

# INSPECTION REPORT

## **LINTON MEAD PRIMARY SCHOOL**

Thamesmead

LEA area: Greenwich

Unique reference number: 100159

Headteacher: Mr I Churcher

Reporting inspector: Terry Elston  
20704

Dates of inspection: 14<sup>th</sup> to 18<sup>th</sup> February 2000

Inspection number: 191720

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Central Way Thamesmead London
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Telephone number:	0208 310 1902
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Appropriate authority:	The governing body Linton Mead Primary School
Name of chair of governors:	Councillor P Kotz
Date of previous inspection:	20 <sup>th</sup> to 23 <sup>rd</sup> 23 January 1997

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Terry Elston	Registered inspector	Pupils with special educational needs, Science, Physical education, Pupils with English as an additional language.	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
Jan Leaning	Lay inspector		The care of pupils. Pupils' attitudes, values and personal development. The school's partnership with parents.
Dorothy Latham	Team member	English, History, Music.	How good are the curricular and other opportunities offered to pupils?
Bob Lever	Team member	Equal opportunities, Information technology, Design and technology, Religious education.	
Alan Britton	Team inspector	Mathematics, Art, Geography, Children under five.	

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

### **INFORMATION ABOUT THE SCHOOL**

Linton Mead Primary School is of average size, with 239 full-time pupils aged from five to 11 years old. There are 120 boys and 119 girls. In addition, there are 38 children who attend the Nursery part time, either mornings or afternoons. Children enter the school at three years old, and move from the Nursery to the Reception in the September of the year they reach five. The numbers have increased rapidly over recent years as new housing has been built close to the school. This is a mixed area in social and economic terms. Whilst most pupils live in council owned housing, and the proportion eligible for free school meals is high at 62 per cent, a growing number now come from new, owner occupied houses. Over 22 per cent of pupils come from ethnic minority groups, and six per cent have English as an additional language; both of these figures are above the national average. The attainment of pupils on entry is low compared with national levels, particularly in terms of their language development. Over 29 per cent of full-time pupils are designated as having special educational needs, which is above average, and 14 pupils have a statement of special educational need, which is very high.

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

Linton Mead is a successful school, which is successfully meeting the challenge presented by rising numbers of pupils, many of whom have special educational needs or behavioural difficulties. Whilst standards are still low by the time pupils leave, they are better than those achieved by pupils in similar schools, and pupils have made significant progress from their poor standards on entry. The headteacher leads an enthusiastic staff effectively, and, between them, they have created a happy school where pupils are keen to learn. The school has made good improvements since the previous inspection, and provides satisfactory value for money.

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

- The quality of teaching is good overall, and all staff are keen to develop their skills further.
- The provision for pupils with special educational needs, and for those with emotional and behavioural difficulties, is good, and enables them to make good progress towards their targets.
- The headteacher and members of the senior management team provide good leadership, and support teachers well in their professional development.
- Children benefit from a good start in the Nursery and Reception classes, where all staff have a very good understanding of the needs of young children.
- Most pupils have positive attitudes to learning, and relationships are good.
- The school makes good provision for pupils' moral, social and cultural development.
- The accommodation provides a very stimulating environment.

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

- At Key Stage 2, the provision for information technology is unsatisfactory. The school lacks sufficient computer equipment to meet the needs of the National Curriculum.
- The provision of extracurricular activities is poor.
- The rate of unauthorised absence is high, and too many pupils are late for school.
- Parents' complaints are not always handled well.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school's response to the main issues arising from the last report has been good overall, and largely effective. Weaknesses in teachers' assessments of pupils have been addressed successfully by introducing a common format, the results of which are passed on to the next teacher. Teachers compare samples of work they have marked with one another, and this process now provides a much greater consistency in their assessments of pupils' standards. All subjects now have appropriate schemes of work, and the school meets statutory

requirements for collective worship and teachers' appraisal. The school provided useful training to help teachers plan more opportunities for pupils to develop their independent learning. This inspection saw a few good examples of independent learning but opportunities are still missed, in science and library research, for example, to develop these skills fully. Other significant improvements include the provision for pupils with special educational needs, which is now good, and the school's environment, which has been transformed into a stimulating and attractive area. Pupils' standards are generally lower than at the time of the previous inspection, but the proportion of pupils with special educational needs is now much greater, and there are seven times more pupils with statements of special educational need than before. The school has set appropriate targets to raise standards in English and mathematics, and, in view of the good leadership, is well placed to make further improvements.

## STANDARDS

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

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

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

The table shows that, whilst standards in 1999 by the end of Key Stage 2 were well below the national average in English and science, they were average in mathematics. Compared with similar schools, pupils did well, and their results were above average overall. The school is making relatively slow progress towards its targets in English, with only 44 per cent of pupils attaining the national standard in 1999 against a target of 56 per cent. In mathematics, however, the school easily beat the target of 48 per cent, with 75 per cent of pupils reaching national standards. In the other core subjects, pupils' work is below average in science and religious education, mostly because of their difficulties in writing about their findings, and in information technology, where the lack of computer resources hampers their progress. Pupils' work is also below average in history and physical education, but average in geography, music and design and technology. Pupils do particularly well in art, where their work in painting is good, and better than normally found in Year 6. Children enter the Nursery with poor skills, but in their personal and social development, creative development, knowledge and understanding of the world and physical areas of learning, nearly all are on course to achieve the Desirable Learning Outcomes for their ages by the time they are five. However, in the language and literacy and mathematical areas of learning, few children achieve all aspects of this development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have good attitudes to school. They enjoy lessons, and work enthusiastically.

Behaviour, in and out of classrooms	Satisfactory in lessons, although a few pupils find it difficult to remember class rules. There is a high level of exclusions because of unacceptable behaviour, but behaviour around the school is good.
Personal development and relationships	Satisfactory. Pupils take responsibility well, but many find it hard to work independently, or take initiative.
Attendance	Good overall at 95.5 per cent, but unauthorised absence high at 1.5 per cent. Too many pupils are brought late to school, and miss important work at the start of the day.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
69 lessons	Good	Satisfactory	Good

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

Overall, the quality of teaching is good, and has a positive effect on the learning of pupils of all abilities. Only one parent in the questionnaire felt teaching was less than good, and nearly half believed the teaching was very good. Across the school, teaching was judged as good or better in nearly two-thirds of lessons, and satisfactory or better in 97 per cent. Three per cent, representing two lessons out of 69, were unsatisfactory. The teaching is best for children under five, and at Key Stage 2. Nearly nine out of ten lessons were good or better for children under five, and over two thirds good or better at Key Stage 2. Teachers are knowledgeable, and make their lessons interesting. The quality of teaching of basic skills in literacy and numeracy is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well balanced, but provision for information technology at Key Stage 2 is unsatisfactory. The lack of extracurricular activities denies pupils valuable opportunities. The school has made a good start with the new Literacy and Numeracy Strategies.
Provision for pupils with special educational needs	Good. Pupils' needs are identified early, and their learning is enhanced by good provision of knowledgeable classroom assistants, and support by the special educational needs co-ordinator
Provision for pupils with English as an additional language	Generally good, and most make significant progress, but there is currently a lack of support for children with African languages.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is sound spiritual provision, but assemblies are uninspiring. Good moral provision teaches pupils clear rules of right and wrong and there are good opportunities for pupils to develop social skills. Good cultural opportunities teach pupils much about different cultures and life in other countries.

How well the school cares for its pupils	Good overall. The staff are very caring, and pupils feel safe here. However, there are weaknesses in the monitoring of attendance and lateness.
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The school's links with parents are satisfactory.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the headteacher, who knows pupils well, and has built a good team of staff who work well together. There are good initiatives to address weaknesses in pupils' standards of work and behaviour. The headteacher is well supported by a strong senior management team, who share his vision for this school.
How well the governors fulfil their responsibilities	The school receives good support from governing body many of whom are newly appointed. They are well led by a very knowledgeable Chair, but they leave too much of the direction for the school's future developments to the headteacher.
The school's evaluation of its performance	Satisfactory. Some good analysis of the national assessment tests to address weaknesses takes place, and there is good monitoring of teaching.
The strategic use of resources	Classroom assistants are well used to support pupils with special educational needs. There are shortages in funds created by large expenditure on repairs, but the school has a good plan to repay debt. Good measures are in place to ensure that the school gets the best value from its spending. The school development plan is sound and is appropriately concerned with raising standards, but there is no mention of how to judge the success of the targets.
The adequacy of staffing, accommodation and learning resources	Good, knowledgeable staff, and attractive accommodation. Good alterations to classrooms help focus pupils' attention. Very good, stimulating grounds, which are used well to support pupils' learning. Sound resources overall, but there are shortages in information technology at Key Stage 2.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy school.</li> <li>• Their children make good progress.</li> <li>• The school has high expectations.</li> <li>• The school has good support for children with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of pupils' behaviour.</li> <li>• Arrangements for them to approach the school with questions or problems.</li> <li>• The amount of homework.</li> <li>• The provision of extracurricular activities.</li> </ul>

Six parents made written comments on the questionnaire, which are reflected in the above table. The findings of the inspection support the positive views of the parents. In addition, they find that the amount of homework provided is satisfactory. The findings of the inspection agree with the views of the parents who would like to see an improvement in the provision of extracurricular activities available to the pupils and a consistent response to questions and complaints. There are many pupils with emotional and behavioural difficulties, but the school has good procedures to manage their behaviour, which is satisfactory overall.



## **PART B: COMMENTARY**

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

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

1. Analysis of the national end of Key Stage 2 tests for Linton Mead School in 1999 shows that, compared with all schools, the pupils' average scores were well below average in English and science, and average in mathematics. Compared with similar schools, standards were well above average in mathematics, above average in science and average in English.
2. The percentage of pupils attaining Level 4 and above in the 1999 tests was well below the national average in English, below average in science and average in mathematics. The percentage of pupils attaining Level 5 and above was very low in comparison with the national average in English, close to the national average in mathematics and well below average in science. The assessments made by teachers were very similar to the test results.
3. When the averages of the school's end of Key Stage 2 test results for 1999 are compared with those reached by the pupils in 1996, 1997 and 1998, they show an improving trend in standards in English, broadly in line with the national trend, but static trends in mathematics and science. The combined data for these years show that, in English, mathematics and science, the attainment of boys is below the national average whilst that of girls is well below average.
4. Some caution is required when analysing these trends because of the changing population of this school. At the time of the previous inspection, when standards were around the national average in English, mathematics and science, the proportion of pupils with special educational needs was much lower than now, and whilst only two pupils had statements of special educational needs at that time, there are 14 currently at that stage. In addition, only around one half of the current Year 6 pupils and those in the 1999 cohort began their schooling at Linton Mead.
5. The school has set appropriately challenging targets for 55 per cent of its pupils to reach, or exceed, the expected level in the national end of Key Stage 2 tests in English in the Year 2000, and for 48 per cent of pupils to meet or exceed this level in mathematics. Although this year's cohort has a high proportion of pupils with special educational needs, the school is on line to achieve these targets.
6. The findings of the inspection are that the oldest pupils at Key Stage 2 attain below average standards in science and mathematics, including numeracy, and well below average in English, including literacy. The current Year 6 is, therefore, performing in line with last year's group in English, better in science, but worse in mathematics, where their weak recall of facts lets them down.
7. This inspection finds that, in English, by the age of 11, pupils ask sound questions building upon the contributions of others, but few speak as clearly or use as wide a vocabulary as is expected of pupils of their age. They are interested in books and read with enjoyment, but rarely predict what will happen next in stories, or have opinions about their favourite author. A few higher attaining pupils write effectively for a wide range of purposes and readers, and respond well to the challenging questions asked of them in literacy lessons, but standards of spelling and punctuation are weak overall. In mathematics, by the end of Key Stage 2, many pupils have sound strategies for problem solving, and have a good knowledge of multiplication tables up to ten as a result of good, systematic teaching. Otherwise, however, their recall of facts is often not secure, and they make simple mistakes when calculating figures. Pupils do their best work in structured numeracy tasks, but struggle when expected to interpret their results, or use approximation strategies. By the age of 11, in science, most pupils use resources they are given for experimental work reasonably well, but lack skill in devising and investigating their own activities. They produce sound descriptions of the functions of some important human organs, classify materials accurately as solids, liquids or gases and use symbols appropriately to draw an electrical circuit. In information technology, pupils have sound word processing skills but their knowledge of other aspects of the subject, such as control technology, monitoring and modelling,

is limited, and they make too little use of information technology in other subjects. Pupils in Year 6 show average knowledge of a church as a special place for Christians, and know some of the special things used in Christian worship at special services such as Baptism.

8. In art, pupils show a good capability to experiment with different skills and techniques and use tools and materials effectively and safely. In design and technology, they evaluate their work well as it develops and consider the purposes for which it is intended. When making models, they produce sound step-by-step plans, and demonstrate increasing accuracy, with attention to the quality of finish and function. In geography, their work on the local environment shows a sound geographical understanding as they discuss ways of improving the piece of waste ground adjacent to the school. In history, chronology is generally well grasped, and the range and depth of information acquired are understood reasonably well, although pupils' retention of facts is sometimes poor. In music, Year 6 pupils have a sound idea of conventional notation when singing from sheet music, and sing echo and answering parts in songs well. In physical education, pupils have a poor level of fitness, and this affects their games and gymnastics work.

9. When the averages of the school's 1999 end of Key Stage 1 test data are compared with those of all schools, they show that standards were well below average in reading, writing and mathematics. When the average of this data is compared with similar schools, standards are average in reading and writing but well below average in mathematics.

10. When the school's end of Key Stage 1 test results in reading and writing are compared with the previous three years, they show a varying trend. There was a sharp drop from 1997 to 1998, but just as sharp a rise in 1999. In mathematics, the trend was static until 1999 when standards fell.

11. The findings of the inspection are that, by the end of Key Stage 1, standards are below average in reading, but well below average in writing and speaking and listening. Pupils enter school with very poor language skills, and while some progress is made during the key stage, pupils' use of language is still weak, and many have indistinct enunciation. Their listening is poor for their ages, and pupils are easily distracted. In reading, most pupils read accurately at their own levels, but few read with fluency or good expression. In writing, pupils are hampered by their own limited grammar and vocabulary. For most pupils, spelling is below average and amounts of written work produced are limited for their ages. In mathematics, by the end of Key Stage 1, whilst pupils' attainment is below average overall, most pupils attain, or are close to, national standards. The majority of pupils in Year 2 count beyond 20 with reasonable skill. They add and subtract numbers to ten accurately, and understand place value and ordering of numbers up to 100. They have an average knowledge of halves and quarters of shapes, but have difficulty in working out quarters of numbers.

12. By the age of seven, in science, pupils' work is below average. They have a sound understanding of the importance of diet for good health, sort materials according to their properties and recognise and name a number of sources of light. Pupils conduct simple experiments with average skill to record the growth of beans in different conditions, but their written work is sketchy, and few predict the outcomes of their investigations. In information technology, pupils show average word processing skills, and use the mouse and keyboard confidently. In religious education, they have an average knowledge of how Christians, Jews and Hindus celebrate special times.

13. In geography, pupils use secondary sources well, including maps and holiday brochures, to compare the different environments of Thamesmead and Swanage in Dorset. In physical education, they show suitable levels of co-ordination when making up sequences of basic movements, but demonstrate little awareness of the effects of exercise on the body. In history, they show suitable knowledge of chronology by using words connected with the passing of time, but the recording of their work is weak. In art, the pupils show appropriate skills in mixing primary colours, and produce some good work in their own painting of Van Gogh's 'Sunflowers'. In design and technology, pupils show sound skills as they investigate and disassemble products, and select from a range of techniques, tools and materials with confidence to make models. In music, they sing songs from memory well, and invent and change patterns when clapping.

14. Children aged under five enter the school at well below average standards particularly in language and literacy. By the time they are five, in their personal and social development, creative development, knowledge and understanding of the world and physical areas of learning, nearly all children are on course to achieve the nationally recommended objectives by the time they are five. However, in the language and literacy and mathematical areas of learning, few children achieve all aspects of these areas of development. Nevertheless, the skilful teaching of language, reading, writing and early mathematics means that children make good progress in these areas. The findings of the last OFSTED inspection did not give a judgement of attainment at the age of five, but considered that children entered the Nursery with below average communication skills and at a relatively early stage of personal and social development.

15. Overall, the pupils' achievement is satisfactory, and broadly in line with their abilities. Children under five achieve well given their low starting point. The good quality teaching ensures that they make significant improvements in their physical, intellectual and creative skills, and they are prepared well for work in the National Curriculum. A strength of the provision for children under five is the constant reinforcement of their language skills by all of the staff. Children's speech is gently corrected, and adults choose their words carefully. Consequently, the whole day provides a rich source of language aimed at giving children as wide a vocabulary as possible.

16. At Key Stage 1 and Key Stage 2, pupils' achievement is satisfactory. In literacy and numeracy, where the school has made a good start with both of the National Strategies, pupils achieve well for their abilities at both key stages, and build steadily on their skills as they move through the school. Pupils do particularly well in mathematics, where standards were well in line with national standards in the Key Stage 2 national assessment tests last year, and well above those of pupils in similar schools. At Key Stage 1, the pupils' achievement is at least satisfactory in all subjects, and good in English, music and religious education. At Key Stage 2, achievement is good in mathematics, English, science, music and art. Their achievement is satisfactory in all other subjects except in information technology, where their progress is hampered by a lack of resources.

17. Pupils with special educational needs do well, and profit from good teaching, clear targets for improvement and valuable help from classroom assistants. They develop their reading skills well, and the literacy hour provides good opportunities for them to develop their phonic skills, and work briskly towards their reading targets. The numeracy hour is equally successful at improving their grasp of number, and nearly all are working towards national standards by Year 6. The creation of ability sets for English and mathematics has worked well for pupils with special educational needs, and gives them the necessary tasks and support to make good progress.

18. Pupils for whom English is an additional language make good progress and attain good standards for their previous attainment. They receive good specialist support and are well integrated into the work of their class in all subjects.

19. Gifted and higher attaining pupils achieve appropriate standards for their abilities, and do particularly well in mathematics, where a significant number of pupils exceed national standards by Year 6. In both English and mathematics, the ability sets provide good opportunities for gifted pupils to be extended, and this work is carried on effectively in the 'Booster Classes' after school.

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

20. In the previous inspection report, pupils' attitudes to school were generally good, but pupils' behaviour at lunchtimes was often unsatisfactory. Pupils' attitudes continue to be good. Most are keen to come to school. They are friendly, generally concentrate well and work at a good pace. They pay attention to the teachers, and, with some encouragement, take turns in tidying up and putting things away. In almost all lessons observed, pupils' attitudes and behaviour were satisfactory or better, but, occasionally, pupils take too long to settle, particularly after staying in school at playtimes in poor weather. Pupils know right from wrong and understand the need for rules. They move about the school

and the classroom sensibly and with confidence. Most are polite and courteous to visitors, teachers and their peers. However, the late arrival of a significant number of pupils is distracting, and reduces the time available in lessons. In this inspection, pupils behaved well at lunchtimes. These are happy occasions, when there are reasonable levels of noise, good behaviour and a good social atmosphere.

21. In the previous inspection, the behaviour of pupils was good. Pupils' behaviour in this inspection was satisfactory overall, but still often good. During one class visit to a church, it was excellent, and was commended by the vicar as the best he had experienced. However, a few pupils with emotional and behavioural difficulties easily become bored, pay little attention when others are speaking. They interrupt and do not listen when spoken to. The school's involvement of the Local Education Authority's Behaviour Support Team and other outside agencies, however, is having a positive effect. Many pupils who came to Linton Mead having been excluded from other schools, for example, are showing much improved behaviour since they arrived at this school. At lunch and play times, behaviour is appropriate, although sometimes boisterous. A few parents were concerned that there was regular bullying. The inspection team is satisfied that the school has appropriate procedures and that children are not at risk from aggressive behaviour. Very little was seen during the inspection, and pupils and other parents did not raise it as an issue in discussion. There is good respect for different ethnic minority groups of pupils, and there is no evidence of racism or harassment. Pupils appreciate the work done to improve their school buildings and grounds, and there is no sign of graffiti or litter.

22. There were 19 fixed period exclusions last year, which is high. Many of these, however, were repeated offences by three brothers and by two sisters who have since left the school. These exclusions were for violence, aggressive behaviour and foul language.

23. The personal development of pupils is satisfactory. They are keen to act as monitors, for example, taking dinner registers, and getting out books and equipment before and during lessons. Older pupils are keen to act as library monitors and issue and discharge books and tidy up conscientiously. However, few pupils take initiative, develop their research skills or explore and develop their own ideas. A good recent initiative involves three pupils from Year 5 and two from Year 6 in acting as 'Counsellors', and they help out in the playground when pupils need someone to talk to. In the dining room, one of these pupils, quickly and without prompting, went to help a pupil who was upset. As a result of this initiative, there are plans to start a School Council. Pupils enjoy setting targets for themselves, mostly in English and mathematics, and they do this realistically.

24. Relationships in the school are good, and pupils show considerable respect for each other and adults. They respect the values and beliefs of others, and have a good understanding and acceptance of different faiths and cultures. A girl recently joined the school from Nigeria, and said that she had been made welcome, and that people are very friendly towards her.

25. The personal development of children under five is good. They show a developing confidence in talking to their teachers and other adults, and answer questions well indicating some degree of self esteem. They establish good relationships with their classmates, teachers and classroom assistants, and most are capable of working quietly and conscientiously either individually or as part of a large or small group. Children behave well, and are attentive to their teachers and classmates.

26. Attendance throughout the school is good, averaging 95.5 per cent, but unauthorised absence is well above the national average at 1.5 per cent. Rates of attendance are the same as those reported in the previous inspection. Although most pupils arrive punctually at school and lessons, a significant minority of pupils arrives late, causing disruption to others.

## HOW WELL ARE PUPILS TAUGHT?

27. Overall, the quality of teaching and the quality of learning are good, and there is very little unsatisfactory teaching. Only one parent in the questionnaire felt teaching was less than good, and nearly half believed the teaching was very good. Teaching in the Nursery and Reception classes, and in Key Stage 2 is consistently good. Teachers have responded well to the comments of the previous report and now make better use of assessments in their planning and are beginning to develop pupils' independent learning more effectively. This has led to an overall improvement in teaching. Particularly high quality teaching is seen in Year 3, where the teacher's calm manner and very good classroom organisation make learning both enjoyable and productive for the pupils.

28. Throughout the school, teachers have a good knowledge of the subjects, although at Key Stage 2 there are weaknesses in some teachers' understanding of the requirements for information technology. They plan lessons well, and this results in a good structure to lessons which channels pupils' learning along the desired path. Many lessons start with the teacher telling pupils about the purpose of the lesson. This develops pupils' learning well, and helps them focus on the specific knowledge to be gained. In a literacy lesson, for example, the teacher wrote on the blackboard how the pupils would know by the end of lesson how to take notes, focusing on the key points of a text. Pupils knew from the start what was expected of them, and were able to refer back to the blackboard to keep their learning on track. The plenary session at the end showed that the pupils had mastered a difficult concept well. Nearly all teachers manage pupils' behaviour effectively. The school has worked hard to develop a consistent, calm way of controlling classes, and this nearly always results in orderly lessons where teachers make full use of the time available. Teachers make very good use of classroom assistants, particularly to support pupils with special educational needs. The quality of this support ensures that all pupils keep pace with the teacher, and those with special educational needs make good progress. Teachers make sound provision for developing pupils' independent learning skills, following criticisms in the previous inspection that this learning was under-developed. This inspection witnessed some good examples of pupils working on their own or in groups to find out facts from books and, occasionally, computer programs, but opportunities are still missed for pupils in Key Stage 2 to plan their own work.

29. The quality of teaching for children under five in both Nursery classes and the Reception class is never less than good for all the areas of learning, and there are instances of very good teaching in some lessons. Teachers work very closely with their learning support assistants in planning and teaching, to set up appropriate experiences and stimulate learning for both of their classes. The learning support assistants are experienced and well qualified and act as good social, role models for the children. All classroom staff have a very good understanding of the needs of young children, and of the requirements of the nationally recommended learning outcomes for this age group, and these qualities ensure that children have a well balanced range of activities in all areas of learning.

30. At Key Stage 1, the quality of teaching and learning is satisfactory overall, but whilst half the lessons observed were good, two out of 24 were unsatisfactory. In the best lessons in Key Stage 1, teachers show a good understanding of the needs of young pupils, and make break down lessons into short, snappy sessions. This helps pupils concentrate on the subject, and ensures rapid learning. Where teaching falters, the teacher spends too long talking, and pupils become restless and start to fidget and chatter. As an example of how different approaches work, one teacher who struggled with controlling the class following a long introduction to a literacy lesson decided to cut short the introduction to a mathematics lesson to ten minutes the next day. Pupils responded well to this brisk approach, concentrated for the whole period and their learning was good as a result.

31. At Key Stage 2, the quality of teaching and learning is good. Teachers have high expectations of pupils' work and behaviour, and this means that pupils work hard, and make good use of their time. Teachers provide interesting lessons, which stimulate pupils and help them to learn new material well. Teachers have responded well to criticisms in the previous report about their use of assessment to inform their planning and now use assessment well. One lesson began, for example, by the teacher referring back to her marking of pupils' work which showed their weak understanding of a number

concept. The teacher took pupils carefully through the work on the blackboard, and assessed their understanding well by careful questioning. Consequently, all pupils understood the work this time, and were able to move on to the next task with confidence. The best teaching is in Year 3, where all lessons were at least good, most were very good and one was excellent. This teacher has an exceptionally calm manner, which transmits itself easily to the pupils, and makes lessons productive and fun. Her organisation is of high quality, as was exemplified by the class visit to a local church, which made excellent use of every minute spent there, and taught pupils much about how churches are organised and the importance of the special areas within the building.

32. Teachers make satisfactory provision for homework. The school has a good homework policy, which gives pupils and parents clear ideas of the school's expectations.

33. Pupils are divided into ability sets in Year 6 for English and mathematics. This system works well and provide precise matching of work to higher attaining pupils and those with special educational needs. Valuable booster classes after school, which are voluntary, are offered to pupils in Year 6, and there is a very good uptake of these lessons.

34. With regard to the teaching of different subjects, the quality of teaching is good in literacy and numeracy, and the school has made an effective start with these national initiatives. Literacy lessons have an appropriate structure, and focus appropriately on developing pupils' reading and writing skills. Numeracy lessons are well organised, so that pupils develop sound strategies for mental calculations. Occasionally, however, the introductory sessions are too long, and lose their impetus and pupils' attention as a result. Elsewhere, the quality of teaching is good in art and music, where teachers' skills are particularly strong and pupils' learning is brisk. Teaching is satisfactory in science overall, but good in Key Stage 2 where teachers focus well on developing pupils' experimental skills. The quality of teaching is satisfactory in religious education, geography and physical education, and no judgement was made in history and design and technology because too few lessons were seen. In information technology, whilst no direct teaching was observed, and, therefore, no judgement made, pupils are given too few opportunities to use and develop their skills. This, combined with the limited range of computer equipment available, limits pupils' learning at Key Stage 2, and leads to low standards.

35. The quality of teaching and learning for pupils with special educational needs is good. The teachers prepare material at suitable levels for these pupils, which is aligned closely with their individual targets. These targets are well constructed, and provide good guidance to pupils, teachers and classroom assistants. The co-ordinator for pupils with special educational needs works closely with all staff to ensure that pupils are given appropriate support, and as a result, pupils make good progress in their reading, writing and behaviour.

36. Pupils who are learning English as an additional language have sound support, which helps them to develop their use and understanding of English steadily. Specialist support for Turkish speakers is good, but pupils who speak African mother tongues lack adequate specialist support in the initial stages of their learning of English, and this restricts their progress.

37. The quality of teaching and learning for gifted and higher attaining pupils is satisfactory, and teachers provide a sound range of opportunities for these pupils to move on ahead of the rest of the class. The ability sets in Year 6 work well in this respect, and allows the most able pupils to work at a good pace.

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

38. In the previous inspection report, the curriculum was reported as being both broad and balanced, and meeting the requirements in force at the time for the National Curriculum. Not all subjects had schemes of work. Collective worship did not meet requirements.

39. In this inspection, information technology is both underdeveloped and lacking in resources, and does not meet all the requirements of the National Curriculum in Key Stage 2, although some parts of the subject are present. Since this is a core subject, although all other subjects are satisfactory and meet requirements, overall, curricular provision is, therefore, unsatisfactory. Apart from the weakness in information technology, the quality and range of curricular opportunities provided by the school for all pupils are satisfactory. All subjects now have good policies, and also have schemes of work. Some of these, notably in the foundation subjects, are the model schemes of work from the Qualifications and Curriculum Authority, and these provide good guidelines. This is an improvement since the last inspection. Weekly teaching times are appropriate, and teaching hours are allocated satisfactorily to the subjects of the National Curriculum. While English has a very large allocation of time, this is well balanced by the use of literacy hours for integrated cross-curricular studies, using textual content from other subjects such as science, history and technology.

40. Planning within the subjects of the curriculum generally provides for a broad range of worthwhile opportunities which meet the interests, aptitudes and particular needs of pupils, including those who have special educational needs. However, for some pupils with English as an additional language who speak African mother tongues, adequate specialist support in the initial stages of English acquisition is lacking. The planning and support for all pupils with English as an additional language from the school staff is positive, and specialist support for Turkish speakers is good. There is some appropriate support for children who speak other languages at the later stages of English acquisition. The curriculum is well adapted for pupils with special educational needs, yet provides plenty of challenge for higher attaining pupils. Equality of access and opportunity for all pupils is generally good.

41. All subjects have annual reviews, and annual action plans are prepared by the subject co-ordinators. These are placed in priority by the senior management team before ratification or modification by the governing body's curriculum committee. Following this process, the school development plan is created. This is a well-organised system which works smoothly.

42. The school's provision for literacy and numeracy is effective and well established. Sufficient in-service training for both teachers and assistants has taken place in these subjects to produce generally good quality lessons, and systematic monitoring of lessons has taken place in both English and mathematics. Literacy is both planned and taught well generally across the school, with good adaptation of the programme to suit the needs of all pupils. In mathematics, all classes have introduced the National Numeracy Strategy well into their lessons and an hour of numeracy teaching takes place every day. A scheme of work has been formulated in conjunction with the Strategy to bring together the variety of resources available in the school. It is well linked to the requirements of the National Curriculum to ensure mostly good progress in learning for pupils of all abilities throughout the school.

43. The curriculum includes a good programme throughout the school for personal, social and health education. This includes sex education and attention to drugs misuse as part of an integrated approach. This programme and its related policies have been adopted by the governing body, and are already well established. Work is currently being done to integrate the school's policy on anti-bullying within this programme as a permanent feature. Lessons in personal, social and health education take place in all year groups and are often successfully integrated with other subjects when these provide an appropriate context. Planning for lessons is effectively monitored by the co-ordinator. Visitors such as local police and fire service personnel contribute well to the value of the programme. Collective worship takes place regularly and meets requirements, and this is an improvement since the last inspection.

44. Whilst there are valuable booster lessons after school in mathematics and English for Year 6 pupils on a voluntary basis, there are no other extracurricular activities available. In the recent past, there have been occasional after-school events, such as a football tournament on a one-off basis, but the school lacks any regular after school activities to enrich the curriculum for its pupils. On the other hand, the curriculum receives good enhancement from the visits made by pupils to places of local

interest which are connected with the study of subjects such as geography, history and science, including a residential study visit for Year 6 every year, to Swanage or Wales. Good advantage is taken of local facilities for sports, including the Greenwich sports centre where abseiling, archery and assault courses are available. Local opportunities for canoeing are also used well, and cricket coaching is available locally. These activities are all taken within curricular time. A limited range of sports opportunities at the school includes an annual marathon and an annual sports day, as well as the normal range of games. Also enhancing the school's curriculum are special events such as book fairs and book weeks, theatre performances and visits, and celebrations such as the world culture festival day for parents and children, with dance groups and a steel band. The school grounds have recently been developed in a Millennium initiative, and provide a very good resource for environmental and scientific studies. Attractive features include the wild fruit and nut hedge and the secret garden.

45. Overall, the school makes good provision for the spiritual, moral, social and cultural development of all of its pupils. No overall judgement was made in the last report.

46. The provision for spiritual development is satisfactory. This shows an improvement since the last inspection where indications are that it was unsatisfactory. Although there is now a daily act of worship with a time for reflection, this time is not always well used and some assemblies are uninspiring. Pupils are sometimes involved through speaking and acting parts. Some assemblies have multi-cultural themes, and, overall, the religious and cultural festivals of different faiths are celebrated well. Spiritual development is sometimes fostered within the curriculum, but there is no structured programme for this work. The excellent visit by Year 3 pupils to the local church gave many opportunities for them to gaze in wonder at the stained glass windows. There is a reasonable amount of time for reflection and prayer in assemblies, and some pupils read prayers they have written.

47. The provision for pupils' moral development is good, and the school's expectations of their behaviour are a foundation for this development. A consistently applied system of rewards and sanctions underpins the rules for behaviour. Pupils are given a clear understanding of right and wrong, at levels appropriate to their ages, and are encouraged to understand that there is a need to respect the rights and property of others. Teachers address moral issues thoughtfully in lessons, and are skilled at giving pupils the confidence to discuss topics such as corporal punishment. A newly formed group of counsellors gives additional responsibility to a small number of older pupils, and this system works well. The school works hard to give pupils a clear understanding of how their behaviour affects others, and makes good use of outside agencies to reinforce these messages. A particularly valuable recent initiative was the enlistment of specialists to work on 'anger management' with pupils and parents.

48. Good social provision is a notable strength of the school. Pupils are given good opportunities to work together in pairs and groups, and teachers' high expectations of pupils working together mean that they work sensibly and productively. The staff expect pupils to take responsibility for tasks appropriate to their ages and development, both within the classroom and the wider school community. There is a high expectation of the respect that pupils will have for adults, who, for their part, provide very good role models. They show courtesy and respect in their dealings with pupils and each other. A lack of extracurricular activities limits pupils' social development, and restricts opportunities to, for example, be members of teams or represent the school in sporting activities.

49. The good provision for pupils' cultural development has been maintained since the last inspection. Pupils have visited the Millennium Dome, and teachers made full use of this experience in subsequent work in literacy and design and technology. Pupils have many opportunities to study multi-cultural festivals such as Chinese New Year and Diwali, and celebrate the achievement of famous people from around the world, such as Martin Luther King. The school provides some work on celebrated poets, and pupils copy the style of great painters in art.



50. Links with the local community are satisfactory. There are good relationships with local link schools, including primary partnership links for staff visits and training, headteacher and deputy head links within a local schools' cluster, and very good links with secondary schools. 'Taster' days and mathematics 'master classes' are provided by some of these, and all those receiving pupils from the school provide contact before transfer. There are also good links with a local initial teacher training institution, from which students come on practice phases to work in the school. In addition, links with the local community have recently involved taking in classes from a local school temporarily after a disaster, and forging good relationships from this experience. There are good links with the local library where the director is a member of the school's governing body. The school has developed positive relationships with a building company which, at present, is building a new estate on the margins of the school grounds, and which will provide landscaping on these borders as an amenity. The pupils at the school are encouraged to support a number of charities, including a recent effort for the National Society for the Prevention of Cruelty to Children.

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

51. The school provides a safe, caring environment where pupils are supported well, whatever their particular difficulties. Teachers talk to pupils readily about problems and worries, and offer suitable strategies aimed at helping pupils to manage their own problems. There is good support for pupils whose first language is not English, and for pupils who are having difficulty in managing their behaviour.

52. Pupils are involved in setting their own targets for improvement; this is good practice, and helps pupils to develop an understanding of their progress. Teachers make detailed notes on the pupils' personal development, and write helpful comments in the home-school contact book. Annual reports are good, and contain appropriate opportunities for parents to respond.

53. There is a clear homework policy and a home-school contact book. At the pre inspection parents' meeting and in the parents' questionnaire, a significant number of parents were concerned at the homework given, some feeling there was too much and some too little. The inspection found that the homework given was appropriate, but that many children did not complete the tasks set.

54. The school has adopted a comprehensive health and safety policy, with regular risk assessment, to ensure the well-being of all its members. Procedures relating to child protection are fully in place. The headteacher is the designated officer, and liaises with the Early Referral Unit and other Local Education Authority officers as necessary. Other members of staff are suitably aware of their responsibilities.

55. There are good policies in place to deal with bullying, illness and accidents. On the whole, these are effective, although some parents were unhappy with the way that the school responds to their concerns with these issues. Accidents are recorded appropriately, and parents are kept well informed of any incidents. Fire drills are held each half term, and equipment is regularly checked. There is sufficient first aid equipment, and appropriately trained staff to give help to pupils. Pupils are well cared for in a bright and attractive medical room.

56. The procedures for monitoring and promoting suitable behaviour are good. A significant number of pupils come to the school with a history of poor behaviour or exclusion, and the staff show considerable skill and patience when managing incidents as they arise. Pupils and parents know the rules for behaviour, and parents are reminded in newsletters of the procedures.

57. Attendance is good, and better than the national average. The incidence of unauthorised absence and lateness, however, is high, and the procedures to monitor these are not rigorously enforced.

Consequently, many pupils and parents ignore them. The keeping of registers is inconsistent, and is inadequately monitored. Unauthorised absence has not improved since the previous inspection. The home/school child agreement has clear guidelines on the parents' responsibilities with regard to attendance.

58. The monitoring and support of pupils' academic performance and personal development are satisfactory overall. The school has good, effective, medium and long term systems for assessing pupils' attainment and progress in English and mathematics. These include national standardised assessment tests at the end of each key stage, continuous teachers' assessment, standardised tests and comprehensive tracking documents for individual pupils in numeracy and literacy. An initial assessment is started within the first few months of children under five entering the Reception class, and is used well to start the tracking of pupils' progress in numeracy and literacy. This assessment is also used appropriately to identify children who may have special educational needs. In the Nursery, children are continually assessed by teachers and support staff and the curriculum is provided in line with the nationally recommended learning objectives for very young children.

59. Pupils are assessed systematically as they move through the year groups, and the information is passed on to the next teacher. Science, information technology and religious education have their own assessment procedures based on the school's own documentation, or, in the case of religious education, the locally Agreed Syllabus. Other subjects are assessed by individual teachers, usually at the end of each topic, but these assessments are less structured, and vary in quality and usefulness. All assessment is related well to the requirements of the National Curriculum and current recommendations in all subjects. The collection and retention of pupils' work for moderation and levelling purposes are being developed in nearly all subjects. Pupils are also assessed in their behaviour and personal development for inclusion in annual reports to parents.

60. The school builds effectively on its assessment procedures when identifying pupils with special educational needs, and has very effective procedures for placing pupils on the register and for deciding what extra help is needed. The monitoring of national assessment results is used appropriately to identify the achievements of different gender groups. The school has, for example, identified the difference in attainment in mathematics between girls in Key Stage 1 and those in Key Stage 2 in order to provide more effective teaching and resources. There is some analysis of pupils' strengths and weaknesses in the national assessment tests in English and mathematics, but less so in science. Teachers use assessment notes on their short and medium term plans appropriately to revise their teaching strategies, and to identify pupils who need extension or accelerated tasks. Subject co-ordinators work effectively with class teachers to produce consistent records especially in English and mathematics. The key issue in the previous OFSTED inspection concerning the further development of the quality of teacher assessment so that it better informs planning has been fully resolved.

61. The assessment of children under five is used well to inform teachers' planning and to ascertain the progress of individual pupils, both academically and in their personal and social development. It is also used well to identify pupils with special educational needs, including those children with higher ability. There are very good induction procedures in place and all members of staff, teaching and non teaching, other adults and the older pupils in the school, work hard together to make the youngest children feel safe and secure in all the work and play aspects of their school day.

62. The school makes good provision for pupils with special educational needs. The part time special educational needs co-ordinator knows each pupil well, and gives good support to both pupils and teachers. Pupils' individual education plans are good, and give clear targets for pupils and teachers to aim towards. All the requirements of the Code of Practice are met, and all parents are partners in the individual education plan. Parents are made aware of the targets, and are shown how they can help at home. This is good practice, and ensures that everyone is working towards a common goal. There is a

governor who has responsibility for oversight of special educational needs. The school prospectus and the governors' annual report give satisfactory details of the arrangements for pupils with special educational needs. The school makes good use of other agencies to provide pupils with special educational needs with extra support. These include specialist staff for pupils with language difficulties, emotional and behavioural problems and the educational psychologist. There are 14 pupils with statements of special educational need, compared with two at the last inspection. The school has managed this change well, and all pupils have appropriate support, in line with that required by their statement.

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

63. The school's links with parents are satisfactory overall, whereas at the time of the previous inspection, they were good. Whilst most parents are happy with what the school provides, a few express concerns. The parents' questionnaires, parents at the pre-inspection meeting and those meeting the team during the inspection week showed differences of opinion. Whilst the majority of parents were happy, supported the school, and felt that teachers were approachable, others felt that their complaints were not handled well. After discussion with the headteacher and other parents, it is clear that the school is aware of the concerns of some parents, and is taking steps to address these, beginning with the writing of a complaints policy. Many parents expressed concerns at the lack of extracurricular activities, and the team supports those concerns.

64. Parents are made to feel welcome in school, and many help regularly. They help when pupils go to the swimming pool, and attend visits, for example, to the local church. Many parents were involved in the project to improve the school grounds, and a few also help in school with reading, cookery, the book week and other activities. There are a large number of learning support assistants who first became involved with the school as parents. There are effective home visits by Nursery staff before children start school.

65. A policy for parental involvement was adopted in September 1999. This policy states the belief that '...good home-school relationships are essential in ensuring high standards of pupil achievement'. The aims and objectives are clear and appropriate, and include the training of staff in involving parents in their child's education.

66. The quality of information provided for parents is satisfactory. There are two consultation meetings each year for parents, and these are very well attended. There are regular, informative newsletters, and a good range of information about the school is available in the entrance hall. Each child receives an annual written report. These are helpful to parents, and contain all the necessary information. The school prospectus and governors' Annual Report to parents contain appropriate information. A few parents expressed the view that they would welcome more information about what their children were learning. One parent, for example, said "If I knew they were doing the Tudors I could buy some books on the subject"

67. The school does well to ensure that parents are involved in their child's learning. Parents of pupils with special educational needs are well informed about their child's progress. The school shares the pupils' targets with their parents, and gives good advice on how best parents can help at home. There is an appropriate home/school agreement, and a useful 'contact book' which is used by both parents and staff to pass on information to one another. Parents are actively encouraged to come into school and share reading in the morning, and each week, there is a shared assembly to which parents are invited. These links are good, and support and encourage pupils' learning.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The quality of the school's leadership and management is good overall, and of a similar standard to that reported in the previous inspection. The leadership's response to the main issues arising from the last report has been good overall, and largely effective. Weaknesses in teachers' assessments of pupils have been addressed successfully by introducing a common format, the results of which are passed on to the next teacher. Teachers compare samples of work they have marked with one another, and this process now provides a much greater consistency in their assessments of pupils' standards. All subjects now have appropriate schemes of work, and the school meets statutory requirements for collective worship and teachers' appraisal. The school provided useful training to help teachers plan more opportunities for pupils to develop their independent learning. This inspection saw a few good examples of independent learning, but opportunities are missed, for example, in science and library research to develop these skills fully. Other significant improvements include the provision for pupils with special educational needs, which is now good, and the school's environment, which has been transformed into a stimulating and attractive area. Pupils' standards are generally lower than at the time of the previous inspection, but the proportion of pupils with special educational needs is now much greater, and there are seven times more pupils with statements of special educational need than before.

69. The headteacher, senior management team and governing body show a good commitment to providing the pupils in the school with as secure and stimulating an environment as possible. The headteacher has built a happy team of staff, several of whom are new to the school, and there is a strong feeling that all are working together to provide pupils with a good standard of teaching. The school's aims place great emphasis on giving children a good start in the Nursery, and developing pupils' confidence within a safe environment as they move through the school. The school achieves these aims by providing well-informed teaching in the Nursery, and by teachers showing considerable understanding of pupils' problems.

70. The leadership in general, and the headteacher in particular, manage the process of change well. The school has faced many changes in recent years, both in the characteristics of its intake, and in the teaching and support staff. The headteacher has worked hard to meet the challenge of many pupils who enter the school with emotional and behavioural difficulties, often coming from other schools who have excluded them. He has taken appropriate advice concerning strategies to manage pupils' behaviour, and staff have had the benefit of good and effective training. Staff new to the school have been well supported, and have quickly made a significant contribution to the quality of teaching.

71. The school is committed to raising standards, and the school development plan details appropriate action to improve pupils' attainment in literacy, numeracy and information technology. The leadership provides good direction. The headteacher identified weaknesses in pupils' writing, for example, particularly amongst boys, and set targets in the school development plan to raise standards by systematic teaching of writing skills, providing more resources to stimulate boys' interest and by teachers giving more help in their marking. Recognising the poor standards in the current Year 6, and the high number of pupils with special educational needs in the class, the school now provides good 'Booster Classes' after school. These focus appropriately on literacy and numeracy, and are starting to improve pupils' basic skills. A weakness in the development planning is the absence of success criteria, and this makes it difficult for the leadership to judge how successful their policies have been. The headteacher has introduced the setting of individual targets for pupils in English. This is good practice, and gives pupils and teachers clear ideas of the levels of work expected. Whilst standards are still low in the school, they are improving, and are above average in terms of comparisons with similar schools.

72. Most parents are satisfied with the way the school is led, and parent governors provide a useful link between home and school. A few parents, however, express concerns about the way the school responds to their complaints, and the school has no clear policy to direct the way that the headteacher or staff manage these incidents. The inspection team echoes parents' concerns here.

73. The senior teacher and deputy headteacher make valuable contributions to the leadership and management of the school, by working closely with the headteacher, and sharing a common purpose. They have appropriate job descriptions, and the headteacher delegates suitable tasks to them. Both are keen to lead by example, and work hard to encourage and help new or inexperienced staff. The co-ordinator for pupils with special educational needs provides good leadership. She has enabled the school to manage the rapid rise in the numbers of pupils with special educational needs well, by working closely with teachers to set pupils' targets, and with support assistants to give pupils a good level of help.

74. Subject co-ordinators give good support to teachers. They monitor standards effectively by scrutinising teachers' planning and pupils' work. Co-ordinators for literacy and numeracy have monitored the introduction of their respective National Strategies, and this has helped the school to make a good start with these initiatives. The school's teaching provision in literacy and numeracy has been enhanced by the co-ordinators providing model lessons, so that teachers get full benefit from their training and expertise.

75. The headteacher monitors teaching effectively. All teachers have regular observations, followed by helpful discussions about their strengths and weaknesses. The headteacher dedicates one session each week after school to discuss individual teachers' professional development needs, and uses these meetings to provide a clear structure to the annual appraisal interviews. These positive measures are valued by staff, and have helped to improve the quality of teaching since the previous inspection.

76. The governors are enthusiastic, and provide the school with sound support. However, although the Chair of Governors is very knowledgeable, many governors are new to the job, and rely heavily on the Chair's guidance. This provides an imbalance amongst the governing body, and limits the degree of direction they give to the school. The school is planning to improve governors' overall knowledge by providing new members with training. Governors have a sound awareness of the school's strengths and weaknesses, and have become actively involved recently in seeking improvement in the provision of new computers, and looking at how other schools manage pupils' behaviour. Governors are well aware of the standards in the school and are involved in setting targets to raise the overall levels of attainment. Governors fulfil their statutory duties in all respects apart from the provision for information technology, which fails to meet requirements.

77. Overall, the school makes sound use of its resources, but has suffered from a shortage of funds since a considerable sum had to be found for urgent repairs. This crisis was managed effectively by borrowing sufficient money to complete the work, and producing a clear and realistic plan to repay the loan over three years. Nevertheless, this has resulted in a reduction in the funds available to co-ordinators to build up resources for their subjects. The school uses its funds well to support pupils with special educational needs. A large number of classroom assistants provides cost effective support for pupils with learning and behavioural difficulties, and the school's provision is good in these areas as a result. The school has sound procedures to ensure that the best value is gained from their funds, and has clear procedures to set the school's budget, and monitor its progress through the year.

78. The number, qualifications and expertise of the teaching staff are well matched to the demands of the primary phase curriculum, with a reasonable balance of experienced and less experienced. All teachers are trained in the infant or primary phase with some being trained for the early years, including two support staff with nursery qualifications. Staff turnover is relatively high, and six teachers have been appointed during the last two years. There is a satisfactory range of subject qualifications amongst the teaching staff, with qualifications in English and mathematics training particularly prominent. All teachers have subject responsibilities except for the newly qualified and newly appointed teachers. The level of staffing for ten classes is at an appropriate level to enable the curriculum to be taught effectively. There are a very good number of support staff, who are well qualified, appropriately skilled and experienced. They work well alongside teachers, in planning, teaching and recording pupils' progress, whilst providing good support for pupils with special educational needs .

79. Arrangements for the professional development of staff are good, with thorough mentoring and induction arrangements for new staff and newly qualified teachers. All teaching and support staff have received training in the National Literacy Strategy and the National Numeracy Strategy, and provision in these subjects is good as a result. Procedures for teachers' appraisal are in line with requirements, although this process has been slightly disrupted due to the relatively large influx of new staff. All teachers have been appraised and monitored in the classroom by a member of the senior management team, who has helped to evaluate and develop their classroom teaching practice in both the literacy and numeracy hour. The school has maintained the high standards of staff development and induction found in the previous OFSTED inspection. The staff development and in-service training programme is very effective in motivating all staff, and identifying and meeting both individual needs and those of the school.

80. The school's accommodation is good. It is generally well used and maintained, and is appropriate to teach the curriculum effectively. The school grounds project has resulted in an interesting and stimulating environment, which is a credit to the school, and is well managed and free of vandalism, litter or graffiti. This is especially important in view of the environment to be seen immediately outside the school grounds, which is covered in litter. The quality of display in the corridors and classrooms is good. The classrooms are bright, spacious, and have good areas for group activities. There is a very good studio for music and dance, a useful 'family room', a spacious and brightly furnished medical room and a welcoming library stocked with good resources. The hall is also used as a dining room, and for an after-school play club run by the local education authority.

81. Accommodation for children aged under five is very good, comprising a separate unit away from the main school building with two large adjoining classrooms both containing a small upper room for reading and whole-class group work. Both Nursery classes and the Reception class have direct access to an outside, fenced area for outdoor activities. These areas are well used throughout the year in fine weather, although the surface of the Nursery area consists of an earthen surface which becomes muddy in the winter and dusty in the summer. Resources are also good, both in and outside the classrooms, and there is a good assortment of large wheeled toys and climbing apparatus for outdoor activities.

82. The provision of learning resources in Key Stages 1 and 2 is generally satisfactory, and these resources are, generally, used effectively. The school has, however, fallen behind in the provision of resources for information technology. The number of computers is well below the national average, and there are also gaps in the provision for monitoring, control technology and use of adventure simulations. Even the computer resources the school has are used too rarely, and this contributes to the fact that standards in information technology are low at Key Stage 2. In design and technology and music, resources are inadequate. Resources for English are satisfactory. The school has improved the quality and range of books since the previous inspection, and the library now has a sufficient number of books, which are in good condition and appropriate to meet the needs of all pupils. Books are obtained from the local library for pupils to use in the classrooms. Resources for all other subjects are satisfactory, but are starting to suffer from the lack of funds. The school makes good use of its own grounds and the local area to give pupils worthwhile experiences to enhance their learning in science, history and geography.

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

In order to raise standards further, and fully meet the requirements of the National Curriculum, the governing body, headteacher and staff should

### **1. raise standards in information technology at Key Stage 2 by:**

- putting in place a plan to improve the provision of computers, computer software, monitoring devices and control equipment;

- providing training for teachers on the use of new equipment, and the requirements of the National Curriculum;

- monitoring the teaching and learning of information technology, and ensuring that information technology has a dedicated place on the timetable.  
(Paragraphs 7, 34, 39, 142, 143, 145)

### **2. enrich pupils' curricular experiences by providing a suitable range of extracurricular activities.**

(Paragraphs 44, 154)

### **3. improve pupils' punctuality, and reduce the amount of unauthorised absence by:**

-working more effectively with parents to ensure that pupils make full use of their time at school, and  
-monitoring pupils' attendance and punctuality more rigorously.

(Paragraphs 26, 57)

### **3. develop better procedures for handling parents' complaints.**

(Paragraphs 63, 72)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- include success criteria in the targets of the school development plan. (Paragraph 71)

- provide all governors with the necessary training to enable them to give more direction to the school.  
(Paragraph 76)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	58

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	12	51	33	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	44	218
Number of full-time pupils eligible for free school meals		121

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	14
Number of pupils on the school's special educational needs register	5	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	20

### Attendance 1998/99

Authorised absence	%
School data	3.0
National comparative data	5.4

Unauthorised absence	%
School data	1.5
National comparative data	0.5

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



***Attainment at the end of Key Stage 1***

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	8	7	8
	Total	19	18	19
Percentage of pupils at NC level 2 or above	School	70 (60)	67 (60 )	70 (90)
	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	8	8	8
	Total	18	19	18
Percentage of pupils at NC level 2 or above	School	67 (60)	70 (87)	67 (67)
	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	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	8	6
	Girls	4	4	6
	Total	7	12	12
Percentage of pupils at NC level 4 or above	School	44 (63)	75 (69)	75 (69)
	National	70 [ 65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	6
	Girls	5	3	4
	Total	9	10	10
Percentage of pupils at NC level 4 or above	School	56 (56)	63 (69)	63 (69)
	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	2
Black – African heritage	25
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	146
Any other minority ethnic group	13

*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)	14
Number of pupils per qualified teacher	16
Average class size	26

**Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	256

***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage	3	
Black – other	4	
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	12	
Other minority ethnic groups		

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

***Financial information***

Financial year	1998/99
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	£
Total income	534346
Total expenditure	556801
Expenditure per pupil	2210
Balance brought forward from previous year	-1122
Balance carried forward to next year	-22455

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	22

Total number of education support staff	4
Total aggregate hours worked per week	84

Number of pupils per FTE adult	7.5
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*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out	240
Number of questionnaires returned	66

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	0
My child is making good progress in school.	44	48	6	2	0
Behaviour in the school is good.	36	41	17	6	0
My child gets the right amount of work to do at home.	35	42	17	2	5
The teaching is good.	48	39	3	0	9
I am kept well informed about how my child is getting on.	52	36	9	0	3
I would feel comfortable about approaching the school with questions or a problem.	55	33	8	3	2
The school expects my child to work hard and achieve his or her best.	53	44	2	0	2
The school works closely with parents.	47	39	8	3	3
The school is well led and managed.	42	36	9	5	8
The school is helping my child become mature and responsible.	41	45	8	0	6
The school provides an interesting range of activities outside lessons.	33	20	26	9	12

**Other issues raised by parents**

A few parents feel that more able pupils are given less attention than those pupils with special educational needs. A significant number of parents are concerned about the state of the lavatories.

## **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**

83. On entry to the school, most children's knowledge and skills are well below average for their age. By the time they are five, some of the standards in the recommended areas of learning are on course to be achieved. In their personal and social development, creative development, knowledge and understanding of the world and physical areas of learning, nearly all children are on course to achieve these targets by the time they are five. However, in the language and literacy and mathematical areas of learning, few children achieve all aspects of this development. The findings of the last OFSTED inspection did not give a judgement of attainment at the age of five, but considered that children entered the Nursery with below average communication skills and at a relatively early stage of personal and social development.

84. At the time of the current inspection, all the Nursery children and 11 out of 18 in the Reception class were under five. The curriculum for children under five is broad and well balanced, and is based on the nationally recommended objectives for very young children. The planned curriculum also makes good provision for the transition from Early Years' learning to the requirements of Key Stage 1. The quality of teaching in both Nursery classes and the Reception class is consistently good for all the areas of learning, and there are instances of very good teaching in some lessons. The steady progress made by all children in the Nursery is continued into the Reception class. Teachers work very closely with their learning support assistants in planning and teaching, to set up appropriate experiences and to stimulate learning for both of their classes. The learning support assistants are experienced and well qualified and act as good social, role models for the children.

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

85. Most children make good progress in their social and personal development during their first year in school in both the Nursery and the Reception classes. They show a developing confidence in talking to their teachers and other adults, and answer questions well indicating some degree of self esteem. They establish good relationships with their classmates, teachers and classroom assistants, and most are capable of working quietly and conscientiously, either individually or as part of a group. Children settle down to work quickly, are attentive to their teachers and listen patiently to their classmates. They enjoy their learning, and show eagerness and excitement when being introduced to new activities and experiences. However, their ability to initiate ideas and solve simple practical problems is limited. Some are beginning to demonstrate independence when selecting activities or resources, when changing for physical education, for example, or when selecting materials and costume for their many role play activities.

86. Nearly all children are beginning to understand the difference between right and wrong, and they soon fit into the school's ethos of expected, good behaviour. They move from their classroom to the main building of the school quietly and sensibly, showing a sensitive awareness of the need for quiet when other classes are working. They show good consideration towards their classroom and general school environment, and use apparatus and equipment safely and with care. The quality of teaching in this area of learning is good both in the Nursery and Reception classes. Class teachers and learning support assistants work hard to establish successfully children's relationships with their classmates and adults. The children are taught to be attentive and to settle down quickly and quietly to their work. They are taught well to show independence in their personal hygiene, and in dressing and undressing for their physical activities. Most children are on course to achieve the social and personal area of learning by the time they are five.

## **Language and literacy**

87. Children of all abilities make satisfactory progress in developing their language and literacy skills, and some achieve the nationally agreed objectives in this area of learning by the time they are five. However, few children achieve the writing and reading element of this area of learning by this time. They listen attentively to their teachers, especially during the introductory session at the beginning of lessons and at the beginning of their morning and afternoon sessions. Nearly all children are willing and able to talk about their experiences at home and at school, and are eager to answer questions, but many struggle to put their feelings and thoughts into words. They have some understanding of written words, and are beginning to develop a basic vocabulary; most recognise their own names in print. They recognise a few words in their own reading books and those books used for the literacy time. They readily participate in rhymes and songs linked to counting and literacy topics, and their ability to take part in role play is well developed, particularly in their current topic about the 'Three Little Pigs'. They show a sound understanding of the organisation of books, and the distinction and roles of pictures and words. Most children enjoy their time during the day with books, and they handle them very carefully. Their ability to associate sounds with patterns in rhymes, with syllables and with words and letters is slowly being developed, but their vocabulary is still limited. Some children are beginning to use pictures to communicate meaning but they have a poor general awareness of some of the different purposes of writing. Only a few children write their names with appropriate use of upper and lower case letters by the time they are five. Teaching in this area is good. Teachers present many opportunities both in and out of the classroom for children to speak and listen, as shown when they participate in literacy and numeracy sessions, or when sitting in a larger group for story time. Children are actively encouraged to relate their experiences in all under five classes, and there is an emphasis on all children learning through talk in all aspects of their daily activities. Teachers and support staff often engage pupils in both planned and spontaneous conversations, and this helps children to develop their language.

## **Mathematics**

88. Standards in mathematics are well below those expected for this age group, and few children are expected to achieve fully the nationally recommended objectives in this area by the time they are five. Their progress in this area of learning is satisfactory, and most children recognise and order numbers up to ten. Only a few children in the Nursery form and write numbers up to five without assistance. They recognise and recreate patterns, and are familiar with various number rhymes and counting games. Although many children count and order numbers up to ten, very few show an awareness of addition or subtraction. Children are beginning to show a sound development of mathematical language, and describe shape, size and quantity when sorting and matching two dimensional shapes, such as circles, squares, rectangles and triangles. Most compare height or size well using 'bigger than' and 'smaller than' when comparing the height of coloured 'bricks' ready for building one of the Three Pigs' houses. The quality of teaching is good in this area of learning. Teachers and support staff provide a good range of practical equipment and apparatus for children to sort and make into patterns. Staff capitalise well when children are using construction kits and encourage them to discuss and explain such concepts as 'higher than' and 'shorter than'. Both direct teaching and learning where children are working on their own, or with a partner, are planned well to enable all of them to make satisfactory progress in this area of learning.

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

89. Nearly all children are able to talk about where they live, their families and their home and school environment. Children are encouraged to talk about where they live, their route to school and any outstanding events like holidays or the birth of new members of their families. They describe past and

present events in their life, although many children find difficulty in transferring their thoughts and ideas into words. They react well to the opportunities presented to them to explore and recognise objects and materials, for example, in their walk to the school's 'secret garden' when they observed and identified various objects and materials on the way. The current topic in the Nursery classes on 'The Three Little Pigs' gives children good opportunities to discuss and examine the differences between brick, straw and wood. All children indicate a good awareness of some of the features of the area where they live, in particular, the adjoining building site with large building and earth moving machines. They discuss some of the features which they like and dislike in their school and local environment with reasonable skill. Most children discuss different areas in this country where they have visited on their summer holidays and remember many of the important points. They are developing a sound knowledge of information technology, and some use the 'mouse' control skilfully for simple computer tasks. The quality of teaching is good, and teachers use the local and school environment well to encourage the children to discuss and relate their experiences. These experiences are then well linked to literacy, drawing, painting and modelling back in the classrooms. Most children are on course to achieve the recommended objectives in this area by the time they are five.

### **Physical development**

90. Children attain good standards in this learning area due to the wide availability of play areas, resources and facilities with direct access from both Nursery and Reception classrooms. In all three classes, children have many opportunities to participate in using a wide range of small and large equipment, which enables them to balance and climb. Children move confidently and imaginatively, with increasing control and co-ordination, and most have a good awareness of space and the necessity to use this when working with other children. All three classes use the indoor studio and hall for some of their physical activity sessions. Most children understand simple health and safety principles, and the reason for warm up and cool down sessions. They move quietly and sensibly from their classrooms to the physical activity areas. In their work with play dough, and construction kits, they show reasonable control when making various shapes and towers. Good provision from staff for planned and spontaneous physical activity includes a plentiful availability of large wheeled toys in the enclosed playground, and opportunities for children to play in the adventure play area. Staff give good support to children to enable them to gain confidence by showing them the correct way to use and handle equipment, tools and apparatus. They also work with the children in sand and building activities and use these occasions effectively to assess children's performance and progress. Both Nursery and Reception teachers show a very good knowledge and understanding of the children's physical development, and nearly all children are on course to achieve the recommended objectives in this area by the time they are five.

### **Creative development**

91. Children aged under five explore colour, texture, shape and form in two and three dimensions through their painting, drawing, modelling, cutting and sticking activities with average skill. They paint 'bricks', for example, to be used in the construction of the 'pigs' house'. In their use of construction kits and painting and modelling activities, they react well to the opportunity to express their feelings and communicate their ideas. In their role play, they are given the opportunity to link their role play to various areas in their curriculum, especially literacy, and they react well to this. Nearly all children use their imagination well to listen and act through dance and drama, and this is often linked to stories and rhymes and current seasonal themes. In their musical activities, children are introduced to rhythm in singing and action songs such as 'Here We Go Round the Mulberry Bush', and they all participate with obvious enjoyment. They listen carefully to rhythms played to them, and do well to clap in time, and change from two beats to three. They sing reasonably well with percussion accompaniment, and recognise the difference between wooden and metal instruments. The musical appreciation element of this area of learning is enhanced by a specialist teacher who takes the class lesson once a week for both



Nursery and Reception classes. Most children are on course to achieve the recommended objectives in this area of learning by the time they are five, as teachers provide a wide range of materials and resources to give all children the opportunity to express ideas and communicate their feelings through music, dance, drama and stories. The giant Chinese dragon produced by the staff and children of the Nursery classes in the hall, and the seasonal mural from the Reception children, give a good indication of the wide range of materials and media provided by the staff.

## **ENGLISH**

92. Analysis of the national end of Key Stage 2 tests for 1999 shows that standards in English at Level 4 and above were well below the national average, and at Level 5, they were also well below average. When the average of the school's test data is compared with a sample of similar schools, however, it shows that standards are in line with the average for that sample. The pattern over the last four years shows erratic standards, due mainly to different proportions of pupils with special educational needs within year groups. Interpretation of results, therefore, must be cautious in view of such year-to-year variation. Gender differences in results in 1999 are smaller than those found nationally and are not significant. Realistic targets for improvement have been set, taking into account variations in year groups and the previous attainment of pupils within them. The current Year 6 has an unusually high proportion of pupils who are on the school's special educational needs register. In addition, by the time pupils reach Year 6, only half the class is formed of pupils who started their schooling in Linton Mead.

93. The findings of this inspection are that standards at the end of Key Stage 2, including those for literacy, are well below average. Standards in speaking and listening are well below average at the end of Key Stage 2. However, pupils speak confidently, and most speak clearly in conversations, and in reports to their group or class but the range of grammatical construction and use of vocabulary are weak. Pupils like to present their own ideas and opinions, but are often unable to justify these appropriately. Listening skills are also poor generally, and, although a few pupils give good attention to detail, their recall of learning is poor. There are planned opportunities for speaking and listening, for role-play, drama and presentations, and in a Year 3 lesson on poetry, pupils worked well in groups to prepare their presentations using some exciting dramatic ideas.

94. By the end of Key Stage 2, although standards for reading across the year group are well below average, pupils individually achieve good standards for their capabilities and previous learning. Higher attaining pupils do well in their reading, extend their more advanced reading skills, and are appropriately challenged. This is an improvement since the last inspection. Most pupils read accurately at their own levels, and are fluent, although a substantial minority of them still reads slowly. About half the pupils give a brief resume of what they have read, make reasonable predictions about later happenings in the stories and give a favourite title or author. A few higher attaining pupils do well in extending their more advanced reading skills, such as sequencing, note-making and prediction, and their comprehension of facts is good.

95. In writing, by the end of Key Stage 2, although standards across the year group are well below the average for the age range, pupils, including those with special educational needs, individually do well for their capabilities and their previous learning. Higher attaining pupils reach appropriate standards in line with the national average for age. All pupils adapt their writing to some degree to different purposes, and use vocabulary carefully. This is particularly noticeable in their poetry, such as the poems written about the Millennium Dome, and the group ballad about John Cabot's great venture. A few pupils use appropriate punctuation and layout for direct speech, and employ paragraphs in their work. Spelling is well below average, and so is the length of pieces of writing generally, since for many, handwriting skills lag behind the ability to produce ideas. Pupils make sound efforts with their handwriting, which is generally quite neat, but for the majority not as mature as would normally be expected for age.

96. Analysis of the national end of Key Stage 1 tests for 1999 shows that standards in reading at Level 2 and above, and for Level 3 and above, were well below the national average, and in writing, they were also well below. When the school's average data is compared with similar schools, however, the school's results are average; this indicates an improvement since 1998 and 1997. In writing, pupils' scores have been well below average since 1996, but their average scores in 1999 were in line with those of similar schools.

97. The findings of the present inspection are that, whilst in reading, standards are below national expectations for age, in writing, they are well below the national average. This is in line with the national end of key stage test results for 1999 for writing, and some improvement on those in reading. Compared with the findings of the previous inspection report, this represents a decline, although against the test results in intervening years, it is not.

98. Standards in speaking and listening are well below average at the end of Key Stage 1. Pupils enter school with very poor language skills, and whilst some progress is made during the key stage, levels of language use are still low by Year 2. Grammatical constructions are simple, and vocabulary is also limited. Many pupils have indistinct speech, but enjoy talking to a group or the class, and have the confidence to do so when they have information or an idea to share. Pupils' listening is poor for their ages, and they are easily distracted; details are not easily retained without consolidation or revision. They enjoy speaking and listening as part of a game or ring sequence.

99. In reading, although standards are still below average overall, they are approaching average levels. Most pupils read accurately at their own levels, but few read with fluency or good expression. They have a sound understanding of what they read, and talk about it, albeit hesitantly. Few pupils, however, give an appropriate resume from their last story, and very few are able to name a favourite book. They enjoy reading a simple story, and take their books home regularly to practise their reading.

100. In writing, pupils are hampered by slow acquisition of basic writing skills, as well as by their own limited grammar and vocabulary. Their spelling is below average, and few write at any length. While some write a few simple sentences and put them together to form a simple story, others find even a few phrases difficult. A few higher attaining pupils write longer pieces well, and show some development in the use of complex sentence structure. Handwriting is often untidy, but a few pupils produce very neat work. All pupils attempt to write for different purposes, and some do well at adapting the way of writing to the form or audience.

101. Pupils are taught well and effectively in both key stages, with more than nine out of ten lessons being at least satisfactory, and almost three-quarters either good or very good. Teachers encourage pupils to develop their own ideas and opinions and stimulate pupils' thinking through their use of good questioning. The best teaching integrates speaking and listening within the literacy lessons through the use of drama, role play and discussion. Reading is very carefully taught, and helps pupils build up sound strategies for tackling new words. Teachers select texts well, ensuring that they are well matched to pupils' previous learning, and this gives pupils confidence. Pupils of all abilities, including those with special educational needs and higher attaining pupils, are well challenged in their reading, and text studies in the literacy hours introduce a wide range of types of text.

102. Teachers pay good attention to the development of punctuation, spelling and grammar. They generally give careful attention to demonstrating and monitoring the formation and layout of handwriting, and this helps pupils learn appropriate techniques, but occasionally pupils were sat too far away to copy writing easily. Teachers encourage a varied vocabulary, promoting the choice of words for effect, and this results in some attractive poetry, and writing in role and character studies. In Key Stage 2, teachers make good use of technical language to develop pupils' understanding of English. In two Year 6 classes, for example, pupils working on making an instruction booklet for younger children for saving work on a computer, learned much about presenting information in a systematic way.

103. Teachers generally have good subject knowledge and plan their lessons well and in detail. Lessons often start with the teacher providing pupils with clear statements of the learning to take place. This works well, and helps pupils understand the purpose of the lesson, and gives teachers and pupils a clear idea of the quality of this learning in the plenary session. Teachers make good use of assessment in lessons and note responses and outcomes for future short-term planning. The assessment of pupils' progress is good, and gives a clear picture of their strengths and weaknesses. Communication between classroom teachers and classroom assistants is good, and the experience and expertise of the classroom assistants contribute considerably to the achievements made by pupils, especially those with special educational needs and English as an additional language.

104. In the previous inspection report, standards in English were reported to be in line with national expectations for age, although in reading more able pupils did not always make the same progress in extending their skills as in other aspects of English. Success was being achieved by the school in identifying and supporting pupils with special educational needs in English. The range of good children's fiction was insufficiently wide in some classes.

105. The documentation of the subject is good, with suitable aims and objectives outlined in the subject policies. Schemes of work give a good lead to teachers and show support for sequencing work appropriately. These are backed up by the framework for the National Literacy Strategy, which the school has thoroughly established. Yearly, termly and weekly plans are careful and thorough. Pupils are divided into ability sets in Year 6. This system works well, providing precise matching of work to higher attaining pupils and those with special educational needs. Valuable 'Booster Classes' after school are offered to pupils in Year 6, and there is a very good uptake of these lessons.

106. The co-ordinator has very good subject knowledge, and uses her understanding of English and her enthusiasm for the subject to support and advise her colleagues well. Monitoring of lessons has taken place on a systematic basis across the school, and this is proving effective in helping to improve teaching. An annual review of the subject is carried out, giving rise to a useful yearly action plan, from which initiatives form part of the school development plan. There is a governor designated with oversight for literacy, who reports to the governing body, and who has observed lessons in English alongside the co-ordinator. The co-ordinator arranges a number of valuable experiences linked to the subject, including book weeks, theatre visits and performances in school, visits to the local library, and book promotions. These occasions considerably enhance the English curriculum. Resources in the subject are adequate, but the school is still building selections for guided reading, and finding information.

107. Literacy is appropriately developed through the curriculum. In geography, for example, they write in the role of the explorer John Cabot, and in science, about the life cycle of the frog or the growth of seeds into plants. There is good use of technical vocabulary across a range of subjects, notably in science and technology. Literacy is taught daily in all classes, and the school's provision for literacy is good. The teaching of the subject meets the demands of the National Curriculum in English well.

## **MATHEMATICS**

108. In the end of key stage national tests for eleven year old pupils in 1999, results in mathematics were close to the national average, with the number of pupils achieving the higher Level 5 also close to the national average. When these results are compared with the results of similar schools, the performance was well above average. Girls performed better than boys in the national tests in 1999, but the overall trend over the last four years indicates better achievement by boys. The assessments made by teachers at both Level 4 and 5 are slightly lower, but still indicate standards at approximately

the national average. Judgements from the last inspection and trends over the last four years indicate a steady improvement in standards, in line with national performance and finishing in line with the national average. The successful introduction of the Numeracy Hour led to the school exceeding its targets by a long way in 1999.

109. However, the standards achieved by the current Year 6 are below the national average. This judgement shows lower standards than those at the time of the last OFSTED inspection, when they were line with national expectations. This decline is due to the large number of pupils with special educational needs in the present Year 6. By the time they are eleven, most pupils have a good understanding and knowledge of their multiplication tables up to ten, convert simple percentages such as 25 and 50 per cent to fractions, and use and explain their mental strategies well. Most pupils have difficulty approximating answers in multiplication and division sums. They are beginning to develop the ability to divide numbers by tens, 100s and thousands, and have a good understanding of the use of the decimal point. Their ability to work out long multiplication and long division, including the multiplication and division of decimals, is limited. In their work on two and three dimensional shapes, they name and classify the shapes accurately, and use their knowledge of pentominoes and hexominoes well to produce nets of three dimensional shapes. Most pupils work out the volume and area of simple and compound shapes with ease. All pupils show sound skills in checking their answers using calculators or inverse operations. In their data handling work they produce clear line graphs showing the air temperature at different times of the day. Nearly all pupils recognise the differences between finding the mode, mean, median and range of a set of collected data, and relate it well to statistics. Using graphs concerning speed and distance, they work out the time that a police car would catch up with a car load of bank robbers. All pupils use information technology satisfactorily in their data handling work, transferring these mathematical skills to data bases in geography and science.

110. In the 1999 national tests at the end of Key Stage 1, the number of pupils achieving Level 2 was well below the national average. The percentage of pupils achieving the higher Level 3 was also well below the national average. Teachers' assessments were broadly in line with the test results at Level 2, and considerably higher than pupils' actual performance at Level 3. Pupils' scores were also well below average compared with similar schools. Trends over time indicate average performance in 1996, 1997 and 1998 with a sharp drop in standards in 1999. In the last four years, girls outperformed boys in the national tests. Evidence from lesson observations, numeracy tests, work scrutiny and discussions with pupils during the present inspection shows that standards are below average by the end of the key stage. Standards in numeracy are generally in line with the national average. This judgement is below the findings of the last OFSTED inspection.

111. Most pupils in Year 2 count beyond 20 with reasonable skill. They add and subtract numbers to ten accurately, and understand place value and ordering of numbers up to 100. They have an average knowledge of halves and quarters of shapes, but have difficulty in working out quarters of numbers. In their work with money, most pupils do well to find the correct change when buying or selling imaginary goods. A few higher attaining pupils show a good understanding of odd and even numbers, either individually or as part of a sequence. Pupils use basic standard units well to measure mass and length, and give sound explanations of the characteristics of two dimensional basic shapes, using accurate and appropriate terminology. Most pupils carry out simple surveys to a reasonable standard, and record their findings in simple block graphs. They are beginning to develop their ability to explain their methods of working in mental numeracy work.

112. The quality of teaching and the quality of learning are good in Key Stage 2 and satisfactory in Key Stage 1. This judgement is broadly in line with the previous inspection when the quality of teaching was considered sound in Key Stage 1 and often good in Key Stage 2. Pupils of all abilities make good gains in their learning in Key Stage 2, and satisfactory progress in Key Stage 1. Throughout the school, teachers' knowledge and understanding of mathematics are good overall, and

most are confident in teaching the subject. This gives pupils the benefit of informed answers to their questions, and develops their learning steadily through the school. The teachers' confidence has been greatly helped by the introduction of the National Numeracy Strategy. Teachers generally make good use of skilful questioning in the whole class and group sessions, and this develops pupils' understanding of new work well. In the best lessons, pupils are informed of the lesson's objectives, and invited in the plenary session to comment on whether or not they have achieved them. This works well, and gives pupils and teachers clear ideas of the rate and effectiveness of learning. Where pupils are given the opportunity to explain their work and mental strategies, their intellectual and creative development is enhanced. Pupils also make good progress in learning when sessions are timed, as in mental numeracy sessions. This leads to a fast pace, and ensures that the learning opportunities planned are covered. Throughout the school, teachers' management and control of pupils are good, and this enables pupils to concentrate and take advantage of the evaluations of what has been learned. This is especially noticeable in classes with a high proportion of pupils with special educational needs, including many with behavioural difficulties. Resources are carefully prepared and used, and, together with the effective use of learning support assistants, provide all pupils with good opportunities to practise their previously learned skills and consolidate their understanding.

113. The mathematics curriculum is broad and balanced, and fully covers the requirements of the National Curriculum for pupils of all ages and abilities. It gives equality of access to all pupils throughout the school. A comprehensive subject policy is in place and all teachers have introduced the National Numeracy Strategy into their lessons with an hour of numeracy teaching every day. A scheme of work has been formulated in conjunction with the strategy to bring together the variety of resources available in the school. It is well linked to the requirements of the National Curriculum, to ensure mostly good learning progress for pupils of all abilities throughout the school. The subject co-ordinator is well qualified and experienced and is a member of the senior management team. Good educational guidance is given to other members of staff, both formally and informally, and the co-ordinator has monitored the teaching of mathematics and, in particular, the teaching of numeracy in all classrooms. The senior management team have all attended training before the introduction of the National Strategy, and this training has been passed on to all staff, including classroom support assistants. Resources for the subject are satisfactory, with a suitable range of books and practical equipment available in all classrooms to provide easy access for teachers, support staff and pupils. Information technology is used satisfactorily in data handling topics and extension tasks for the younger pupils to broaden their understanding of the subject.

## **SCIENCE**

114. Analysis of the national end of Key Stage 2 tests for Linton Mead school in 1999 shows that, compared with all schools, standards were well below average in science. Compared with similar schools, however, standards were above average. The percentage of pupils attaining Level 4 and above in science was below the level of the national average, but the percentage of pupils attaining Level 5 and above was well below average. When the averages of the school's end of Key Stage 2 test results for 1999 are compared with those reached by the school in 1997 and 1998, they show a steady improvement, broadly in line with the national trend.

115. The findings of the inspection are that the standards attained by the oldest pupils in Key Stage 2 are below average. A similar proportion of pupils to that of the latest national assessment tests are on course to attain Level 4 and above by the end of the key stage. Standards are lower than those reported in the school's previous OFSTED inspection report. By the age of 11, in science, the pupils use the resources that they are given for experimental work with average skill, but many struggle to devise their own experiments. Pupils are beginning to grasp the idea of a fair test, but are unsure of how to select variables to ensure that their test is fair. The recording of their work is weak, and lacks the depth of writing, and quality of graphical illustration, expected of pupils in Year 6. They describe the functions of some important plant and human organs with reasonable skill, and conduct sound experiments to

measure their lung capacity using balloons to displace water. Most pupils understand how light travels in straight lines, and show sound experimental skills as they use torches to alter the size and shape of shadows. Most pupils have a sound knowledge of magnetism and they use symbols accurately to draw an electrical circuit.

116. In the 1999 assessments by teachers at the end of Key Stage 1, standards were well below average at Level 2 and above, but average at Level 3. The inspection's findings are that, by the end of Key Stage 1, whilst standards are below average, they are better than those shown by the latest teachers' assessments. By the age of seven, pupils conduct simple experiments with average skill to record the growth of beans in different conditions. Pupils have an average knowledge of the parts of a plant, and draw sound flow charts of a plant's life cycle. They use sound illustrations to show step-by-step stages of their experiments, but their written work is sketchy, and few predict the outcomes of their investigations. Nearly all pupils display an average knowledge of forces, and show by experimentation how different surfaces affect the movement of toy cars.

117. The quality of teaching and the quality of learning, including that for pupils with special educational needs and English as an additional language, are satisfactory overall. At the time of the previous inspection, the quality of teaching was satisfactory, but teachers' objectives for lessons were unclear. Throughout the school, teachers have a sound scientific knowledge, and now set the scene for the lesson by informing pupils of the lesson's objectives. Teachers manage pupils' behaviour well, and this ensures that full use is made of the time available.

118. At Key Stage 2, the quality of teaching is good, and ranges from very good to satisfactory. One of the best lessons at Key Stage 2 combined literacy work effectively with pupils' studies of frogs and successfully addressed pupils' writing difficulties whilst teaching valuable scientific concepts. The teacher started well by writing the 'Key Objective' of the lesson on the board. This had the dual benefit of focusing pupils on the knowledge to be gained, and providing a useful measure of learning in the plenary session. The teacher made good use of pupils to underline the key ideas of a piece of text on the board, and this helped them develop appropriate techniques for taking notes. By the end, the teacher's skilful use of resources, and careful planning, meant that all pupils learned a great deal about frogs, and simultaneously about how to pick out the main points of text. The only shortcoming in the teaching at Key Stage 2 is occasionally a lack of challenge for higher attaining pupils. This was illustrated when pupils were asked to test which materials were the best conductors of heat by feeling which spoons felt warmest when placed in hot water. They were presented with three different spoons to try, when some pupils were more than capable of designing their own experiments.

119. At Key Stage 1, the quality of teaching is satisfactory. Teachers make pupils think by using challenging questions which expect pupils to recall previous learning. This creates a good link between old learning and new, and helps pupils' overall scientific understanding. Teachers' planning is sound, but where there are weaknesses, the introductory session is too long and pupils become restless and lose concentration.

120. Pupils with special educational needs make good progress because teachers are careful to plan appropriate work which takes into account their difficulties. These pupils often benefit from good support from classroom assistants, and sometimes, as a result, produce better work than the rest of the class.

121. The subject is capably managed by a knowledgeable and competent co-ordinator. She has produced a good action plan which includes specific targets to improve experimental work and to develop the use of computers in science. Pupils' work and teachers' planning are monitored but there is currently no programme to monitor classroom practice. The co-ordinator has recently adopted the scheme of work developed by the Qualifications and Curriculum Authority, which is working well, and is giving teachers a clear idea of what to teach, and how to assess pupils' learning. A weakness in the management of science is the lack of rigorous monitoring of the national assessment tests to give teachers a clear idea of pupils' specific strengths and weaknesses. Learning resources for science are sound, and teachers make good use of the school grounds to study animals and their habitats. The

pupils show good attitudes to the subject, take care of resources well and co-operate successfully in group work. The subject makes a good contribution to the pupils' spiritual and moral development, for example, through the study of the life cycle. The teaching of science meets the requirements of the National Curriculum.

## **ART**

122. Although the number of lessons observed during the inspection was limited, a thorough scrutiny of pupils' work in folders, classroom and area displays and discussion with pupils indicate that standards in art by Year 6 are higher than average for their age. This judgement is an improvement on the findings of the last OFSTED inspection, when standards of achievement were found to be in line with national expectations.

123. By the end of Key Stage 2, pupils use a sketch book well to observe and record from various experiences, for example, their pencil and charcoal drawings of a church, and a selection of clocks related to their topic work on the new millennium. Most pupils show a good ability to express their ideas in art, and select from a range of materials for all aspects of their work. This is especially noticeable in their current work on the Millennium Dome. They also show a sound capability to evaluate and modify their work, and explain their modifications using appropriate terminology to express their opinions. They provide clear and knowledgeable explanations of their likes and dislikes about the work of artists, including Matisse, and make good reproductions of their different styles of painting in their own work, using a blend of pastels or paints well to match their required colours. In all their art work they show a good capability to experiment with different skills and techniques, using tools and materials effectively and safely. This is apparent in the various hall displays denoting aspects of the history of the last thousand years.

124. Pupils in Key Stage 1, including those with special educational needs and English as an additional language, achieve standards that are as expected for their age groups. They begin well in the youngest class with drawings and paintings of the local environment, including their visit to the school's 'secret garden'. Their art work is also linked very effectively to some of their stories in the literacy hour. Year 2 have produced an imaginative mural for the hall display with the theme of 'Spring into Spring – a time of new beginnings'. Year 1 pupils produce some good work in their own painting of Van Gogh's 'Sunflowers'.

125. The quality of teaching and the quality of learning are good overall. Teachers show a good knowledge of art, and the work of famous artists. In a Key Stage 2 lesson, for example, pupils were provided with a good introduction to the work of Matisse and his particular style of art. This gave them the opportunity to express their own ideas, and to experiment in blending pastel or paint colours to match the colours used by the artist. This worked well; all showed a good ability to evaluate their own work by the end, and many provided mature explanations of how it could be improved. Teachers provide effective demonstrations of the techniques of different artists to introduce pupils to techniques, such as pointillism and finger printing. Pupils are given good opportunities to select their own materials, including paint, fingers, brushes, and pastels, and this is effective in developing their independent work. This judgement is an improvement on the last inspection, when the quality of teaching, overall, was considered satisfactory. Learning support assistants are used effectively, and enable pupils with special educational needs to produce work of a good standard.

126. The art curriculum is relevant and broadly balanced, and every opportunity is taken to link the subject with other curriculum subjects, including literacy, history and design and technology. A clear art policy is in place, with good indications of the learning and skills expected by the end of each year group, and all teachers plan from a good scheme of work. The subject is being effectively co-ordinated by the headteacher at present, but a new co-ordinator is due to be appointed at the beginning of the new

term. Resources are satisfactory, and are well used to develop pupils' skills, knowledge and understanding of art styles and techniques. Extra funds are due to be made available for the subject when the new co-ordinator assumes responsibility. The bright, colourful, art displays within the school serve the purpose of enhancing the working environment of all pupils and staff. The previous inspection findings concerning the balance of the curriculum and planning have both been fully rectified.

## **DESIGN AND TECHNOLOGY**

127. A limited amount of direct teaching was observed during the inspection. Evidence comes from these few lessons, a scrutiny of past work, observation of groups and discussions with pupils and staff.

128. By the time they leave, pupils' attainment is average for their ages. This judgement is in line with the findings of the last inspection.

129. By the age of eleven, pupils show a sound understanding of the design process. They evaluate their work well as it develops and consider the purposes for which it is intended. When making models, they produce sound step-by-step plans, and demonstrate increasing accuracy, with attention to the quality of finish and function. This is evident in Year 6 work on the Millennium Dome, their designing and making of a pizza box and a mechanical toy.

130. By the age of seven, pupils use pictures and models to develop and communicate their designs with reasonable skill. When making models, they select from a range of techniques, tools and materials with confidence. They assemble and join materials in various ways, and handle tools safely. A good example of this was in Year 2, where pupils were designing and making a Valentine card. They chose appropriate materials, and measured accurately in centimetres to set out their card.

131. It is not possible to make an overall judgement on the quality of teaching from direct observation of lessons, but other evidence indicates that teachers generally have sound knowledge and skills in the subject. Work is planned to offer an appropriate range of activities for designing and making. Finished products show that teachers have appropriate expectations, and this leads to a sound quality of learning across both key stages. All pupils, including those with special educational needs, English as an additional language, and the talented make satisfactory progress. They show increasing sophistication in their designing at an appropriate level for their ages. They develop their making skills using an increasing range of materials and tools, and their work shows increasing accuracy and quality of finish. Teachers ensure that pupils apply their skills in mathematics to measure with accuracy. In a Year 3 lesson, good teaching led to a very productive working environment, where pupils used their scientific knowledge of electrical circuits to make an electrical game. Pupils enjoy design and technology. They work well collaboratively and in teams, and enjoy problem solving and working practically.

132. The subject is soundly managed. The co-ordinator has provided an effective scheme of work, which ensures pupils build systematically on what they have learned previously. He monitors the curriculum well, but has limited opportunities away from his class to monitor and evaluate teaching. The co-ordinator reports that limited finance has led to a lack of consumable materials, which restricts the scope of activities available. The school, however, works well within this range.

## **GEOGRAPHY**

133. Only two lessons, both in Key Stage 2, were observed during the inspection, but a thorough scrutiny of planning, displays and pupils' work indicate that standards in geography by the time they leave are average for their age. This judgement is in line with the findings of the last inspection.



134. In their work on the local environment, pupils show a sound geographical understanding as they discuss ways of improving the piece of waste ground adjacent to the school. They contribute reasoned, sensible suggestions for use of this land, including a children's playground, cycle track and a scheme to house homeless people. They show a sound awareness of the way that particular people are responsible for their local environment, and what they could do to improve it. This work does much to enhance pupils' moral and social development. Pupils use secondary sources well, including maps and holiday brochures, to compare the different environments of Thamesmead and Swanage in Dorset. After identifying the main features from each area, pupils present their information clearly in a pamphlet or brochure advertising both areas. This work is linked well to their forthcoming residential stay in Swanage in the summer term. All pupils use appropriate geographical vocabulary well in their work.

135. The quality of teaching and learning in each key stage is satisfactory, and similar to that reported in the previous OFSTED inspection. Pupils of all abilities make satisfactory progress in geography. Teachers introduce geography imaginatively and the youngest pupils, use, for example, stories to identify a route to the 'Three Bears' House', which helps to develop sound geographical understanding. Teachers build well on this work in Year 2, when pupils map their journey in the school grounds to the 'secret garden', recording the different things they see on the way. Teachers develop pupils' knowledge and understanding of map work steadily in Key Stage 2, and this enables them to introduce more structured work on the reading and interpretation of Ordnance Survey maps in Years 5 and 6. Teachers show a secure knowledge of the subject, and give lively introductions to lessons to kindle pupils' interest, and make them keen to start their research and written work. Pupils' behaviour is managed well, both in whole class and group sessions. Teachers make effective use of support staff, and this especially helps pupils with special educational needs and those with English as an additional language to get the most out of lessons. Teachers provide a good balance between giving pupils information and providing resources for pupils to use their enquiry skills to conduct their own research.

136. The geography curriculum is broad and balanced, with a good policy document and scheme of work formulated by the subject co-ordinator. The co-ordinator is well qualified and enthusiastic, and gives good educational direction to members of staff on an informal and formal basis. Appropriate procedures are in place for assessing pupils' attainment and progress in the medium and long term, and usually take place at the end of each topic. The co-ordinator has carried out some monitoring by examining lesson plans, pupils' workbooks and displays, but has yet to monitor the teaching of geography in the classrooms. Pupils of all abilities have equal access to all the aspects of the geography curriculum. An audit of resources has been carried out, which showed that they are adequate, with a reasonable range of books and globes. However, there is generally a shortage of up-to-date atlases in the school. The subject is linked effectively with other curriculum subjects, especially mathematics, in relation to measuring distance, grid references and temperatures, and art and information technology for linking surveys with data handling. Pupils from Years 5 and 6 will attend a residential course in Swanage during the summer term to compare their own locality with another in another part of the country. Younger pupils spend a day in the Eltham Environmental Study Centre in relation to their geography studies.

## **HISTORY**

137. Only one lesson, in Year 6, was observed during the inspection, due to timetabling factors. It is, therefore, not possible to make firm judgements about the quality of teaching in lessons, but indications may be formed from other sources. The work of some pupils was scrutinised, teachers' planning was surveyed, and discussion was held with the subject co-ordinator. Indications from all sources indicate that pupils' attainment is below average for their age by the end of Key Stage 2, due to poor reading and writing skills generally, and to poor recall of facts. However, pupils are interested in

the subject, and some topics which seize their interest and imagination give rise to better quality work, such as some group work producing a ballad about John Cabot's voyage of discovery, and writing in role about his adventures. In terms of the key elements of the subject, chronology is generally well grasped, and the range and depth of information acquired are understood reasonably well, although pupils' retention of facts is sometimes poor. Pupils make appropriate use of historical sources such as the Bayeux Tapestry, but struggle to interpret the concepts and issues behind the events and features of the period being studied. Pupils have a sound knowledge of everyday life in ancient Greece or Egypt and the Norman invasion of England, and are beginning to understand the reasons for the Crusades. They are familiar with timelines, and can find information in the library or by using the computer.

138. Teachers' planning is satisfactory, with good attention to key elements, to structure, drawing concepts from examples and events, and the use of source material. Imaginative methods of work are employed, often combining written assignments with English. Teachers make good use of a wide variety of sources, and work is sometimes extended into other subjects such as geography or art. Teachers promote learning well by the use of collaborative work, such as small group discussions, the variety of source material, and the use of illustrations and artefacts. Teachers subject knowledge is good, and their knowledge of the key elements is well integrated into their planning. The assessment procedures are sound; teachers make their own notes, and use these to make an annual report statement.

139. In the previous report, standards were found to be average in history. Teaching was generally sound, but where the acquisition of knowledge was insufficiently extended to allow pupils to understand historical concepts, teaching was unsatisfactory. The subject lacked a sufficiently detailed scheme of work and policy document.

140. The curriculum is satisfactory, with a good, clear policy, and a sound scheme of work now being reviewed to take in much of the structure of the recommendations of the Qualifications and Curriculum Authority. It incorporates a broad and balanced programme of appropriate study units. The co-ordinator has good subject knowledge, and is starting to form a collection of work to aid teachers in their planning and in their assessments in the subject. She surveys teachers planning, and makes a point of observing displays, although she has not had the opportunity to monitor actual lessons. There is a good range of experiences provided to enhance the history curriculum, including visits to museums and sites of historical interest such as Greenwich Observatory, the Globe Theatre, and Lullingstone Roman Villa. Resources in the subject are generally adequate, although the school is still building up its collection of artefacts for the different periods studied.

## **INFORMATION TECHNOLOGY**

141. There were limited opportunities for observation of lessons, so judgements are made on the observed sessions, discussions with staff and pupils, and scrutiny of a limited amount of previous work.

142. By the end of Key Stage 2, pupils' attainment is overall below the national expectation. It is broadly in line in communicating and handling text but below in handling data, controlling, monitoring and modelling, where the school does not provide the full programme of study. This shows a fall in the standards reported at the last inspection, when standards were judged to be average.

143. By the age of eleven, most pupils show an average awareness of audience when combining text and graphics in their work. They can use an appropriate variety of fonts, colours and sizes. They are beginning to use the Internet and multi-media programs competently to access information. The use of data handling is less well developed, and they have not been given the opportunity to control events in predetermined way, sense physical data, or explore patterns and relationships with the aid of simulations or models. There is very limited use of information technology across the curriculum. In science pupils have made some use of CD-ROM programs to find information about the solar system.

144. By the end of Key Stage 1, attainment is broadly in line with the national expectation. This reflects the findings of the last inspection. By the age of seven, pupils generate and communicate ideas using text and pictures with reasonable skill. They show appropriate knowledge of the keyboard, and confidently and competently use the mouse. They use the features in a variety of programs. Pupils use simulations well to explore imaginary situations, and give clear, direct commands to produce a variety of outcomes when using controllable toys. They recognise that control is an integral part of many everyday devices such as tape recorders.

145. There were few opportunities to observe direct teaching, but other evidence shows that teachers have varying levels of skill and understanding in the subject. The co-ordinator has carried out an audit of staff skills and has identified appropriate training needs. When pupils are working on computers, teachers show a sound awareness of their needs, and intervene appropriately so that pupils make satisfactory gains in learning. This leads to satisfactory progress at Key Stage 1. The quality of learning at Key Stage 2 is unsatisfactory, as the full programme of study is not covered, pupils are given insufficient opportunities to develop a full range of skills and there are too many instances when teachers do not have computers in use. Consequently, all pupils, including those with special educational needs, English as an additional language and experienced users, make unsatisfactory progress. The ratio of computers to pupils is well below the national average. This has a significant effect on the opportunities offered to pupils, and affects the quality of learning, particularly at Key Stage 2. Teachers are not always aware of the skills pupils bring from home, and provide too little to extend pupils with good computer knowledge. In addition, they do not make use of these higher attaining and gifted pupils to support those with relatively weak knowledge.

146. The management of the subject is sound. The present co-ordinator is enthusiastic but has little opportunity to monitor the teaching across the school. She has adapted new guidelines well, and is now ensuring that the subject is systematically taught in all classes so that pupils can begin to build on their skills.

147. The subject does not meet National Curriculum requirements at Key Stage 2 because the school has failed to provide sufficient computers and other necessary resources to ensure full coverage of the programme of study.

## **MUSIC**

148. In the current inspection, only two lessons were seen, one in each key stage. Indications from these lessons are that pupils' work is average for their age in music. Pupils enjoy their music making, moving to music and singing, and are enthusiastic about joining in and taking part. By Year 6, pupils have a sound idea of conventional notation when singing from sheet music, and sing echo and answering parts in songs in preparation for part singing. They work well to improve their performance, particularly in pitch and tone, and their sense of rhythm is generally good. They use instruments with reasonable skill to make an ostinato to accompany songs, using both four beat and three beat pulses. Pupils show a good sense of control of loud and soft sounds which improves their performances. In the previous inspection, standards in music were reported as being in line with national expectations throughout the school, while teaching was good. Resources were said to be good.

149. Music is taught throughout the school by a visiting specialist music teacher, who has excellent musical knowledge and understanding. Teaching is good, and the content of lessons is appropriate to the National Curriculum programmes of study, with planning appropriately built round the essential musical elements. The teacher engenders a lively enthusiasm among her pupils of all ages, which promotes enjoyment and enhances learning. Direct teaching points are well made, and pupils' performance is monitored and feedback provided. These aspects of teaching, together with

opportunities for consolidation and modification, support the good levels of learning which pupils achieve for their capabilities.

150. Documentation in the subject is good, with an appropriate scheme of work which is detailed, thorough, and both broad and balanced. It includes aspects of all the four strands of the subject, including composing. Some simple forms of graphic notation are introduced in Key Stage 1 and developed through Key Stage 2 as an aid to recording, modifying and performing compositions created in group work. Since the co-ordinator is the music specialist who takes virtually all music lessons in the school, she not monitor any other teaching. However, class teachers accompany their classes to music lessons and take part in them, thus enabling them to provide follow-up music activities from time to time, and to observe pupils and make assessment notes on their progress. The music teacher provides a useful assessment sheet format for this purpose.

151. The school provides a good range of experiences for music, including performing in local schools' music festivals, carols in Southwark Cathedral, and watching performances by visiting dancers and musicians, such as the African dance troupe who performed at the special "Around the World" festival held by the school. Resources, however, are inadequate, which represents a decline from the sound resources reported in the last inspection. The school has suffered some accidental damage to some of the musical instruments, and there are not enough, at present, for everyone in a class to have a choice of instrument. Other musical resources, apart from instruments, are adequate. Both instruments and listening music include within their ranges good examples of music and instruments from other cultures and other times.

## **PHYSICAL EDUCATION**

152. By Year 6, pupils' work in physical education is below average for their age, and below the average standards reported in the school's previous OFSTED inspection. At the end of Key Stage 2, pupils suffer from a poor level of fitness. Halfway through the warm up session, many are already struggling to breathe, and some drop out altogether. In gymnastics activities, they move clumsily and find it difficult to run around without crashing into one another. Their games skills are poor. Few throw or catch balls easily, and the hall is soon littered with balls thrown carelessly or not caught properly. They have little idea of competitive team games, or how to evade defences when playing basketball. Their swimming skills are also below average, and only quarters of pupils swim unaided and safely for at least 25 metres by the time that they leave the school. At Key Stage 1, the pupils the pupils combine running, jumping and walking movements into suitable sequences with appropriate levels of co-ordination. They respond well to instructions but are insufficiently aware of the effects of exercise on their bodies. At both key stages, the pupils' ability to evaluate their own and others' performance in order to improve is under developed.

153. The quality of teaching and the quality of learning, including pupils with special educational needs and English as an additional language, are satisfactory overall, but range from good to unsatisfactory. It was only possible to observe one lesson at Key Stage 1, and no judgement is made of the teaching here. At Key Stage 2, teaching and learning range from good to satisfactory in quality. In most lessons throughout the school, teachers start physical education lessons promptly and in a well-organised manner. Warm-up activities are appropriate, and prepare pupils well for vigorous exercise. The lessons are challenging, and teachers show secure knowledge of the subject in the instructions and demonstrations that they give. These factors, along with their use of pupils to demonstrate, help to ensure that the pupils understand what they are doing, and acquire new skills steadily. This was evident in a lesson during which pupils worked in pairs to mirror each other's gymnastic moves. The teacher explained the difficult concept well, relating the lesson effectively to previous work, and allowed the pupils time to experiment. At just the right moment, the teacher stopped them, and gave the best groups time to show off their skills. This worked well, and gave all pupils sufficient new ideas to improve their own sequence. Where, in a small number of cases, teaching has shortcomings, pupils'

behaviour is unsatisfactorily controlled. This results in a slow pace to the lesson, as pupils are continually stopped in their work while the teacher admonishes those who are misbehaving, and pupils' learning suffers as a result. The teaching of swimming, shared by class teachers and instructors from the local leisure centre, is good, and focuses appropriately on the building of pupils' confidence and developing their skills.

154. The pupils show good attitudes to physical education. They behave well, form constructive relationships and work in good atmosphere with high degrees of racial harmony. Physical education makes a good contribution to the social and moral development of the pupils as they learn to understand the benefits of teamwork. The subject is overseen capably by an experienced teacher who is enthusiastic, and has made a start at monitoring teaching. The school has a good scheme of work, and the curriculum includes appropriate opportunities for swimming and outdoor adventurous activities. The school has a suitably sized hall, a good hard surfaced area but no playing field. The lack of a field, and the absence of competitive sports or extracurricular games, help to account for the low levels of fitness in Key Stage 2 and pupils' poor games skills.

## **RELIGIOUS EDUCATION**

155. At the end of Key Stage 2, pupils' attainment is below the expectations of the locally Agreed Syllabus. The previous inspection judged attainment to be generally satisfactory. Pupils in Year 6 name and describe the key figures, places, events and artefacts of Buddhism but their knowledge of different religions is below average for this age group. Pupils show average knowledge of a church as a special place for Christians and know some of the special things used in Christian worship at special services such as Baptism. They realise how some things are precious to people in different religions, and that the Qur'an is the Muslim Holy Book and must be stored and handled carefully.

156. At the end of Key Stage 1, pupils' attainment is broadly in line with expectations. They have appropriate knowledge of various faiths studied. They know the creation story from the Old Testament, and, in their present topic, pupils retell, with help, the story of Rama and Sita. They identify that the story belongs to the Hindu faith, and show a sound awareness of Diwali. They recognise good and bad examples set by characters in the story, and show a good awareness that some things are right and some things are wrong.

157. The quality of teaching and learning is satisfactory overall. At Key Stage 1 it is consistently good. At Key Stage 2, the quality of teaching is satisfactory, but ranges from satisfactory to excellent. In the best lesson, a visit to the local church, the teacher demonstrated how excellent planning and management of such a visit can inspire pupils to learn so much about how a church is used. The teacher and the parish priest gave clear information, which all pupils understood and remembered. The very good work sheets and the teacher's careful questioning ensured that pupils learnt many new things about the church, the sanctuary, the altar, the patron saint of the church and the significance of artefacts such as the cross, candles and the crucifix. Pupils behaved extremely well on the visit, and were highly commended by the priest. The visit contributed well to their spiritual development as they showed wonder at the stained glass windows, and reverence of a "special place". In Year 6, the challenging behaviour and immature attitudes of a significant number of pupils affect the quality of learning, despite the best efforts of two very skilled teachers. Year 6 pupils do not work well in groups, and a significant minority of them takes little interest or pride in their work. These factors help to account for the below average attainment in this class.

158. The management of the subject is sound. The co-ordinator is conscientious. Although the co-ordinator monitors planning, she has no opportunity to monitor classroom teaching. Resources are adequate in terms of books, and the school makes good use of the Multi-faith Resource Centre to gain access to useful artefacts. The subject meets the requirements of the locally Agreed Syllabus.