planning does not always indicate the role of the classroom assistant in helping pupils to meet the lesson objectives, nor does it outline how those with English as an additional language are to be supported. This is affecting the progress of this group of pupils. Additional teaching staff is used well to provide extra support in literacy and numeracy to all pupils.
21. The expectations teachers have of most pupils in Key Stage 2 are good and satisfactory in Key Stage 1. The present staffing arrangements in Key Stage 2 are such that some teachers have a greater knowledge of their pupils. This is used to good effect in planning work. Higher attaining pupils are not always sufficiently challenged during reading sessions. In Key Stage 1 classes the reading sessions often go on too long without any learning objectives. In some mathematics lessons, at both key stages, opportunities to develop mathematical reasoning are missed. All teachers set appropriate time scales for different groups to achieve the set tasks, and this ensures that lessons are productive.
22. Teachers make good use of what they know about pupils' attainment and progress from lessons and through marking, to extend the work set for pupils. Targets for improvement are sometimes shared with individual pupils but at present, there is no consistent practice across the school. There is also inconsistent practice in the setting of homework. Many pupils including those with English as an additional

language are keen to take work home but other than in Year 6 this is not organised. There are few procedures for assessing pupils' attainment on a regular basis and no guidance to teachers on how this could be linked to setting individual targets. The school has identified this an area of high priority in curriculum development.

23. The teaching of pupils with special educational needs is satisfactory. The individual education plans are clear and class teachers consider them in their planning. The special educational needs teacher works alongside the pupils in class, encouraging them to answer questions and share their ideas. The teacher also withdraws the pupils to work in the staff room but the distractions interfere with the pace of these sessions.
24. The quality of teaching was judged good at the time of the last inspection, although there was a high proportion of unsatisfactory lessons. Only one member of staff was present at the time of the last inspection and only very recently has stability been restored to the teaching team. Until recently there was no guidance on planning to support newly appointed or temporary teachers and this has had an adverse impact on the teaching of skills particularly in mathematics and science. This has improved and is now satisfactory.

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

25. The quality of learning and range of opportunities provided by the school are satisfactory, except for physical education where there is a lack of resources and too few opportunities are provided for the pupils, including the provision for swimming. All other statutory curricular requirements are met. However, within the good provision for personal, social and health education there is a policy but no guidelines for sex education and the attention to drugs misuse.
26. The curriculum for children under five is planned suitably to take account of the recommended areas of learning. There are a good range of learning opportunities. However, the provision for outside independent play in a safe, secure learning environment is not available for the youngest children which restricts their opportunities for individual, social and physical play.
27. At Key Stages 1 and 2, the curriculum is appropriately broad. However the balance of subjects is unsatisfactory. There is a high percentage of time allocated to English that is at the expense of other subjects, particularly the creative arts and physical education. Sometimes the amount of time spent in individual English lessons is too long, leading to pupils finding it difficult to concentrate. This slows the pace of teaching and learning.
28. At the time of the last inspection, a key issue for action was to improve curricular planning to develop continuity and progression in all subjects. The issue has been addressed well in English and mathematics through the National Literacy and Numeracy Strategies. A comprehensive curriculum framework is now in place which uses the Qualifications and Curriculum Assessment Authority documents as the basis for schemes of work in science, information technology, design and technology, history and geography. Music, art and physical education are still without appropriate schemes to guide the planning. These are used to ensure appropriate class planning with some good planning in Key Stage 2.

29. The provision for pupils with special educational needs is satisfactory and fully complies with the Code of Practice. At the last inspection a key issue for action was to find ways to make the role of the special educational needs co-ordinator more effective. This is currently being addressed and as a result there is improving provision for pupils with special educational needs. A part of the recent improvement is the assessment of pupils' needs and the provision of relevant individual educational plans that teachers are using in their class planning. Information about the pupils' targets is shared with parents.
30. Pupils with English as an additional language have full access to the curriculum but the provision to allow them to benefit from this is unsatisfactory. Individual programmes are not prepared and there is inconsistent support for them in lessons.
31. The literacy and numeracy strategies are being successfully implemented and are having an effect in raising the standards, particularly of English. Booster funds are being used effectively to provide support for literacy and numeracy in Year 6.
32. Good provision is made for pupils' personal and social development and health education, with the support of the school nurse. However the issues of drugs awareness and sex education are not sufficiently covered within the programme and there are no guidelines for these areas of the curriculum. The school makes sound provision for the equality of pupils' access to the curriculum. Those with emotional and behavioural problems are supported well. Pupils with English as an additional language receive help from other pupils and the classroom assistants in each class. Teachers frequently use mixed ability and mixed gender groups in organising lessons, ensuring that pupils are fully integrated.
33. The school provides a satisfactory range of extra-curricular activities, including sport and curriculum enrichment clubs. These are mainly for Key Stage 2 pupils who have to earn the right to attend them through appropriate behaviour and satisfactory attitudes to their learning. This is a good strategy. The pupils are enthusiastic about the activities and feel they are worthwhile. Since September the school has increased its number of visitors and parents who help with class activities, such as with school visits. Members of a charity who support developments in Kenya, and artists and musicians who visit the school are stimulating and supporting the pupils' learning and personal development. Pupils enjoy the variety of educational visits to museums, art galleries and around the local environment. At the time of the inspection the reception class was preparing to visit the zoo as part of their topic and other pupils will shortly be visiting the Millennium Dome. There are satisfactory links with the community to support curricular activities, mainly with their church. Other links with local play groups and schools are in the early stages of development.
34. The school makes good provision for pupils' spiritual, moral and social development. There is satisfactory provision for cultural aspects of pupils' personal development. There is a clear policy in place with guidance for its implementation. This is making a significant contribution to all pupils' behaviour and attitudes to learning.
35. Pupils' spiritual development is well promoted in the enthusiastic and well-structured daily acts of collective worship. Pupils are encouraged to participate in the collective worship. They sometimes provide musical accompaniment and have opportunities to reflect in quiet moments of personal prayer and prayers for other people in the world.

36. The school code of conduct clearly states the expectation for a clear set of moral values and the staff teach the difference between right and wrong. Most pupils show that they understand right from wrong. However, on occasions the behaviour of some pupils is not acceptable and there is some inappropriate action displayed by them towards other pupils. Most pupils show respect for adults and to the school property and that of other pupils. There is a recently introduced house system to encourage pupils to contribute and participate within a large group. Pupils earn house points by behaving well, working hard and making progress in personal developments. Pupils are positive about this, but it is too early to evaluate its impact. Staff provide good role models and constantly encourage pupils to show consideration for others and reward them for good behaviour and positive attitudes to learning.
37. Good provision is made for pupils' social development. Pupils are encouraged and well supported whilst working in groups. Older pupils are encouraged to play with and take responsibility for younger pupils. Good examples of this are seen in the playground as older pupils organise games and care for the children under five. The older pupils' participation in after school and lunchtime formal and informal clubs, particularly in Years 5 and 6, greatly enhances their social development. This is also promoted through the school trips.
38. Pupils are provided with satisfactory opportunities to develop their awareness of their own cultural traditions and the diversity of culture within the wider community. They are developing an understanding of the beliefs and culture of other people through history, geography, music, art and religious education, and visit places of local interest and some London galleries and museums.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school now has good procedures and trained staff for child protection and ensuring pupils' welfare. Child protection procedures are well established and clear guidelines are made available to all staff. The school continues to be a caring environment where pupils are well supported. The parents are positive about this aspect of the school. Pupils with English as an additional language continue to be satisfactorily integrated and they are supported well by other pupils. However there is a lack of sufficient academic provision and records are not adequately maintained. Provision for their academic development is unsatisfactory. All pupils are well supervised and cared for by staff during the school day. Most pupils respond well to the support and care given by staff. The provision for medical care and first aid is good. The school undertakes regular routine checks of the premises to identify any potential hazards and to ensure the school is a safe environment.
40. The monitoring of pupils' academic performance and progress is overall unsatisfactory. This aspect of the school is identified as a high priority for development. There is no whole school policy, sharing of information or continuity in the arrangements. However, the school makes satisfactory use of assessment information gained in lessons to guide curricular planning particularly in English and mathematics. This is done through careful planning, marking and some target setting. Teachers also make use of information gained from statutory tests and tests set at the beginning and end of study units. Special educational needs pupils have individual education plans with targets which are regularly reviewed and shared with parents. These procedures meet statutory requirements.

41. Procedures for monitoring and improving attendance are satisfactory. They are systematic and well implemented. The school uses strategies such as, regular newsletters where lateness and the importance of regular attendance are highlighted. Late-comers are monitored and there are regular formal and informal meetings with parents as necessary. The school is working closely with the educational welfare officer to monitor and improve attendance. These strategies are improving the overall attendance and reducing lateness.
42. The school currently has very good procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour. These are having a very positive impact on the attitudes and behaviour of most pupils, including those on the register of special educational needs. Self-discipline is promoted through many positive strategies that reward and sanction. The rewards include open praise, stickers, certificates, and team points. The sanctions include a colour coded report book system and counselling. The school also trained staff in assertive discipline and maintains extensive links with a number of external agencies eg a behaviour consultant and the African Caribbean Mediation Service. Staff from the pupil referral unit work closely with the school and provide good support.
43. Educational and personal support and guidance for pupils are satisfactory. The school offers good procedures for monitoring and supporting pupils' personal development. Exclusions and poor behaviour are now recorded and closely monitored, which is a significant improvement and is helping the school address this issue systematically. Pastoral care is offered for pupils with emotional difficulties, where their views are taken into account, eg through one-to-one sessions, counselling and well-developed links with a number of external agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parental views of the way the school helps their children to learn and make progress are satisfactory. The majority of parents responding to the questionnaire, and in discussion with inspectors, feel that the school works closely with them and they are kept well informed about their children's academic progress and behaviour. The contribution of parents to children's learning at school and at home is unsatisfactory. Pupils get homework but this is insufficient across the school and not consistent from one week to the next. The qualities of home and school links, that will help pupils' academic needs, are underdeveloped.
45. Parental links and involvement in the school and their children's learning are satisfactory. Parental links deteriorated significantly since the last inspection because of poor management of parental involvement and enthusiasm. However, these links are quickly being re-established and maintained. Parents have responded well to the improved behaviour management strategies which keep them well informed about their child's conduct during the day. Parents consider this an improvement on the previous systems and the attitude of their children to school.
46. The impact of parents' involvement on the work of the school is satisfactory. Community involvement through grants made available by the Education Action Zone has increased the curriculum opportunities for pupils in dance and music. Parents receive regular newsletters, comprehensive governors' annual reports and school prospectus. They are invited to curriculum and other consultative meetings and parents find these useful.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the headteacher and senior management team are good. Since her appointment in September the headteacher has successfully managed a change in the ethos of the school that has restored a positive climate in which children can learn. A new behaviour policy is in place that emphasises rewards and praise, and whilst stringent sanctions remain for unacceptable behaviour, additional support has been provided to support those pupils with emotional and behavioural problems in class. The headteacher, very well supported by her staff, provide the children with clear and consistent messages about what constitutes good and bad behaviour and are successful in improving the attitudes of pupils to their school. She has gained the respect of parents who are supporting the school with these procedures. In this way, confidence has been restored in the school.
48. Together with the senior staff important decisions about staffing in Key Stage 2 have been taken in order that pupils have the much needed stability to focus on their learning. There is a well-stated intention to improve all pupils' basic skills and their entitlement to access the full curriculum. Good use has been made of grants obtained through the Education Action Zone to provide extra staff to teach literacy and numeracy skills, and behavioural support assistants to teach the pupils the necessary social skills, which is raising standards. The special educational needs co-ordinator manages her responsibilities effectively and there is a good communication with all staff involved in raising the achievements of those pupils on the register of special educational needs. The deputy headteacher provides very good support to the headteacher through her management responsibilities and in developing the curriculum. A comprehensive curriculum framework is now in place and the headteacher monitors and evaluates all teachers planning. Her written comments are effective in raising the focus on the skills that are to be taught. The literacy and numeracy co-ordinators are being encouraged to extend their roles, and both have successfully contributed to the training of staff in the use of the new strategies and its effective implementation. At present, there are no detailed job descriptions for these co-ordinators or for other subject co-ordinators, although this is clearly stated as a forthcoming action.
49. The headteacher and the deputy headteacher routinely monitor the quality of teaching in order to ensure consistent practices in the management of behaviour and teaching methods. There are regular professional development interviews, these are improving staff morale, and a shared commitment to the change still needed to bring about improvements in pupils' attainments. Clear targets for development have been identified and these are being systematically addressed. The school development plan details the long-term strategy on how standards are to be raised but with the present budget uncertainties no costing has been identified. This is soon to be addressed.
50. Until recently, the governing body has not had a clear understanding of the strengths and weaknesses of the school and the issues raised in the last full inspection report had not been dealt with. The governing body has not challenged the school to account for the low standards nor to explain the growing number of exclusions. Their understanding of the curriculum and curriculum developments and the development of special educational needs provision is weak. The management of the budget has been unsatisfactory and large amounts of budget have been directed towards non-teaching staff with no appropriate monitoring of

these decisions. These are aspects of the school that were requiring substantial improvement at the last inspection. Steps have now been taken to address these weaknesses, and the borough education directorate along with the headteacher and members of the governing body are working together to establish effective procedures. The finance directorate is closely supervising the setting of the next budget and has been responsible for setting up effective systems for budget monitoring using new technology. The school development plan now identifies the governors' responsibilities in evaluating the progress being made.

51. The budget deficit in 1999 was the result of poor financial management. A similar issue was reported at the time of the last inspection. The costs to the school for covering absent teachers were not understood and planned for. However, the deficit has been reduced to five per cent of the budget for the end of this financial year. Budget plans for next year are satisfactory and there are plans to reduce the deficit further with the guidance of the borough financial advisor.
52. The headteacher has successfully used additional sources of funding and grants to fund recent improvements in the quality of literacy and numeracy teaching, the breadth of the curriculum and pupils' attitudes. These actions are closely monitored to ensure best value. The delegated funding for special educational needs is appropriately targeted to provide for extra support in the classes. Good use is made of other agencies and their expertise to help in the meeting the targets of those with emotional and behavioural targets. The provision is satisfactory and the need to improve the expertise of support assistants is identified as a development next financial year.
53. *The provision for pupils with English as an additional language is unsatisfactory.* The delegated funds have been used to cover the long-term absence of the teacher and only in the last month have arrangements been made for these pupils to receive additional language teaching. There are no records of the previous targets for these pupils, or the stages of competency in English that they have attained. Assessment procedures lack sufficient detail. Teachers and parents do not have a programme of work to help them meet these pupils' needs. Those with English as an additional language receive inadequate academic support from classroom assistants during lessons. A lack of clear programmes limits the progress they make.
54. There are good levels of staffing to meet the needs of the pupils and the demands of the curriculum. Pupils benefit from additional experienced literacy and numeracy teachers who are helping to raise the quality of teaching in these subjects. Other support staff are deployed appropriately however the impact of this support is unsatisfactory.
55. The accommodation is adequate and a development is soon to be opened which will allow the reinstatement of the computer suite and library. The hall has poor acoustics and noise levels quickly become distracting for teachers and pupils during music lessons and meal times. Overall, resources are unsatisfactory. There has been insufficient investment over time in resources for physical education, fiction and non-fiction books and artefacts for history and geography. Little use is made of field trips and visits to stimulate and broaden the curriculum for the pupils.
56. The school is improving at a satisfactory rate. Provision for the under-fives is good and standards are improving in all subjects at Key Stage 2. The rate of exclusions

is falling and pupils' attitudes to learning are improving. There is a positive climate in which pupils can make progress. The headteacher and key staff have a clear understanding of what needs to be done to improve the school further and the strategies to needed to implement the developments. The school is benefiting from support of the borough education directorate. There are many weaknesses still to address, but the school demonstrates the ability to address these and raise standards quickly. The lack of proper procedures for monitoring and evaluating spending, the unsatisfactory provision for those with English as a second language means that this school is giving unsatisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards the school and governing body should address the following key issues for action:

- (1) Improve the provision for pupils with English as a second language by:
 - i. implementing assessment procedures; (para 39)
 - ii. preparing individual programmes to support their acquisition of English language in all lessons; (para 30)
 - iii. improving the management of the provision. (para 56)

- (2) Continue to develop the role of the governing body in the strategic development of the school by:
 - i. putting into place structures and procedures to ensure their involvement in monitoring and evaluating the school's development plan; (para 50)
 - ii. preparing appropriate budget headings for distributing delegated funds; (para 50)
 - iii. identifying the purpose of expenditure; (para 51)
 - iv. implementing strategies to evaluate expenditure against the targets set to raise standards. (para 51)

- (3) Continue to develop the curriculum to ensure it is balanced and provides sufficient time to all subjects:
 - i. complete schemes of work; (para 28, 115)
 - ii. identify time allocations for the units of work; (para 27)
 - iii. review current timetabling of English; (para 79)
 - iv. provide guidelines on dealing with issues relating to sex education and drugs awareness. (para 25, 32)

- (4) Improve the quality of assessment information in all subjects in order to track the progress of pupils. (para 2, 22, 40, 98, 109, 120, 128)

- (5) Extend the partnership with parents in pupils' learning:
 - i. through the implementation of a whole-school policy on homework; (para 22, 44)
 - ii. providing support for homework;
 - iii. developing the practice of involving parents in setting targets for their children. (para 29)

- (6) Provide training to support staff in order that they can play a more effective role in lessons and at playtimes. (para 52)

- (7) Provide more resources:
 - i. ensure that the fiction and information books are adequate in number and quality to support higher attaining readers; (para 79, 80, 115)
 - ii. provide resources for history and geography to promote independent enquiry. (para 121)

- (8) Improve the provision for physical development across the school: (para 26, 55.)
- i. provide outdoor play for the children under five years old;
 - ii. provide the necessary resources to develop games skills, swimming, athletics and adventurous activity. (para 25, 55, 139)

These additional minor issues should also be considered as part of the action plan:

- i. improve the teaching of mathematical reasoning; (para 96)
- ii. provide more investigative work in science and technology that challenges the high attainers. (para 108, 111)

OTHER SPECIFIED FEATURES

English as an additional language

Reference to this aspect is made in the following paragraphs; 8, 20, 22, 30, 32, 39 and 53.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	33	60	2	2	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)	n/a	187
Number of full-time pupils eligible for free school meals	n/a	95

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	79

English as an additional language	No of pupils
Number of pupils with English as an additional language	65

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	64
Pupils who left the school other than at the usual time of leaving	68

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	3.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	12
	Girls	12	12	11
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	81 (50)	81 (31)	85 (81)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	10
	Girls	13	12	12
	Total	23	23	22
Percentage of pupils at NC level 2 or above	School	85 (56)	85 (88)	81 (n/a)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	5	4
	Girls	9	5	6
	Total	18	10	10
Percentage of pupils at NC level 4 or above	School	60 (27)	33 (35)	33 (31)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	0
	Girls	6	4	4
	Total	11	8	4
Percentage of pupils at NC level 4 or above	School	37 (46)	27 (42)	13 (46)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	81
Black – African heritage	61
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	20
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	19
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	151

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	
Black – African heritage	6	
Black – other	1	
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups	2	

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

Financial information

Financial year	1998/99
	£
Total income	421,109
Total expenditure	469,568
Expenditure per pupil	2,608
Balance brought forward from previous year	+16,872
Balance carried forward to next year	-31,587

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	0	5	0
My child is making good progress in school.	49	34	5	7	5
Behaviour in the school is good.	37	34	10	12	7
My child gets the right amount of work to do at home.	27	27	17	17	12
The teaching is good.	44	39	2	5	10
I am kept well informed about how my child is getting on.	27	44	17	10	2
I would feel comfortable about approaching the school with questions or a problem.	54	37	7	2	0
The school expects my child to work hard and achieve his or her best.	59	32	2	2	5
The school works closely with parents.	39	41	10	5	5
The school is well led and managed.	37	34	5	10	15
The school is helping my child become mature and responsible.	44	37	7	5	7
The school provides an interesting range of activities outside lessons.	44	37	7	5	7

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

57. Children enter the reception class in either the autumn or spring term following their fourth birthday. At the time of the inspection there were 11 children under five who started school in January, a further eight children were aged five. One child in the reception class has a very limited understanding of English.
58. Most children have no nursery experience and on entry to the reception class the attainment of children is below that expected for their age in all areas of learning, particularly language and literacy. However these results are better than many similar schools in the Lambeth education department area. Most children in reception achieve well in all areas of learning and reach the expected standard in the Desirable Learning Outcomes by the time they are five, except in speaking and listening; although their listening skills are better than their speaking skills. As at the last inspection, the children are well prepared for the next stage of their education.
59. The teacher has good knowledge and understanding of young children and plans activities effectively from her records of the children's achievements. There is an appropriate balance provision of structured activities and play. There is a focus on the development of children's language and literacy and occasionally structured lessons are rather long and these young children lose concentration. The teacher and support assistant work well together and provide good role models for the children. Parents are encouraged to support their children on school trips and other class activities. This is similar to that seen at the last inspection.
60. The large reception classroom is colourful, stimulating and well organised. There are specific reading and writing areas with carpet, cushions and suitable tables and chairs. The other part of the room is appropriately organised for the noisier and messier activities, the water and sand trays, the imaginative role-play area and the protected tables for art and craft activities. The lack of provision for independent outside play, no climbing and balancing equipment or ride-on wheeled vehicles limits the development for independent, social and physical development of these young children. However, physical education and movement lessons in the school hall ensure that pupils reach the expected standard in their physical development.

Personal and social development

61. By the age of five, children make good progress and their attainment in social development is in line with the expectations of the Desirable Learning Outcomes.
62. They have good relationships with each other and with adults in their classroom. They share resources; for example, the animals when organising sets for the pretend zoo, field or farm, and are sensitive to the feelings of other children. They take turns with the toys, equipment and the computer. They understand the expectations of the teacher and the routines and organisation of the classroom. They are independent or seek help with their personal needs when required. They concentrate well when listening to stories and are beginning to listen and appropriately follow instructions, as when going into the hall for assembly and during physical education lessons. Most children select their activities and tidy their resources away sensibly after they finish, such as the counting cubes, books and the modelling dough.

63. The quality of teaching is good and the support assistant helps children appropriately with direction from the class teacher. Praise is used well to enhance the children's self esteem and to encourage and develop good attitudes for their learning. The teacher has high expectations for behaviour and learning, that the children understand, and she manages them very well. For example, they generally sit still for the carpet activities and take turns to respond to her questions, and participate enthusiastically in the whole-class literacy and mathematics activities.

Language and literacy

64. Most children by the time they are five achieve in line with the requirement of the Desirable Learning Outcomes in reading and writing. However, they are below the expectation in speaking skills. Many children do not initiate conversation with adults or other children, although they respond to direct questions. Many children have a limited vocabulary, lack confidence and are not fluent when speaking to others.
65. The children enjoy using the computer for developing alphabet recognition and writing skills. They write, using their own symbols or recognisable letters and most can write their own name. Most children copy the teachers' writing well in their writing books. They recognise the alphabet and can say the sounds of the letters. At least half of the children in the class take home reading books to share with their family, and recognise some key words as well as being able to read stories by memory and with the help of the pictures. They all handle books well and know that the printed words have meaning. Several of the more able and older children accurately read simple stories.
66. The quality of teaching is good. The children make sound progress in their learning. Stories are read well and children respond to the questions about the story, what has happened and what might happen next. The teacher is aware of the need to develop and widen the children's language and generally uses appropriate vocabulary in tasks. The displays in the reception class promote reading and writing by the interesting and appropriate labels on their art, mathematics and science work.

Mathematics

67. By the age of five most children have mathematics skills in line with that expected for their age and the Desirable Learning Outcomes. They make good progress. They can count and understand numbers to ten and have an understanding of the shapes and size of some objects in the class; for example they are able to put a group of elephants in order of size, and talk about large and big bricks, small and little tadpoles. Many of the children can sort animals and small toys into sets of a specific number and some are able to add two sets of objects together and are beginning to record their results.
68. The quality of teaching and the planning of tasks to develop all children's understanding of mathematics are satisfactory. The teacher organises activities well and makes appropriate provision for the more talented children; for instance, by asking them to draw the correct number of legs on their observational drawings of insects. Big Book stories, like the 'Five Little Ducks', are used well to develop the children's understanding and language of number. The numeracy strategy is

understood and well implemented by the teacher, with good pace and organisation for learning for all the children.

Knowledge and understanding of the world

69. By the age of five, most children's knowledge and understanding of the world meets the expectations for their age and a few exceed these. They complete challenging topics on food, animals and their habitats and use the nature area within the school to observe insects, frogs and birds. Good use is made of the computer to develop basic skills in English and mathematics and children are able to programme the cursor keys to move around the screen in an alphabet recognition activity. They also know how to use a tape recorder for listening to stories. Children use plastic construction kits and equipment to build models and houses. They know how to build models from recycled materials and in the classroom there is a well presented display of zoo animals made from junk. A variety of sticking, cutting and joining skills are used for these activities. Children know about directions from their walks around the school grounds and the local area. They competently take messages and registers to the secretary's room which is a long way from the reception classroom.
70. Teaching in this aspect is good. It is exciting and stimulating for all the children and they make good progress. The topics are well planned by the teacher who has good knowledge of this area of learning.

Physical development

71. Most children's physical development is in line with the Desirable Learning Outcomes by the age of five. They move safely in the hall and respond to the teacher's instructions and rhythms in music. However, there is no evidence from the inspection to show that the children can throw and catch balls and beanbags, or are able to push, pull or ride wheeled vehicles. There are some opportunities for them to balance or climb in the school hall using apparatus. However, there is no specific early years equipment or access to a secure designated outside play area and this is affecting the progress that is possible. The teacher provides some outside activities in the playground, for example, blowing bubbles, which the children jump for and chase. The children use pencils and tools for creative activities and show effective control with these.
72. The quality of teaching and planning for this area of learning is satisfactory, the teacher makes considerable effort to provide suitable physical activities for the children, and she is aware of the limitations in this area of learning.

Creative development

73. By the age of five, children's creative development is above that expected for their age. They explore many aspects of painting, collage, dough and clay work and model making. They recognise colours and talk about the differences between clay and dough when making their models of insects. Children draw well and are learning how to improve their skills when using paint, as seen in their pictures displayed in the classroom art gallery. There are many opportunities for the children to play untuned musical instruments and they accompany their singing. They enjoy singing action songs and nursery rhymes. All children engage in dramatic and imaginative play in the home corner and develop imaginative stories using sand and water, with relevant toys and containers.

74. The teaching and planning for a wide range of art and creative opportunities are good and they make good progress in this area. The teacher plans well for direct teaching and free choice for the children in this area of creative development.

ENGLISH

75. In the standard assessment tests for which comparative average points score data are available, attainment in the 1999 tests at Key Stage 1 was well below the national average in reading and below average in writing. In comparison to similar schools pupils in Key Stage 1 achieved results that were average in reading and above average in writing. In Key Stage 2, attainment was well below in English. At Key Stage 2 pupils achieved results that were average in English compared with similar schools. The trend in these results over the last three years is that the standards at Key Stage 1 in reading and writing for boys and girls are improving at a faster rate than the national rate. At Key Stage 2 both boys and girls are improving at a greater rate in English than found nationally.
76. In lessons observed and work scrutinised, pupils are achieving standards in line with national averages at Key Stage 1, except in speaking and listening. Pupils at this key stage are making satisfactory progress. This is a result of the teachers' high expectations, good implementation of the literacy hour, effective planning and sound teaching. At the end of Key Stage 2 standards are below expectation. Attainment is variable across the key stage. Pupils in Year 3 and Year 4 are achieving standards in line with national expectation, except for speaking and listening. Pupils in Year 5 and Year 6 are achieving standards below national expectations. This is the result of many breaks to their learning resulting from staff changes and a poor curriculum. In addition nearly a third of the pupils in these classes have recently joined the school many with low levels of understanding English. Consequently, many basic literacy skills are insecure. However, all pupils in Key Stage 2 are making good progress and achieving well. This achievement is due to the teachers' high expectations, effective pupil management, good teaching and the teachers' knowledge and understanding of English and the literacy hour. Pupils with special educational needs make sound progress. However, higher attaining do not make the progress expected of them in reading at ages seven and 11 as a result of limited fiction and information books. Pupils with English as an additional language do not make the progress that could be expected as a result of insufficient planned support.
77. Standards in English at the last inspection were found to be close to that expected for pupils at all ages across the school. Inspection found a similar picture except in Year 6, where standards are below average.
78. The skills in speaking and listening of most pupils throughout the school are below expectation and this is the weakest aspect of English. The pupils' listening skills are better developed than the speaking skills in reception and at Key Stage 1. In reception, the children are provided with many opportunities to widen their vocabulary and develop confidence, they respond adequately to teacher questions in structured lessons and talk to other children when playing in a group. In Key Stage 1 pupils talk to each other and respond to the teacher. However, there is lack of fluency in their speech and they use a limited vocabulary. The older pupils in Key Stage 2 generally make a sensible contribution in response to direct questioning by the teacher. However, they do not clarify their thoughts and ideas or express their thoughts in a confident or reasoned way. They are not able to discuss or debate issues taking into account the views of others. Speaking skills are not being taught in a coherent manner in Key Stage 2.

79. Standards of reading for pupils at both key stages are in line with national averages and reading is the strongest aspect of English throughout the school. All pupils except those with English as an additional language and higher attaining pupils make satisfactory progress. There is not enough challenge in some lessons and a limited range of appropriate reading and reference books are available for them to support their learning.
80. At Key Stage 1 pupils' reading is generally accurate and most pupils read a range of reading books, from the school reading scheme, that are appropriate and matched to their reading skills. All pupils enthusiastically join in the literacy hour Big Book reading session, recognise many key words, and build words using their knowledge of phonics. Most pupils talk with understanding about the book they are reading. They are familiar with the terms 'author' and 'illustrator' and know how to use an index and contents page in a reference book. They use a simple dictionary to support their spelling. By the end of Key Stage 2, pupils read a range of fiction and reference books from the school library. However, the range and quality of fiction books available is limited and many reference books are old and in poor condition. Many pupils provide their own reading books from home or the local public library and feel restricted when using the school library for researching aspects of their topic work. The lack of library resources limits opportunities for the pupils' independent learning skills and their preparation for the next stage of their education.
81. Pupils' attainment in writing is in line with expectation for reception and Key Stage 1 pupils and for pupils in Years 3 and 4. Most of these pupils write in a clear script with skills and presentation according to their ability and age. However at Years 5 and 6 the pupils' handwriting and presentation is generally ill formed and poorly presented. The older pupils do not produce any work of significant length and the knowledge and use of punctuation and correct spelling is below expectation for their age. Many of these pupils have not made the progress they should have during the earlier part of Key Stage 2, and there are a high proportion of pupils with who lack basic skills in writing. The literacy hour is having a positive effect on the standards of writing across the school. Pupils at Key Stage 1 are beginning to write several simple sentences with satisfactory attempts at spelling and they generally use capital letters and full stops correctly. Most pupils at Key Stage 2 understand how to construct a sentence and understand the purpose of adjectives, verbs, plurals and tenses. The few more able writers at Key Stage 2 are beginning to write for a variety of purposes, recipes, letters and simple poems, with a series of ideas and with appropriate grammar. Most pupils show some understanding of how to retell stories in history and record practical activities in science and geography. However, most pupils are not able to develop ideas in an interesting way or use a wide range of vocabulary. For some pupils this is the consequence of an earlier lack of structure in the writing programme. Some of the pupils at the end of the key stage are able to plan and edit their work and can report information from a text they have read. But there is little quality in pupils writing of stories with plot, characters and a recognisable series of actions.
82. Assessment of the children when they enter school shows that their attainment is below national expectations for this age group. The provision of relevant work to match pupils' attainment means that all pupils are making good progress and pupils with special educational needs are making sound progress.

83. Pupils with special educational needs have detailed individual educational plans with detailed, clear literacy targets. These are used to provide learning tasks that are generally completed with the adequate support of class learning assistants.
84. Pupils' attitudes to lessons are good overall. Most pupils work enthusiastically in English and enjoy the structure and demands of the literacy hour. Younger pupils are more positive about reading and enjoy sharing their books at home. Many of the older pupils bring in their own books from home to share with friends. Pupils are keen to share each other's writings and discuss ways their work can be improved.
85. Teaching is good at reception and at Key Stage 2 and satisfactory at Key Stage 1. Lesson objectives are clear and most lessons are delivered at an appropriate pace, with good organisation and satisfactory management of pupils for learning. In the samples of work seen marking is not always completed regularly and comments are mostly for praise rather than to raise standards. Where marking is good, at the end of Key Stage 2, it identifies weakness and gives guidance for the pupils to develop skills and raise standards.
86. The literacy co-ordinator has a temporary responsibility for this subject from January, and has an informed overview of standards and the resources available. She is working with a representative from the borough education department to improve the implementation of the literacy hour and to develop resources for literacy. She is aware of the limitations of the library and is pursuing means to add to the stock of books. She effectively supports teachers' planning but as yet is not monitoring teaching and learning in the classrooms.
87. Overall, the quality of resources are adequate. However there are not enough materials to deliver the literacy hour; particularly sets of books for group reading and books for independent reading and research. At the time of the inspection, the school was temporarily disconnected from the Internet due to building work in progress. No evidence is available of the pupils' skills using this for research and retrieval. Pupils in Year 6 competently used computers to support the development of reading and writing skills, but there is limited use of these for drafting and editing to improve the quality of pupils' writing. The present temporary location of the computers in this classroom makes it difficult for others to gain access.

MATHEMATICS

88. In the 1999 National Curriculum tests at the end of Key Stage 1, pupils reaching Level 2 or above were below national averages. When compared to similar schools standards were also below average. Test results have fluctuated over the last three years but there has been no overall improvement. Very few pupils achieve the higher levels of attainment in the tests. Inspection found that standards at the end of Key Stage 1 are average in number, measures and shape and this is an improvement on the findings of the last inspection. The number of pupils in line to achieve a Level 3 standard is below average.
89. In the 1999 National Curriculum tests at the end of Key Stage 2, pupils reaching level 4 or above was very low. Attainment in the test was well below average when compared with similar schools. Over the past three years, results have improved slightly more than the national trend. The performance of girls has fluctuated more than that of boys. Inspection found that standards at the end of the key stage are below average. At least half of the pupils in Year 6 are in line to attain a Level 4.

There is no significant difference between the attainment of boys and girls. Pupils in Year 6 have gaps in understanding mathematical operations and knowledge of place value. This has been caused by earlier weaknesses in the scheme of work and disruption to the pupils' learning. Pupils in Years 4 and 5 attain standards in number, measures, shape and data handling that are in line with those expected.

90. Pupils throughout the school are now achieving well given their previous attainments. They are making good progress in the basic skills associated with calculations and in developing an understanding of place value. Less able pupils in Year 1 know number facts to ten, whilst the higher attaining pupils count accurately in twos. The majority of pupils are secure in ordering numbers to 50. Pupils in Year 2 add and subtract two-digit numbers and complete simple multiplication sums using arrays of cubes. Pupils of all abilities make good progress in Year 3. Higher attaining pupils add and subtract money expressed as decimals and use a variety of methods to multiply two-digit numbers. Lower attaining pupils accurately add and subtract three-digit numbers. In Year 4 lower attaining pupils find the correct change from 50p, counting on or subtracting one amount from the other, whilst higher attaining pupils calculate perimeter and area of shapes combining multiplication and addition. By Year 5 most pupils multiply two-digit numbers together using a variety of strategies and have developed a successful method for finding fractions and percentages of whole numbers. Most pupils in Year 6 have a secure understanding of the four operations using whole and decimal numbers.
91. The achievements of most pupils in developing their mental arithmetic skills are also good. The routines for these parts of the numeracy lesson are well established and this is contributing to the confidence pupils have in manipulating numbers in their heads. Year 1 pupils count accurately forwards and backwards, and quickly answer to one more than or one less than. In Year 2 most pupils quickly show two numbers that will make 10 and 15. The higher attaining pupils in Year 6 add hundredths to tenths mentally. Whilst lower attaining pupils have a growing confidence in their ability to halve and double numbers.
92. Pupils' application of mathematical reasoning to problems is below that expected in most years due to a lack of emphasis on this aspect in the lessons. Few of the older pupils use knowledge of rounding up in handling decimal addition or their knowledge of halving and doubling to find answers to problems such as 'What will five be if I know ten?'. Whilst pupils in Key Stage 2 are able to multiply and divide by multiples of ten they do not apply this understanding to help with their calculations. Progress in this aspect of mathematics is more varied across the school and often unsatisfactory.
93. Standards achieved in shape and measures at the end of Key Stage 1 are average. Year 2 pupils know the names of regular two and three-dimensional shapes and understand that some have right angles. They compare weights and lengths and set out in chart form the weight of objects in grammes. They measure body parts accurately in centimetres. Standards in data-handling at the end of Key Stage 2 are well below expectations with the level of work seen very similar to that achieved in Year 2. There was insufficient evidence to form a view on pupils' attainments in shape and measures at the end of Key stage 2.
94. Pupils with special educational needs make satisfactory progress in the basic skills of numeracy. The teachers are aware of the mathematics targets identified in the individual education plans and group the pupils effectively. There is insufficient

assessment undertaken of those pupils with English as an additional language and no programmes of work to help them acquire the necessary mathematical vocabulary. Their progress is unsatisfactory.

95. Pupils' attitudes towards mathematics are satisfactory. Pupils settle quickly to the tasks set. Younger pupils join in enthusiastically in the mental warm-up sessions and co-operate well during shared practical activities. In one lesson, the pupils combined their number cards to show a three-digit number, competing with each other to see who could show the biggest number. Whilst in another lesson the children were eager to improve their response rate in the mental arithmetic warm ups, challenging themselves to be first in showing the sum of two consecutive numbers. Older pupils still lack confidence in their abilities and this affects their attitudes during question and answer sessions and the whole-class teaching. Behaviour is generally good and pupils are keen to learn. However, in the few lessons where pupils were not given enough support or the questions did not raise the level of challenge for higher attaining pupils, behaviour deteriorated and affected the pupils' progress. In one lesson, the behaviour of two pupils was not managed appropriately and this disrupted an otherwise well-planned lesson.
96. Teaching is satisfactory across the school. There was one unsatisfactory lesson observed. Most of the teaching in Key Stage 2 is good and contributes to the good progress in number. Teachers have high expectations of the achievements of pupils throughout the school. Their lessons are well planned and they use the framework of the numeracy strategy to teach basic numeracy skills. Overall, the mental session is conducted briskly. This session worked best when the challenge was staggered, as in the Year 4 lesson on adding consecutive numbers. This allowed the teacher to move quite quickly through the first numbers giving everyone some success, whilst motivating the higher attaining pupils to improve their response time. Careful attention is given to teaching strategies and illustrating methods and this is helping pupils overcome their lack of confidence. However not enough attention is given to finding out what strategies the pupils themselves might use to solve problems or deal with computations. A good example was seen of pupils discussing their mathematics in Year 4. Pupils were successfully applying strategies to find the missing intervals on various number tracks and the teacher encouraged them to explain their findings. Teachers successfully encourage the participation of pupils in the main teaching element. Pupils help model a method of division to help find the average of five results following the collection of data on traffic flows. Younger pupils sort themselves into a number line during a lesson on ordinal and cardinal numbers. Teachers prepare themselves well with a range of stimulating resources for pupils of different abilities. The Year 2 teacher made good use of use of practical aids to effectively teach the relationship between multiplication and division. Whilst in Year 6 a well-prepared catalogue was used to reinforce money calculations. When necessary calculators are used to help pupils make calculations that are more difficult.
97. Teachers match the work effectively to groups of pupils and adjust their planning on the basis of informal assessments they make and the pupils' previous attainments. The quality of numeracy support teaching is good and makes a good contribution to the team working that teachers are encouraging in their classes. In one particular lesson, the support assistant working nearby quickly adopted the techniques used by the numeracy teacher in turning the task into a game. In general however the planning for support assistants is unsatisfactory and they are not used effectively to help support individuals or groups.

98. There is regular homework for pupils in Year 6 which is welcomed by the pupils and is contributing towards their positive attitudes. This is not regular elsewhere in the school and opportunities for parents to support their children are missed. The additional classes held after school are popular, and are well organised to meet the needs of the present Year 6 in teaching basic numeracy skills.
99. The subject co-ordinator has been successful in introducing the numeracy strategy effectively throughout the school. This has improved the planning for mathematics which was identified as a weakness in the last inspection. The school lacks a consistent approach to assessment in mathematics. This has been identified as a priority in the school development plan. She works closely with the additional teachers who provide extra support in some lessons. She has no job description and has not been involved in the monitoring of teaching and learning, which has been undertaken well by the headteacher and deputy headteacher. She is receiving extensive training as a numeracy co-ordinator.

SCIENCE

100. The 1999 teacher assessments for pupils at the end of Key Stage 1 were below the national average and average when compared to similar schools. From the work seen of pupils currently in Key Stage 1, although some are attaining national expectations, the level overall is below expectations. In 1999 Key Stage 2, the standards reached in the National Curriculum tests in science were very low compared with all schools and well below the average for similar schools. There was, until recently, no scheme of work to guide the teaching of investigative skills and scientific knowledge and understanding. From the work seen of pupils currently in Year 6, standards are still below those expected nationally. However, pupils in both key stages are achieving well given their previous attainment.
101. Since the time of the last inspection in 1996, trends in performance for science show a very impressive improvement. The gap between the average scores of Year 6 pupils in school compared with the national average scores has been halved by 1999.
102. In Year 2, pupils develop their knowledge and understanding of foods which make up a good diet. They make labelled drawings of the parts of plants, and test various materials to see if they are magnetic or non-magnetic. They also test the effects of heating and cooling upon materials such as water, candle wax and chocolate.
103. In Year 6, pupils study topics including micro-organisms such as bacteria and viruses; feeding relationships including food chains; and human body organs. They investigate 'What makes yeast grow?'. They know that mushrooms and toadstools are types of fungus. Using a test tube to hold the selected ingredients, together they introduce warm or cold water, and sugar or salt, to see which of these variables will help yeast to grow. Some pupils have developed an appreciation of the importance of making a test fair.
104. Sound progress is demonstrated at Key Stage 1 as pupils develop simple recording skills, and grow in confidence to make predictions. Satisfactory progress is also shown in Key Stage 2 in their increasing knowledge and understanding of life processes and living things. There is more limited development in their knowledge and understanding of materials and their properties, and of physical processes.

105. Pupils with special educational needs are well supported to ensure that they have full access to the curriculum. Some teachers arrange groups in science so those pupils who might find reading and recording difficult are working with others who have more advanced skills. Also additional key questions to guide scientific enquiry are offered by some teachers to pupils where they think this is appropriate.
106. At both key stages literacy is developed well. Pupils label their work accurately and discuss changes to materials using the correct vocabulary. Numeracy is also promoted when pupils measure the weights of materials being tested.

107. Pupils' attitudes to science are good. Most pupils enjoy the subject, and enter into practical activities enthusiastically. Some pupils have greater difficulty in maintaining concentration. However a good example of pupils being fully involved in their work was observed in the middle of a Year 6 lesson. There was a pleasing hum of activity as all pupils worked well in their different groups – two at one computer, four at a table making drawings, six others working on another table, five or six pupils recording results in a cluster of five computers, three together filling test tubes sensibly and safely, two on the carpet making notes from a book, and so on. The class teacher moved from one group to the next as all contributed to a lively but orderly learning environment.
108. The only lessons observed were in Key Stage 2 and the overall quality of teaching is good. The best elements of lessons were the clear aims identified for lessons which in turn were spelt out for pupils, the high expectations teachers had for their pupils, and the teaching methods and approaches used to promote the concentration of all the pupils. Teaching with mixed ability groups in science also makes a good contribution to pupils' social and personal development. Pupils do not have enough opportunities to engage in independent investigations and enquiries, or to make decisions such as deciding which materials or equipment to use in a particular test.
109. The science curriculum co-ordinator provides satisfactory guidance for colleagues, but has not had sufficient opportunity to monitor teaching, and the accuracy of assessment. The school has recently adopted the Qualification and Curriculum Authority guidelines as a basis for planning but overall improvements in providing for investigative science are unsatisfactory. The school recognises the need to place more emphasis on this in the scheme of work. The assessment of pupils' learning is at a very early stage and is not yet providing sufficient information on pupils' attainments and progress. Sound use is made of the resources available.

ART AND DESIGN AND TECHNOLOGY

110. It was only possible to observe two art and design and technology lessons at Key Stage 2 and one design and technology lesson at Key Stage 1. Judgements are made on observations of pupils' work on display and some Key Stage 2 pupils' sketchbooks and from talking with pupils about their work. Pupils' work meets the standards expected.
111. Pupils at both key stages experience a wide range of art and design activities and show a satisfactory understanding of creative skills using a variety of media and craft tools. This is similar to that found at the last inspection. However, as a result of the imbalance in curriculum planning, pupils' time is often limited to the exploration of these creative activities and higher attaining pupils are not always sufficiently challenged.
112. Pupils' at Key Stage 1 recognise colours and are beginning to mix and blend colour for their paintings. They know how to work with chalk, charcoal, crayons, paint, and show developing skills in drawing as seen in their work in history, geography and religious education books. In reception and Key Stage 1 pupils have opportunities to work with dough, clay and collage materials and a range of recycled paper and card to make models as part of their topic activities. Pupils use the computer to create pictures and designs. They are beginning to plan their designs and consider

the best materials to use. Sound work is seen in Year 2 as the pupils consider the best glue, materials and paint to use in making their picture frames.

113. By the end of Key Stage 2 pupils are using a range of art and design techniques and materials, such as in the detailed drawing of Greek vases as part of their history topic, flower drawing with chalks and painting in the style of famous artists such as Kandinsky. Pupils in Year 6 have a sound understanding of this artist's life and work and reproduce his style well using computer graphics and paint. There has been a successful visit by a community artist and pupils talk enthusiastically about their work with him, such as the portraits of Nelson Mandela that they drew and copied under his direction. They visit galleries and museums and talk about some of Picasso's work they have seen.
114. By the end of Key Stage 2 pupils understand the design process and consider the best materials to use. Year 6 pupils are designing and making cushions, which entails the pupils using a sewing machine and matching a variety of textiles, while pupils in Year 4 use craft knives well and competently fold paper and card to make greetings cards from their own designs. At both key stages pupils have opportunities to cook, and pupils in Year 3 show their imaginative ideas in creating a fruit cocktail drink. Pupils are beginning to evaluate their designs and all are aware of the safety aspects of design and technology activities.
115. The teaching in art and design and technology is satisfactory. Teachers are enthusiastic in lessons and have a sound knowledge of the subjects. They plan for an interesting range of activities, but as yet do not complete any assessment or records of the pupils' achievements. Some members of the community help the pupils with their sewing and contribute to their learning. There are still no school policies or schemes of work in place although lesson planning addresses the topic curriculum plan. This is receiving priority within the curriculum development plan. Resources are adequate for art and design and technology activities, however there are few reference books about famous artists and designers, or books to interest pupils in art from cultures other than their own.

GEOGRAPHY and HISTORY

116. Only one lesson, in history, was observed during the inspection. From this lesson, and from looking at pupils' work and teachers' planning, and talking with pupils, it is evident that standards of attainment in history and geography, at both key stages, are in line with those expected in schools of a similar type. This shows an improvement in history at Key Stage 1 since the last inspection report in 1996 when attainment was unsatisfactory.
117. In Key Stage 1 pupils develop their knowledge and understanding of people and past events, and of people and places in the world around them, in studying topics such as Florence Nightingale, the Fire of London, and using maps to plan routes locally and across London. This work is sometimes usefully linked with topics in religious education and makes a sound contribution to pupils' literacy skills. Year 2 pupils demonstrate a feeling for historical enquiry when they suggest ways in which we can find out about the past. For example pupils made statements such as; 'books', 'in the Bible', 'old grandma's', 'our ancestors', 'the Internet', 'in old books'. Some know about a globe. 'It's like the world, got all countries on'. They also know how maps can be used. 'If you are lost you can look at a map and see where to find your way'.
118. The sound progress in history and geography through Key Stage 1 is maintained in Key Stage 2. They increase their ability to identify different ways in which the past

is represented, and can be interpreted, and deepen their understanding of ways in which people can affect their environment. Many Year 4 pupils, studying ancient Greece, are able to show their sound knowledge of the Greek version of the creation, and compare it with the Christian version. Year 5 pupils visit Camberwell High Street and are able to discuss characteristic features of the locality, and the effects of people upon the environment including pollution. Year 6 pupils, talking about some of the work they have done, appreciate that history is about using evidence to find out about the past.

119. Pupils show how aspects of the past have been represented and interpreted in different ways. They examine pictures of past events to increase their understanding of past events. They explain how the diary of Anne Frank, and the book 'Carrie's War' are effective sources. These experiences help pupils use and improve on their literacy skills.
120. The school has appropriate policies for history and geography. A comprehensive curriculum map has been developed, and this provides a pattern for topics through the school. The co-ordinator provides enthusiastic leadership, and effective use is being made of some of the recently published curriculum guidelines from the Qualifications and Curriculum Authority. The school recognises the need to develop these to provide more coherent guidelines for both history and geography and develop systematic assessment and recording of pupils' achievements.
121. Pupils' learning is helped by the increasing use of the local area as a resource. Numeracy skills were developed well following a local traffic survey. In history, the school recognises the need to increase opportunities for pupils to work with artefacts. In both subjects, there is more emphasis on an enquiry approach now that pupils have more positive attitudes to learning. However visits and field trips are underused as a resource.

INFORMATION TECHNOLOGY

122. It was only possible to observe one information technology lesson in each key stage. This is not enough to make a secure judgement on teaching. However from observations of pupils' work and displays, and from discussions with teachers and looking at planning, it is evident that pupils' attainment in information technology is in line with expectations in both key stages. This suggests a decline in standards since the last inspection (1996) when standards for information technology were judged to be above the national expectations. The building work has resulted in the temporary suspension for pupils of some activities such as using the Internet, and working with the school web site. The present location of all the computers in one classroom makes it difficult for all pupils to get regular access.
123. By the end of Key Stage 1 pupils use a graphics program to create a free hand drawing such as a house, buildings, or vehicles, using a range of programme tools and of colours. Many pupils carry out simple word processing activities, and they learn how information can be presented in a variety of forms. By the end of Key Stage 2 pupils enter data into spreadsheets. They use CD-ROMs in their work in history and in geography competently. They also collect their own data, such as popular trainers, favourite foods, and popular types of music, and represent their information accurately in bar graphs and pie charts. This is adequately supporting pupils' literacy and numeracy skills. Many have also used the digital camera.

124. Satisfactory progress is demonstrated through Key Stage 1 as pupils develop confidence and ability to use a mouse, load programs and carry out simple word processing. Year 2 pupils learn how to set up procedures to control the 'turtle', a programmable toy. The satisfactory progress is maintained in Key Stage 2 as pupils continue to broaden their range of word processing skills, graphics, and data handling skills.
125. Pupils with special educational needs do not have individual education plans that set specific targets for information technology. However, many pupils with special educational needs do use information technology as part of their day-to-day work in the classroom to support their learning and the sound progress they make.
126. Information technology contributes to literacy through the drafting and redrafting of work in Year 5 and to numeracy using spreadsheets in Year 6. It is also used effectively in other subjects such as history and geography in Years 4 and 5, and science and design and technology in Year 6.
127. Pupils' attitudes to information technology are good. As well as high levels of interest and concentration in lessons, some pupils are enthusiastic to develop their skills when possible in teacher supervised sessions during dinnertime. Others are keen to build up points so that they can qualify to join in the after school computer club. These positive attitudes help to enhance the rate of learning.
128. The school introduced the Qualification and Curriculum Authority guidelines at the beginning of the school year, and this, linked with the development of a curriculum map, has contributed to maintaining standards and teachers' expectations of pupils. The school recognises the need to develop teachers' planning by improving assessment arrangements which are unsatisfactory at present. The subject is well led by a highly competent co-ordinator. Staff training, including that of support staff who have attended a course offered by Lambeth local authority, as well as the in-school support from the co-ordinator, has also had an impact on standards. Pupils' work in information technology also makes a good contribution to their personal development and relationships. They work well together, and give mutual support, which further enhances sound learning. The confidence and self-esteem of some lower attaining pupils are boosted when some teachers encourage them to share their advanced skills with other pupils who need some help.
129. Information technology was identified as strength of the school in the last inspection report. It continues to make a positive contribution to pupils' attitudes, their confidence and social development, and in supporting a range of subject areas.

MUSIC

130. Standards in music at Key Stage 1 and at Key Stage 2 are in line with expectations. Standards have been maintained since the last inspection report in 1996. Pupils respond well to music, in whole-school assembly and in class. They listen well to others performing.
131. Year 1 pupils, accompanied by taped music, can sing songs well from memory. In their singing they experience and express changes in tempo, dynamics and mood. They can stamp the rhythm, and sing with clear diction and with gusto.

132. In Year 6 pupils begin copying a beat with all clapping to the rhythms of a drum. They then move on to more complicated rhythms although they are unable to clap simultaneously as a class. They sing 'The Lord's my Shepherd' in two parts, clearly and in tune. A group of nine Year 6 pupils also take a lead with music in assembly. Using untuned percussion instruments they provide a lively and joyous accompaniment for the rest of the pupils. The rest of the school sing hymns and songs enthusiastically. They sing in tune, and with a good sense of rhythm.
133. It was only possible to see one music lesson in Key Stage 1. This is not enough to make a secure judgement on teaching for this key stage. Three lessons were observed in Key Stage 2 and the overall quality of teaching was satisfactory.
134. There is some monitoring of teachers' plans in music by the headteacher. The school recognises the need to identify a co-ordinator, and to develop a scheme of work for music. The school has identified that resources have yet to be organised, this has been wisely identified in the development plan for the summer 2000.

PHYSICAL EDUCATION

135. Three lessons were observed and a discussion was held with pupils in Year 6. The standard observed in the games lesson in Year 1 was in line with that expected. In the dance lessons pupils demonstrated skills above those usually seen in performing and responding creatively to music.
136. The majority of pupils throw and catch accurately, moving towards the ball as it is thrown. They show a good understanding of fair play, extending the distance between each other when they had both achieved the target. During the lesson they gain in confidence, responding well to the challenge set by the teacher. Pupils in Years 4 and 6 successfully interpret music to perform a range of dance movements. They have a good understanding of the elements of dance, altering the strength and tempo of their movements. The pupils worked confidently in pairs or groups. The lessons make a good contribution to pupils' personal and social development, as they often work in mixed gender and ethnic groups.
137. Pupils' attitudes are good. Younger pupils work hard to improve the accuracy of their throwing and to ensure that their partner can catch the ball. The Year 6 dance lesson provides a good focus for the pupils to develop their experiences of the artist Kandinsky. The pupils compare the appropriateness of the dance routine in revealing the nature of the artist.
138. The teaching observed was good. Planning for the dance lessons detailed the objectives for each part of the lesson. These were made clear to the pupils and there were high expectations set of collaboration and co-operation. The teachers gave time for groups to demonstrate what they had achieved and in the games lesson this raised the challenge for some partnerships who sought to better what they had seen. The elements of dance have been taught well and pupils are encouraged to improve on the quality and performance. The teachers often work with the pupils and this increases the concentration of the whole class. The support for those newly arrived to the school is good, particularly when the pupils are encouraged to join in the group work.
139. The quality of resources for games' skills and athletics are unsatisfactory. The pupils do not go swimming and are unable to achieve the expected standard in this

area of physical activity. There are few experiences of team games and no opportunity for the pupils to take part in any competitive sports. This is an area of the curriculum that has deteriorated since the last inspection and is now not meeting statutory requirements.