

INSPECTION REPORT

HOLY FAMILY R. C PRIMARY SCHOOL

Kidbrooke

LEA area: Greenwich

Unique reference number: 100178

Headteacher: Mrs. N. De Souza

Reporting inspector: Mrs. S. D. Morgan
1355

Dates of inspection: 3rd-6th July 2000

Inspection number: 192258

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Tudway Road Kidbrooke London
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Appropriate authority:	The governing body
Name of chair of governors:	Rev. E. Nimmo
Date of previous inspection:	July 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs S D Morgan	Registered inspector	Science	What sort of school is it?
		Information technology	How high are standards?
		Art	How well are pupils taught?
		Design and technology	What the school should do to improve further?
		Equal opportunities	
Mrs C Marden	Lay inspector	-	How well does the school work in partnership with parents?
Mrs C Childs	Team inspector	Provision for children under the age of five	-
		Special educational needs	
		Music	
Mr A Everix	Team inspector	Mathematics	-
		Physical education	
Mrs P Kitley	Team inspector	English	How well does the school care for its pupils?
		English as an additional language	
Mr M Milton	Team inspector	History	How good are the curricular and other opportunities offered to pupils?
		Geography	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Family is a primary school with 175 full-time pupils. There are ten full-time and 26 part time pupils in the nursery, which has been in operation for two years. The school is about the same size as other primary schools. It has slightly more girls than boys, and the proportion of boys and girls in each year group varies considerably. The percentage of pupils who speak English as an additional language, at well over 60 percent, is very high. Of these five are at an early stage of English language acquisition. The pupils come from the local area which is socially and economically disadvantaged and is in an Education Action Zone. The current attainment of pupils on entry to full time education is below average. The proportion of pupils who have special educational needs, at just over 19 percent, is in line with the national average. Of these just over one percent have statements of special educational need, and this is an average figure. Most pupils' special needs relate to learning difficulties, although some have emotional and behavioural problems.

HOW GOOD THE SCHOOL IS

This a good and effective school. It has a strong Christian ethos and provides a supportive and caring environment. The very effective management of the headteacher helps pupils make good progress with their learning. When pupils enter the nursery, their levels of attainment are well below average, as they move through the school they make good progress. Teachers and support staff effectively promote positive attitudes to learning. By the time they are eleven, current Year 6 pupils reach the national average in English, mathematics and science. The quality of teaching is good, particularly in English and mathematics. Teaching is most effective in the nursery and in the juniors. The school provides good value for money.

What the school does well

- The strong Catholic ethos of the school is very effective in encouraging pupils to want to learn. It enables them to achieve well and successfully promotes their spiritual, moral, social and cultural development.
- Pupils make good progress in English, mathematics and science.
- The headteacher and deputy provide strong leadership which promotes the aims of the school and has been effective in raising achievement.
- Very good teaching in the nursery provides children with a very good start to their education.
- Pupils with special educational needs are very well supported throughout the school and make good progress.

What could be improved

- Standards in information technology are too low.
- There is insufficient liaison between the nursery and reception to enable children to make a smooth transition and maintain very good progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996. Its improvement since then has been good and almost all of the key issues identified by the last inspection have been addressed. Standards have improved. The weaknesses that remain in information technology have been identified and appropriate plans for development are in place. The national literacy and numeracy strategies have been implemented well. Regular monitoring has helped to improve the quality of teaching. Relationships with parents are now good and there have been improvements in the use of assessment data and discipline procedures. The school has the commitment and capacity for further improvement.

STANDARDS

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

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

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

Results achieved by eleven-year-olds in national tests were well above the national average for English, above average for mathematics and average for science. Over the past four years, results in all three subjects show an improvement which is above the national trend. When compared with the performance of schools with similar proportions of pupils eligible for free school meals, the overall 1999 test results show that pupils' performance was well above average in mathematics and science and was in the highest five percent nationally in English. In the tests, the performance of girls in mathematics, at the ages of seven and eleven, has been below that of boys. Their performance has also been below that of boys in English and science, at age eleven. There are no clear reasons for this and no significant differences were noted in lessons. Current standards in English, mathematics and science are in line with the national average. The difference between current standards and previous National Curriculum results in English and mathematics is due to the particular group of pupils and is confirmed by assessments carried out by the school.

Results achieved by seven-year-olds, in English have improved. Over the last two years they have shown considerable improvement, particularly in writing. Results in mathematics have been close to the national average. The results in the 1999 national tests in reading were above the national average, they were well above in writing. The science teacher assessments for seven-year olds in 1999 showed standards to be average. Compared to similar schools, the results were very good and in writing they were in the highest five percent nationally. Current standards in English are slightly below the national average. The difference between current standards and previous National Curriculum results is due to the particular group of pupils and is confirmed by assessments carried out by the school. Current standards are average in mathematics and science.

The school's targets for future results are set by the local education authority and are considerably below the results achieved in previous years. The school sets its own more challenging targets based on an analysis of the school's assessment of what pupils have achieved so far.

Current standards in information technology are below average for pupils aged seven and eleven. Evidence from lessons indicates that pupils' knowledge and skills are now being systematically developed. In other subjects, there is evidence of satisfactory standards of work and pupils' achievements are good. For example, pupils make good learning gains in swimming and they sing tunefully and with enthusiasm in lessons and assembly. There have been improvements in standards in subjects such as art, and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	As they move through the school, pupils' attitudes improve and by the time they are in Years 5 and 6 they are good.
Behaviour, in and out of classrooms	Behaviour outside of classrooms is good. In class, it is satisfactory overall. In some younger classes the behaviour of a small minority of pupils has an adverse impact on learning. There have been no permanent and ten fixed-period exclusions during the past year. The number of exclusions over the past three years has dropped significantly.
Personal development and relationships	Good. There is mutual respect between pupils and all other adults who work in the school. Opportunities are provided for pupils to take responsibility.
Attendance	Attendance is satisfactory and is close to the national average. The high level of unauthorised absence is due to the school not being notified of pupils who have left and some pupils who go on extended holidays abroad.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good and this helps pupils to learn a great deal. Teaching was judged to be satisfactory or better in 95 percent of the lessons seen during the inspection. It was good or better in 61 percent, and very good in eight percent. The most effective teaching was seen in the nursery and in Key Stage 2. The quality of teaching has improved since the previous inspection. Teaching has become more consistent, particularly at Key Stage 2 where it was judged to be unsatisfactory at the time of the last inspection. In the core subjects of English and mathematics, teaching is good throughout the school. Teachers have good subject knowledge and teach basic skills well. Literacy hours are well planned and the numeracy strategy implemented effectively. The teaching of science is satisfactory in both key stages. Until recently, there has been insufficient emphasis on the teaching of information technology. Overall, teaching is now satisfactory, and pupils often make good learning gains when using computers.

Work in both key stages is planned to meet the differing needs of pupils and the overall management of pupils is good. Support staff are well briefed and deployed by teachers. Specialist teachers, such as those providing behavioural support to some older Key Stage 1 pupils, help individual pupils develop more positive attitudes to learning. However, in a few lessons, the unsatisfactory behaviour of a small minority of pupils does slow the pace of learning for the majority. This results in pupils completing too little work and making insufficient learning gains.

Teachers have high expectations and this enables pupils to make good learning gains and progress in almost all lessons. Lessons start promptly and little time is wasted. Work is regularly marked in all classes, but the quality of marking is inconsistent. Pupils with special educational needs are effectively supported and make good progress. Those who are learning English as an additional language are taught very well in class. However, there is a lack of liaison between the specialist teacher and class teachers, and this is a weakness.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad with an appropriate emphasis on English and mathematics. Personal and social education includes sex education and education about the misuse of drugs. All classes have times when pupils can discuss things that are important to them. The nursery curriculum includes all the necessary aspects but there are not clear links between the nursery and reception classes to enable pupils to make a smooth transfer.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. Support is very carefully matched to individual needs and pupils make good progress.
Provision for pupils with English as an additional language	Pupils who are learning English as an additional language make good progress and many reach the national average in English by the age of eleven.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral, social and cultural development is very good and it is good for spiritual development. This is a strength of the school and is firmly embedded in the Catholic faith.
How well the school cares for its pupils	The commitment of all staff creates a very caring and safe environment for pupils. Pupils' personal safety is well promoted and an effective behaviour policy promotes the development of positive attitudes and behaviour as pupils move through the school. The monitoring of pupils' academic performance is effective, and the information well used to improve standards.

The school has improved its relationship with parents since the last inspection and has successfully forged a good partnership with them. This is reflected in the positive views that parents have of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership, and is well supported by the deputy headteacher. Their work helps pupils make good progress with their learning. Subject co-ordinators are much more effective than they were at the last inspection.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and fulfil their responsibilities. Governors are kept well informed about the school's work through their visits to the school, and termly reports from the headteacher and subject co-ordinators. They have taken steps to overcome the difficulties caused by the high turnover of teachers.
The school's evaluation of its performance	There is systematic monitoring of many aspects of the school's work. Lessons are regularly observed and the quality of pupils' work is checked in several subjects. The school makes sound use of this information to set targets for improvement.
The strategic use of resources	The school development plan identifies improvements to be made and targets are costed in the school's budget. The school makes satisfactory use of the principles of best value in its decision making.

Learning resources, accommodation and staffing are satisfactory. Teachers and support staff are used well. The high turnover of teaching staff has been caused by factors outside the school's control.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress in school. • Behaviour is good in the school. • The teaching is good. • They are comfortable about approaching the school with a question or problems. • The school is well managed and led. • The school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework that their children receive. • The range of activities provided outside of lessons.

At the meeting held before the inspection, parents felt that relationships and communication had improved considerably since the time of the last inspection. Inspectors agree with parents' positive views. However, inspectors found that appropriate homework is set throughout the school. The range of extra-curricular activities was found to be limited, although a sound range of visits enrich the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In this report, the term “standards” refers to pupils' attainment relative to some clear benchmark, such as National Curriculum levels, or descriptions, at the end of a key stage. “Above average standards”, for example, means that a higher proportion of pupils of a particular age are succeeding at or beyond the level set than in the majority of schools. 'Achievement' on the other hand, reflects the accomplishments of pupils in relation to what you would expect of these particular pupils. The pupils' prior attainment, what they can already do, is the reference point for pupils' achievement.

2. **Children under five** enter the nursery with a wide range of needs; many have difficulties with communication, social and learning skills and personal behaviour. They make good progress in all areas of the curriculum and very good progress in their personal, social and creative development, and in language and literacy. On entry into reception, the local authority's baseline assessments show that children have made significant gains during the nursery year, and that the school's results are well above average for similar schools, although they are still below the national average.

3. In English standards have risen since the time of the previous inspection and results have improved significantly compared with those of 1998. Over the last two years results have shown considerable improvement, particularly in writing at Key Stage 1. The results in the 1999 **national tests** in reading were above the national average, they were well above in writing and close to the national average in mathematics. The end of key stage science teacher assessments in 1999 showed standards to be average. At the end of Key Stage 2 in 1999, national test results were well above the national average for English, above average for mathematics and average for science. Over the past four years, results in all three subjects show an improvement which is above the national trend. In the tests, the performance of girls in mathematics, at both key stages, has been below that of boys. Their performance has also been below that of boys in English and science at Key Stage 2. There are no clear reasons for this and no significant differences were noted in lessons.

4. When compared with the performance of schools with similar proportions of pupils eligible for free school meals, the overall 1999 test results for Key Stage 1 show that pupils' performance in reading, and mathematics was well above average and in writing it was very high. Key Stage 2 results show pupils performance was well above average in mathematics and science and very high in English.

5. Pupils' **overall achievements** throughout both Key Stages are good. Work in the lessons observed was well planned to meet the needs of pupils of differing levels of attainment. Pupils with **special educational needs** achieve well. They are effectively supported in class. Reviews of their particular needs take place regularly and individual education plans are updated appropriately. Pupils who have **English as an additional language** achieve well.

6. Evidence gained through the inspection shows that the standards of pupils currently in Year 2 in **English** are slightly below the national average. For pupils currently in Year 6, standards are in line with national expectations. The difference between current standards and previous National Curriculum results is due to the particular groups of pupils and is confirmed by assessments carried out by the school. Pupils of all levels of attainment achieve well in both key stages and make good progress. An effective range of strategies is used to promote writing, and this combined with good teaching of the

literacy hour, have contributed to the improvement in standards. There is satisfactory development of **literacy skills** in other subjects such as history, geography and science.

7. The standards of pupils currently in Years 2 and 6 in **mathematics** are in line with that expected nationally. The difference between current standards in Year 6 and previous National Curriculum results is due to the particular group of pupils and is confirmed by assessments carried out by the school. Pupils of all levels of attainment make good progress through both key stages. All the necessary elements of the National Curriculum are covered. However, data handling is less well developed than the other aspects of mathematics because opportunities for pupils to develop their skills, in such subjects as science and information technology, are limited. Pupils have satisfactory opportunities for applying and developing **numeracy skills** in other subjects such as geography and physical education. However, there is no overall plan to ensure that teachers maximise opportunities for developing mathematical skills across the curriculum.

8. Currently in **science**, the standards of pupils in Years 2 and 6 are average. Pupils' achieve well and make good progress as they move through the school. In both key stages, pupils of all levels of attainment take care with their work, and written work is well presented. This has a positive impact on the standards achieved. Pupils make good progress with the factual and investigative elements of science and understand and use a range of specialist vocabulary. As they move through the school they develop a good understanding of fair testing. Pupils represent data using tables and graphs. However, there is insufficient use of information technology within science for data handling.

9. The standards of pupils currently in Years 2 and 6 in **information technology** are below those expected nationally as the full range of applications has not been covered. Evidence from lessons indicates that pupils are now starting to produce some promising work using computers and their knowledge and skills are being systematically developed. A scheme of work is now being used which covers all of the applications required by the National Curriculum and skills are being taught regularly.

10. Standards in **all other subjects** are satisfactory. Most pupils are working at levels which are in line with those expected for their ages. Standards in **history, music** and **physical education** are similar to those at the time of the last inspection. Pupils' achievements are good and they make good learning gains in swimming. In lessons and in assembly they sing tunefully and with enthusiasm. In **other subjects** standards have improved. In **art** pupils have opportunities to work using a range of media and now produce work in three-dimensions. In **design and technology**, pupils develop skills using a wider range of materials. More opportunities are provided in **history** for pupils to select evidence and develop historical enquiry and there have been improvements in **geography**.

Pupils' attitudes, values and personal development

11. As they move through the school, pupils' develop good attitudes towards learning. The nursery is very effective in promoting the personal and social development of children. By the end of their time in the nursery class, children confidently make decisions and simple choices. They co-operate extremely well, sharing and taking turns. They learn how to join in, listen and care for each other appropriately.

12. The school is very effective in fostering positive attitudes. At the start of the day, pupils show an eagerness to come to school and, as they come into the playground, many are smiling and singing. A number of pupils, particularly older pupils in Key Stage1, have problems listening to their teachers and each other, and following instructions. They find it difficult to share resources and work on tasks which require them to be independent. All teachers and specialist support staff establish clear and

consistent working routines, and encourage and reward good attitudes. This has a positive impact as pupils move through the school. As they become older, their ability to concentrate and co-operate increases, and they work well together, in pairs and in groups. Pupils respond well when homework is set. In discussions, pupils said that they really enjoyed coming to school and learning.

13. Overall, pupils with special educational needs have positive attitudes to learning. They respond well to the support they receive and to being involved in the review and setting of their individual education plan targets.

14. Outside of lessons, pupils' behaviour is good and they play well together. Pupils' behaviour in class improves as they move through the school, and in most lessons it is satisfactory or better. By the time they are in Years 5 and 6, pupils are mature and have positive attitudes. In the very few lessons where unsatisfactory behaviour was observed, the challenging behaviour of a few pupils limited the progress made by the whole class. Pupils called out rather than put up their hands, and some pupils constantly sought attention. Teachers and support staff deal with any incidents well and this ensures that in almost all lessons pupils' learning is not disrupted. Relationships are good, pupils respond well to each other, and their teachers. Pupils are courteous and show respect for other adults who work in the school. Older pupils show good levels of confidence and are happy to talk about what they are doing and show their work to visitors. Pupils show respect for property and take care of the equipment they use. In discussions, pupils said that bullying is not a significant problem. Older pupils commented that incidents of bullying had decreased since the school council had been started and they were very clear about procedures if there were any problems. There have been no permanent and ten fixed period exclusions during the past year. The number of exclusions over the past three years has dropped significantly.

15. Older pupils are given a range of responsibilities and they respond very well taking their duties seriously. For example, they are caring and supportive when they sit with younger ones in the hall at lunchtime. Year 6 pupils also have responsibilities such as helping to set up the hall for assembly. Pupils in each class act as school councillors and pupils commented that suggestions put forward to the school council are taken seriously and some have been acted upon.

16. Parents are positive about the attitudes and values the school promotes. At the parents' meeting, held prior to the inspection, parents said their children liked coming to school and talked of the caring environment and the positive encouragement of Christian moral values. These views were confirmed during the inspection.

17. Attendance is satisfactory and is close to the national average. The high level of unauthorised absence is due to parents not informing the school when their children have left and some pupils who go on extended holidays abroad.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, the quality of teaching is good and this has a positive impact on pupils' learning. The most effective teaching was seen in the nursery and in Key Stage 2. The quality of teaching has improved since the last inspection. Over nine out of ten lessons were satisfactory or better, with more than six out of ten being good or better. Teaching has become more consistent, particularly at Key Stage 2 where it was judged to be unsatisfactory at the time of the last inspection.

19. The quality of teaching for children under the age of five is very good. Staff in the nursery plan carefully together and organise sessions very well. Sufficient time is allowed during sessions for the

specific teaching of groups and individuals, and for children to explore ideas, investigate situations and practice skills. Assessment on entry is used well to identify children's strengths and where they require additional support. Teaching methods are very well matched to individual needs. This enables children to make very good learning gains.

20. In the core subjects of English and mathematics, teaching is good throughout the school. Teachers have good subject knowledge and teach basic literacy and numeracy skills well. Literacy hours are well planned and the numeracy strategy implemented effectively. The teaching of science is satisfactory in both key stages. Teachers use the guidance provided by the scheme of work to plan their lessons and this ensures that all the aspects of science are systematically taught. Insufficient teaching was observed in other subjects to make an overall judgement. However, teachers are now using schemes of work to guide their planning and this is helping to ensure that the work builds on pupils' previous learning. Until recently there has been insufficient emphasis on the teaching of information technology. Overall, teaching is now satisfactory, and pupils often make good learning gains when using computers. Some teachers lack subject knowledge and this weakness is being addressed by means of a well planned programme of support and training. Computers are regularly used in most classes, and teachers organise the allocation of time on the machines well.

21. Work in both key stages is well planned to meet the differing needs of pupils and the overall management of pupils is good. Support staff are well briefed and deployed effectively by teachers. Specialist teachers, such as those providing behavioural support to some older Key Stage 1 pupils, have a good range of skills, knowledge and understanding of pupils' needs. They liaise well with class teachers and this ensures that good quality support is provided and helps individual pupils develop more positive attitudes to learning. Teachers consistently apply the behaviour policy. However, in a very few lessons, the unsatisfactory behaviour of a small minority of pupils does slow the pace of learning for the majority. This results in pupils completing too little work and making insufficient progress.

22. Teachers consistently emphasise the particular aims of each lesson, and check on and refer back to previous learning. They have high expectations and this enables pupils to make good learning gains and progress in almost all lessons. Lessons start promptly and little time is wasted. For example, in an effective Year 6 literacy lesson, the teacher set clear targets for the completion of tasks and took every opportunity to extend pupils' learning by involving them in discussion and encouraging them to take responsibility for organising their work. Teachers use a range of resources to make lessons interesting. For example, in a Year 2 art lesson, a range of artefacts, including clay tiles and water lily leaves, were used to look at textures. The technique of rubbing using wax crayons was then introduced. Opportunities to discuss the particular features of the artefacts were used to develop pupils' vocabulary and their observational skills.

23. Good use is made of plenary sessions to review the work completed and to check on what pupils have learned. Teachers question pupils carefully to check on the development of their knowledge and understanding. Opportunities are taken to allow pupils to share their work with the class and explain what they have been doing. Teachers set appropriate homework such as reading, spelling and mathematics. Work is regularly marked in all classes, but, the quality of marking is inconsistent. In some classes, marking tends to consist of ticks and very short comments and is occasionally inaccurate. Some comments ask for work to be completed or corrections to be made, but there is no evidence in the pupils' books that this is done. In other classes, teachers write more detailed evaluative comments and give guidance on how work can be improved. This helps pupils reflect on their work and helps them improve.

24. Pupils with special educational needs make good progress. They are effectively supported and participate fully in classroom activities. Pupils are involved effectively in reviewing and setting

personal targets, which they achieve by means of planned focused regular timetabled support and teaching. Diagnostic assessment and teaching by visiting specialist staff also enables pupils with particular learning needs to make good progress.

25. Pupils who are learning English as an additional language are taught very well in class. Learning support assistants are well briefed by teaching staff and work is well planned to meet the needs of individuals. A specialist teacher works with groups of pupils from three year groups. However, there is a lack of liaison between the specialist teacher and class teachers, and this is a weakness.

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

26. The curriculum for the under-fives in the nursery covers the required desirable learning outcomes, but there is not a policy for the teaching of the under-fives in both the nursery and reception which would ensure that their education was based on common principles and practice. The curriculum for Key Stages 1 and 2 is generally broad and balanced. The strategies for teaching literacy and numeracy are effective. There are appropriate schemes of work for science and information technology. National guidance is used for the teaching of other subjects, although it has not yet been fully taught in history and geography. All classes have times when pupils sit in a circle with their teacher and discuss important personal issues. In addition, sex education and education about the misuse of drugs are provided for older pupils. Statutory requirements are met.

27. It is appropriate that the school gives an above-average time allocation to the teaching of English and mathematics. However, there is relatively little work in history and geography in Year 6 when much time is given to preparing pupils for the national tests in English, mathematics and science

28. The school provides good support for pupils with special educational needs. Work is planned to meet the needs of individuals, and pupils are appropriately involved in the review and setting of their individual education plan targets.

29. The only extra-curricular activities are football clubs for boys and girls, together with a homework club for pupils in Year 5 and a breakfast club. There are some competitive matches for both boys and girls. The curriculum is enriched by a sound range of visits that includes the British Museum, the Science Museum and the National Gallery as well as places in Greenwich such as the National Maritime Museum and the Rangers House. Each year, Year 6 pupils have an activity week with a good range of visits.

30. The school's mission statement states that all pupils are special and all at the school work hard to make sure that all pupils have the same learning opportunities. This is successfully delivered. Since the last inspection, the number of exclusions has been reduced significantly. At times, the behaviour of some pupils is challenging and disruptive. All staff work very hard to help pupils with emotional and behavioural difficulties, using the school's assertive discipline policy and support from special educational needs staff. Pupils' behaviour improves as they move through the school, and pupils in Years 5 and 6 are well behaved and have mature attitudes to work and relationships with others.

31. The school makes the best use of the opportunities for pupils' learning provided by the local community. Several classes have carried out some geography fieldwork on the Ferrier Estate. Each year, there is a cultural evening when parents and local people provide food, music and dress from the wide range of cultures represented within the school. A member of the staff from the parish church works with a class regularly and runs a prayer group that pupils can choose to attend.

32. There are some useful links with the two secondary schools that most pupils transfer to at eleven. For example, those not reaching the expected levels in English, mathematics and science attend a summer school before transfer to one of the schools, and some pupils attend master-classes at the other school. Links with the local Education Action Zone are strengthening and helping to improve the quality of the curriculum by, for example, providing extra resources for the teaching of reading and providing each teacher with a laptop computer.

33. The school's provision for moral, social and cultural development is very good and it is good for spiritual development. There has been a good improvement in this provision since the last inspection.

34. Spirituality is firmly anchored in the Catholic faith and prayers are said at the beginning and end of the day as well as in assembly. Grace is said before lunch. Pupils pray respectfully and sing hymns with sensitivity for their meaning. They are given the opportunity to develop personal prayer skills in prayer groups held by the Parish Sister. There are opportunities for pupils to reflect on works of art and music.

35. Moral and social teaching are very closely linked and the Catholic ethos underpins the strong moral code of the school. These aspects are formally taught during religious education lessons and in assemblies. The school council is very effective in promoting social skills and pupils rightly feel that the council makes a difference to the life of the school. Pupils have confidence in their councillors who are seen as the first people to talk to if they have problems with other pupils.

36. The school is very effective at promoting the understanding of a range of cultures. The cultural evening is a celebration of the cultures within the school. Parents and their children dress in their national costumes and bring dishes of their national foods. Within the curriculum, pupils have the opportunity to study works of art from Japan and to play musical instruments from different countries, for example Vietnam and Peru. The pupils' cultural education is enhanced by a number of visits to museums and art galleries, as well as visitors to the school. Recent visitors include the Chinese Puppet theatre and Samba dancers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides a very caring environment that effectively promotes pupils' academic performance while it supports their personal development. It has very good policies and practices for ensuring their health, safety and welfare. A child protection policy is securely in place. The headteacher is designated to oversee child protection issues and ensures that appropriate action is taken in accordance with the locally agreed procedures. The introduction of a school council is an important initiative that encourages pupils to take an interest in their own safety. Improvements in playground routines are being introduced following suggestions from pupils to the council.

38. Since the last inspection clear strategies have been developed to monitor and promote good behaviour. These are understood by pupils and applied consistently by all adults in school. The midday supervisors have received training in ways of supporting pupils in the playground, and they also contribute to the rewards system. Pupils' good behaviour and achievements are celebrated in school assemblies. The school's strong sense of family values encourages pupils to consider their actions and how they affect others. An important feature of this ethos is the seating arrangement at lunchtime when older pupils sit with younger ones.

39. The school's procedures for monitoring punctuality and attendance are good. Arrangements for assessing pupils' attainment are in place and regular, standardised tests are used to monitor pupils' academic progress in the core subjects of English, mathematics and science. Test results are reviewed and targets are set to make sure that pupils maintain progress. Booster classes are held for Year 6 pupils who require additional help. Assessment is satisfactory in the nursery, however, insufficient use is made of pupil information on transfer to the reception class.

40. All staff know pupils' strengths and weaknesses well; this is reflected in the quality of provision made for pupils with special educational needs, and in the support given to pupils whose first language is not English. A strength of the school is the very good liaison between teachers, learning support assistants and the outside agencies involved in supporting all pupils. Time is allocated to allow teachers to liaise regularly with visiting colleagues, which benefits the pupils. However, it is a concern that despite the school's careful organisation of special educational needs assessment and referrals, three pupils accepted for specialist support by the Specific Learning Difficulties (Dyslexia) Team, after four months are still waiting for their initial assessment. The lack of an Individual Support Teacher from the local authority means that not all statutory provision requirements for a pupil with a statement of special educational need are being effectively met.

41. The comprehensive range of routine measures that care for pupils' well being, combined with high expectations of individual performance, create an environment which promotes high standards of learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school has improved its relationship with parents since the last inspection and has successfully forged a good partnership with them. This is reflected in the positive views that parents have of the school. Parents think that teaching is good and that consequently their children make good progress. Parents are confident that the school would listen to any concerns they may have. The inspection team agrees with these views.

43. The school provides parents with satisfactory information about pupils' attainment and progress through the annual report and termly consultation evenings. The reports tell parents what their children can do and understand in mathematics, English and science. In other subjects, there is sometimes a lack of detail with an emphasis on whether the pupil had enjoyed the work.

44. Regular newsletters keep parents informed about the life of the school. The school holds occasional evenings for parents about aspects of the curriculum, recently numeracy and literacy. This enables parents to support their children's education more effectively at home. However, parents do not receive regular information about what their children will be learning in the current term, which is a weakness.

45. Pupils receive regular homework and parents help run a homework club in Year 5. There is a small group of parents who regularly help in school with literacy, numeracy, design and technology. Parents also help on school trips. The headteacher has meetings with parents about secondary transfer so that they can make informed choices about which school will be best for their child's secondary education.

46. The school makes very good efforts to work closely with parents of pupils with special educational needs. For example, it is commendable that parents are invited each term to review individual education plans and to discuss new targets and strategies. The close links that have now been developed between home and school are a strength, enabling pupils with particular difficulties to make good progress in their learning, communication and behaviour.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides very effective leadership and management, and is well supported by the deputy headteacher. The headteacher has successfully led the school in raising standards since the last inspection. The school has a strong Christian ethos and pupils from a wide range of backgrounds form a cohesive, happy school community. The staff are committed, hard working and care for the pupils. The school has overcome many of the difficulties caused by the relatively rapid turnover of teaching staff over the last few years. This turnover has been caused by factors outside the school's control. However, these staff changes do reduce the rate of improvement in some aspects of the school's work such as the shared planning between the nursery and reception to ensure that pupils' learning in nursery leads smoothly to their learning in reception.

48. Since the last inspection, standards have risen, and the quality of teaching has improved. Almost all of the key issues for improvement identified at the last inspection have been addressed. For example, there has been an improvement in the way that subject co-ordinators work. Co-ordinators now monitor pupils' work and displays, and the co-ordinators for English, mathematics, science and information technology have monitored lessons and given the headteacher reports of their findings. It is good that co-ordinators give termly reports to the governing body. The delegation of responsibilities to particular teachers has been disrupted by staff changes and is not always effective. The co-ordinators for English and mathematics provide good leadership for these subjects.

49. The headteacher effectively co-ordinates the special educational needs provision within the school. Administration and organisation are good. Statutory requirements for special educational needs are met. There is systematic and effective monitoring of the quality of specialist support provided for pupils who are learning English as an additional language by the headteacher.

50. The governing body is very supportive of the school. It is well informed about the school's strengths and weaknesses because at least two governors visit each term and it receives useful termly reports from the headteacher and co-ordinators. The governors carry out their necessary responsibilities. They agree the priorities in the school development plan and monitor the progress made with the plan's targets.

51. The school monitors and evaluates its work very effectively, and the headteacher has made an accurate evaluation of its strengths and weaknesses. All teachers have their lessons observed by the headteacher and some co-ordinators. After lessons have been observed, aspects for improvement are identified, which are then followed up. For example, there has been good monitoring of information technology teaching in each class, and useful points for improvement identified. Also, the progress pupils make with their learning is monitored, and this information is used to set targets for improving standards.

52. There is a sound school development plan that is helping the school to improve. Its targets for improvement are appropriate and costed. A few targets have not been achieved because of changes to the teaching staff such as the writing of a policy for personal and social education. The school has reduced the harmful effects of the rapid turnover of teaching staff by employing a relatively large number of well-qualified learning support assistants and a teacher who does not have responsibility for teaching one class. This has helped to provide continuity for pupils when teachers change. The school makes appropriate use of specific grants, including those for special educational needs and English as an additional language, and those received from the Education Action Zone. There is a shared commitment to improve by all staff. The capacity to succeed in making these improvements is limited

by changes of teaching staff, but this is compensated for by the strengths of the headteacher and deputy headteacher.

53. In its use of resources, the school applies the principles of best value to a satisfactory extent. For example, it increased parents' evenings from two to three after consulting parents, and it consults pupils through the school council. It has applied the principle of competition, for example, by changing the agency which provides payroll services. It compares its results with both other local schools and similar schools. The school challenges itself over the use of resources to provide education activities outside the school day by, for example, providing a homework club for Year 5 pupils with the help of parents.

54. The number of teachers and learning support assistants is relatively high. However, these staff are well deployed. Support staff are well trained, work closely with teachers and make a secure contribution to the progress of pupils with special educational needs. The consistency of approach to positive behaviour management is a strength of the school. The induction of new staff has improved since the previous inspection and is now good. All support staff are appraised, and the school follows local education authority guidance for the appraisal of teachers. Accommodation is satisfactory. Strengths are the nursery provision and the two libraries. The weaknesses are that reception does not have an outdoor teaching area for use during teaching time, the lack of a digging and growing area for the nursery class and a lack of shade in the playgrounds. Learning resources are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to raise standards further, the governors and staff should:

- (1) improve the teaching of information technology throughout the school by:
 - continuing with the planned developments of staff training together with the purchase and installation of new equipment;
 - continuing the implementation of the scheme of work;
 - continuing with the programme of monitoring and support.These weaknesses are mentioned in paragraphs: 7-9, 20, 51, 94, 99, 107, 110-111.

- (2) improve liaison between the nursery and reception classes to enable children to make a smooth transition and maintain very good progress by:
 - formulating an Early Years Policy (as indicated in the school development plan);
 - developing a scheme of work for children under the age of five, to ensure continuity and full curriculum coverage;
 - improving the use of assessment information when children transfer from the nursery to reception class;
 - ensuring that there is regular formal liaison between the nursery and reception staff to develop teaching and learning for all children under the age of five.These weaknesses are mentioned in paragraphs: 26, 39, 47, 81.

56. In addition to these key issues, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in the listed paragraphs:

Use and application of numeracy across the curriculum; 7, 96, 99.

The quality and consistency of marking ; 23, 92, 95, 100.

Lack of liaison between the specialist teacher providing support for pupils with English as an additional language and class teachers;	25, 58.
Insufficient range of extra- curricular activities;	29, 116.
The lack of an outdoor teaching area for pupils in the reception class and the lack of a digging and growing area for the nursery class.	54, 82.

ENGLISH AS AN ADDITIONAL LANGUAGE

57. Pupils who are learning English as an additional language make good progress and many reach national averages in English by the age of eleven. It is good that the headteacher systematically monitors the quality of support provided by the Ethnic Minorities Achievement Grant.

58. Class teachers' knowledge of their pupils, the good support they receive in structured classroom programmes and appropriate assistance from learning support assistants are a strength overall in the school. A weakness is that class teachers are given insufficient guidance, especially with teaching materials, training and advice.

59. A range of languages is used to label resources, facilities and displays. Pupils with English as an additional language have good attitudes to school and to work. They have full access to the whole curriculum and to all the activities of school.

PART C: SCHOOL DATA AND INDICATORS

60.

Summary of the sources of evidence for the inspection

Number of lessons observed

38

Number of discussions with staff, governors, other adults and pupils

25

61.

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	53	34	5	0	0

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

62.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	175
Number of full-time pupils eligible for free school meals	4	78

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	38

English as an additional language

	No of pupils
Number of pupils with English as an additional language	111

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	13

63.

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

64.

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	9	10	10
	Girls	13	14	13
	Total	22	24	23
Percentage of pupils at NC level 2 or above	School	81 (86)	89 (85)	85(82)
	National	82 (80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	14	13	14
	Total	24	23	25
Percentage of pupils at NC level 2 or above	School	89 (79)	85 (79)	93 (92)
	National	82 (81)	86 (85)	87 (86)

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

65.

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	10	12	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	10	10	10
	Total	16	17	17
Percentage of pupils at NC level 4 or above	School	76 (63)	81 (48)	81 (63)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	7	7
	Girls	10	10	10
	Total	13	17	17
Percentage of pupils at NC level 4 or above	School	71 (67)	81 (59)	81 (67)
	National	68 (65)	69 (65)	75 (72)

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

66.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	84
Black – other	8
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	40
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

68.

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	19:1
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	136

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23:1

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

Number of pupils per FTE adult	12:1
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FTE means full-time equivalent.

67.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	6	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

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

69.

Financial information

Financial year	1999/2000
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	£
Total income	497738
Total expenditure	522174
Expenditure per pupil	2665
Balance brought forward from previous year	28516
Balance carried forward to next year	4080

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

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	17	4	0	2
My child is making good progress in school.	63	30	6	0	2
Behaviour in the school is good.	63	30	4	2	2
My child gets the right amount of work to do at home.	39	37	15	7	2
The teaching is good.	56	37	4	0	4
I am kept well informed about how my child is getting on.	59	26	9	4	2
I would feel comfortable about approaching the school with questions or a problem.	63	30	4	2	2
The school expects my child to work hard and achieve his or her best.	78	15	4	0	4
The school works closely with parents.	54	35	9	2	0
The school is well led and managed.	61	30	6	0	4
The school is helping my child become mature and responsible.	59	31	2	4	4
The school provides an interesting range of activities outside lessons.	30	39	13	7	11

Due to rounding figures may not add to 100

Other issues raised by parents

71. Parents said that they were happy with the ethos of the school. There was general agreement that it is a caring place which promotes good behaviour in the classroom. They felt that relationships and communication with parents had improved considerably since the time of the last inspection.

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

72. At the time of the inspection, pupils in the reception class were over five years old. Only pupils in the nursery class were working to the under-fives curriculum, the desirable learning outcomes.

73. Pupils join the nursery each term, and this enables new nursery entrants to join a settled well-ordered environment. Opportunities are provided for the older children to show the excellent nursery routines and also to help the new pupils to settle in well. Parents are valued and welcomed, which greatly benefits the children. There is an extremely good partnership between the nursery staff and a specially designated health visitor, which supports positive relationships between home and the nursery.

74. Children enter the nursery with a wide range of needs; many have difficulties with communication, social and learning skills and personal behaviour. The experienced nursery staff provide a well structured, enriching and supportive learning environment which enables all children, including those with designated special educational needs, to make good progress in all areas of the curriculum and very good progress in their personal, social and creative development, and in language and literacy. On entry into reception, the local authority's baseline assessments show pupils have made significant gains during the nursery year, and that the school's results are well above average for similar schools.

75. By the end of their time in the nursery class, children confidently make decisions and simple choices. They co-operate extremely well, sharing and taking turns, and many are able to negotiate appropriately when working together. In the house play area, children were able to agree to play at picnics; and then amongst themselves decided who would cook, telephone visitors or write down important messages. Without adult intervention, they successfully continued with the game for over fifteen minutes, all the while unfolding and negotiating new suggestions. Outdoors, children play together with concentration and care, taking turns to ride and help pushing others on the wheeled toys. In all aspects of nursery life, they learn how to join in, listen and care for each other appropriately. Clear systems, calm routines and high staff expectations allow nursery children to develop self-confidence and independence.

76. The children, many of whom enter the nursery with limited language development, make very good progress in speaking and listening, and in developing early writing and reading skills. They all listen attentively, respond well to instructions and questions, and enjoy stories greatly. They are keen both to share books with adults and to choose to read independently. Many confidently use books well to tell stories to their friends. They can track text as they recall content, and understand how books and stories operate. By the time they leave the nursery, some children are aware of letters, and know some letter sounds and names. Children enjoy learning about writing. They confidently write for a range of purposes using symbols, pictures and some are beginning to form and use some letters. Good language teaching across the nursery curriculum and good use of resources are very effective in promoting early language skills.

77. Through games, real life experiences and practical projects, children are developing a sound grasp of early mathematics. For example, through the shared construction of a robot model, children have developed understanding and confidence by counting boxes used and by comparing its growing and finished height to that of staff and various children. Several children were able to discuss simple comparatives of size and quantity, and explain aspects of the different geometric shapes used for the robot's features. A few children could name these shapes correctly. Children understand about

counting, some can accurately count up to ten items, and many understand and use simple number, time and place words, such as before, more than and beside. Some are beginning to write numerals and to distinguish these from drawing and letters. Overall progress is good.

78. Nursery children participate with interest and care in singing and rhymes. They enjoy music making, using instruments and can follow simple rhythmic patterns. In make-believe play they are beginning to take on aspects of characterisation and appropriate roles with sound understanding. They are developing control and competence in working with a variety of materials and in using simple tools and a range of media, for example to create pictures and sculptures. Overall, the children are sensitive, observant and communicative about their surroundings.

79. Physical development is mainly well supported by a good range of resources and sound teaching. However, current planning for children's gross motor physical development does not include a sufficiently specific focus for teaching or allow time for consolidating specific learning objectives and developing designated skills and understanding.

80. The quality of teaching for children under the age of five is very good. Staff in the nursery plan carefully together and organise sessions very well. Sufficient time is allowed during sessions for the specific teaching of groups and individuals, and for children to explore ideas, investigate situations and practice skills. Very good time management, plus the careful use of resources and focused teaching, ensures the full participation of all children. Assessment on entry is used well to identify children's strengths and where they require additional support. Teaching methods are very well matched to individual needs. Staff successfully challenge, inspire and give confidence to the children. This enables them to make very good learning gains.

81. The school in its development plan has acknowledged the need for an Early Years Policy. At present there are too many differences in teacher expectations, teaching styles and classroom organisation between the nursery and reception classes. Although assessment is sound in the nursery, insufficient use is made of pupil information on transfer to reception. The lack of an under-fives scheme of work affects the ability of teachers to plan effectively for full coverage and continuity of the curriculum. There is insufficient formal and on-going liaison between the nursery and reception staff to develop teaching and learning for the under-fives.

82. The nursery outdoor area is secure, well used and offers many good opportunities. However, the school has correctly identified that the lack of growing and digging areas limits the range of children's learning. The lack of an outdoor teaching area for reception pupils limits their range of learning opportunities.

ENGLISH

83. At Key Stage 1, when compared with results nationally, pupils' scores in the 1999 National Curriculum Tests were above average in reading, and well above average in writing. At the end of Key Stage 2, they were well above average. When compared with similar schools, results were well above average at Key Stage 1 and very high at Key Stage 2. Standards have risen since the time of the previous inspection and results have improved significantly compared with those of 1998. Over the last two years results have shown considerable improvement, particularly in writing at Key Stage 1. Results indicate that girls have been performing less well than boys at the age of eleven, however the difference has been reduced since the last inspection and no significant differences were observed in lessons or in pupils' work. Pupils enter school with below average attainment and make good learning gains. The attainment of the current Year 2 pupils is slightly below the national average, however, they are

achieving well. For pupils currently in Year 6, attainment is in line with national expectations and pupils are achieving well. The difference between current standards and previous National Curriculum results is due to the particular groups of pupils and is confirmed by assessments carried out by the school. An effective range of strategies is used to promote writing, and this combined with good teaching of the literacy hour, has contributed to the improvement in standards since the previous inspection.

84. Since the last inspection, improvements have been made to widen the range of opportunities to develop pupils' speaking and listening skills, and they are now clearly linked to reading and writing tasks in the literacy hour. Standards are now in line with those expected nationally. Most pupils listen to their teachers and each other, and older pupils are able to discuss issues confidently and respond to other points of view. Some teachers have developed effective techniques that encourage pupils to pose questions. The open-ended discussions that result allow pupils to reflect on what they have heard and build more complex ideas through discussion. The school council provides pupils with an opportunity to expand their range of language to present more complex issues to a wider audience. There is good use of specialised scientific vocabulary throughout the school with key words for particular topics in some classes and labelling of display work in Year 6 to extend vocabulary knowledge.

85. Pupils enjoy reading and currently standards are average at the end of Key Stage 1 and good at the end of Key Stage 2. In reception, they choose their own books and can talk about their favourite stories. They develop phonic awareness of initial sounds and some self-correct infrequent errors. They are confident and enthusiastic readers. By the age of eleven, higher attaining pupils read fluently and with good expression, and are able to discuss their favourite authors and the types of books they like best. They can also predict what might happen in a story, give an alternative ending and say what they might do if they were a character in the book. By the age of eleven they have read a range of fiction, non-fiction, poetry and plays from a selection of books that appeal to both boys and girls. Well stocked libraries provide non-fiction material for both key stages and pupils are familiar with methods used to locate books and find information.

86. Parents and carers are being encouraged to support children's reading at home with the introduction of PACT: Parents and Children and Teachers. Parents have attended workshops run by the school and are encouraged to comment about their children's reading in diaries. At present, there are limited opportunities for pupils to complete comments in their reading diaries themselves and this could be developed to help raise standards further. Teachers record pupils' attainment and progress in guided group reading record books, but the comments are rather general in nature and are of limited use to diagnose problems and help with the planning of future work.

87. The previous report found that unsatisfactory progress was being made in writing. The school has allocated extra time for handwriting and extended writing in both key stages, and current work indicates that standards have risen. A published handwriting scheme is used throughout the school and this is having a positive impact on raising standards. Most pupils have developed a fluent, joined style and present their work well by Key Stage 2.

88. Termly individual targets for writing have been introduced for all pupils and successfully support spelling, grammar and punctuation. Standards are slightly below national expectations at Key Stage 1. Pupils have written poems, letters, diary entries, stories and have re-written well known fables such as 'The Hare and the Tortoise'. Support is given to their writing in the form of writing frames or sequencing structures. More open ended tasks are set for higher attaining pupils and their writing shows imagination and clarity. They sustain ideas with an appropriate use of connectives and use a greater range of imaginative vocabulary to create specific effects: 'I heard the bats whisper ... I heard very quiet sounds.'

89. By the end of Key Stage 2, writing standards are average. Pupils have experienced writing in a wider range of forms including newspaper articles, petitions, and letter writing to present a particular point of view, and in response to a greater variety of stimuli. For example, Year 3 have written play-scripts for a modern version of 'Little Red Riding Hood' and Year 4 have written about one event in two different styles: narrative and newspaper report. Year 5 have predicted endings for tales from mythology while Year 6 created their own endings for 'The Iron Man'. They are encouraged to use persuasive language effectively and higher attaining pupils include phrases such as 'the addictive and alluring casino' in letters protesting against proposals to re-develop an area close to the school.

90. Pupils' writing skills are also developed in subjects such as history, geography and science. Year 4 pupils wrote letters in the voice of Catherine of Aragon and Year 5's projects on the Ferrier Estate involved them in designing questionnaires for their survey and personal writing about life on the estate. Opportunities exist for pupils to plan and draft their work, but this is not extended to cover revision of first drafts and inclusion of more complex sentences.

91. The quality of teaching and learning is now good overall, and has improved since the previous inspection. Consistency in classroom practices and routines creates a calm and purposeful atmosphere in most classrooms, and teachers have high expectations of behaviour and work. Lessons are planned in detail ensuring a brisk pace of work, questions are used effectively to draw out pupils' understanding and knowledge, and homework is set and checked regularly. Good relationships between pupils, teachers and learning support assistants are supportive of all pupils, but especially those with special educational needs and those for whom English is an additional language.

92. Assessment was identified as being unsatisfactory in the previous report but the effective introduction of the literacy strategy has helped to develop adequate recording and reporting systems. These would be even more effective in improving the progress that pupils make if teachers' comments not only praised their efforts, but also showed how work could be improved. All classes have well-presented displays of pupils' writing, and class fiction libraries contain an attractive range of books that create a literary environment. The subject is well led and managed and class teachers are given practical support by the English co-ordinator.

MATHEMATICS

93. When compared with results nationally, pupils' scores in the 1999 National Curriculum tests were average at Key Stage 1 and above average at the end of Key Stage 2. When compared with similar schools, results were well above average at both key stages. Results have improved significantly compared with those of 1998. Girls' performance in the tests has been below that of boys. There are no clear reasons for this and no significant differences were noted in lessons. For pupils currently in Years 2 and 6, attainment is in line with that expected nationally. The difference between current standards in Year 6 and previous National Curriculum results is due to the particular group of pupils and is confirmed by assessments carried out by the school. Pupils of all levels of attainment make good progress through both key stages. Pupils with special educational needs and those learning English as an additional language, make good progress due to the effective support they receive from teachers and learning support assistants. Overall, standards have improved since the last inspection.

94. By the end of Key Stage 1, pupils of average attainment identify patterns in numbers, for example, sequences of fours and fives. Their ability to round figures, such as 66 to the nearest ten, is based on a sound understanding of numbers up to 100. Higher attaining pupils make reasonable estimates of length and measure accurately in centimetres. They have a sound knowledge of tables to 5 x 5 and understand,

for example, that 4×5 is the same as 5×4 . By the end of Key Stage 2, pupils' skills in solving problems are particularly well developed. For example, in mental arithmetic they quickly calculate $85+87+89+91+93+95$ by recognising that it is the same as 6×90 . Pupils work confidently with numbers in a range of situations, such as discounting items in a sale by 10 percent, or multiplying 45 by 33. Higher attaining pupils calculate accurately to two decimal places. Most pupils calculate areas and perimeters competently and know how to draw various types of graphs. However, data handling is less well developed than the other aspects of mathematics because opportunities for pupils to develop their skills are limited, in subjects such as science and information technology.

95. The overall quality of teaching and learning are good. In all of the lessons observed teaching was at least satisfactory. Mental arithmetic sessions are taught at a good pace and all pupils are kept involved through challenging questions. Careful grouping of pupils, and teachers' firm encouragement during lessons, are effective in ensuring that pupils work hard, especially as some find concentration and co-operation with others difficult. Teachers' success with this is reflected in the large amount of work produced by most pupils during the year. Expectations of pupils are high and tasks are well matched to different levels of attainment. For example, in a Key Stage 1 lesson, higher attaining pupils worked on calculations involving tens and units, whilst those who were less able used apparatus to help them add single digit numbers. The objectives of lessons are shared with pupils and this helps them to understand the reasons for their learning. Introductions to activities are usually clear and the plenary session at the end of lessons is often used well to share learning. Occasionally, teachers spend too long talking to the class or do not end the lesson on a positive note. When this happens, pupils become inattentive. Teachers provided good ongoing support in nearly all lessons by checking and rectifying pupils' misunderstandings. However, the quality of marking is inconsistent. Teachers are not always following up work they have asked pupils to correct, and in one class marking is occasionally inaccurate. The presentation of pupils' work improves through the school but some younger pupils' work is untidy, for example, several do not write numerals carefully within the squares in their exercise books.

96. The subject is effectively managed and the numeracy strategy successfully implemented. The ongoing monitoring and observation of teachers includes useful written feedback identifying areas for improvement in lessons. Assessment data from various tests is used well to monitor the school's performance and identify weaknesses in the curriculum, for example, in data handling. The information is helpful to teachers when grouping pupils or planning work for different levels of attainment. A new system, soon to be introduced, will establish greater consistency in teachers' record keeping. Pupils have satisfactory opportunities for applying and developing numeracy skills in other subjects, for example, line graphs are used for comparing climates in geography and the understanding of symmetry developed in physical education. However, there is no overall plan to ensure that teachers maximise opportunities for developing mathematical skills across the curriculum.

SCIENCE

97. In the 1999 science end of Key Stage 1 teacher assessments, attainment was found to be average at the expected level 2 and well below average at the higher level 3. When compared with similar schools they are well above average at level 2 and below at level 3. In the end of Key Stage 2 national tests, pupils attainment was close to the national average. Overall, results were well above average when compared with similar schools. The performance of pupils in science over the last four years has shown improvement. The 1999 results show a considerable improvement on those for 1998. The results are reflected in the current pupils' written work and in their recall and understanding of science. Girls' performance in the tests has been below that of boys. No significant differences to account for this were noted either in written work or in lessons. All pupils, including those with special educational needs and

those for whom English is an additional language, make good progress as they move through the school. Overall, standards have improved since the last inspection.

98. In both key stages, pupils of all levels of attainment take care with their work and complete all assignments. Written work is well presented and this has a positive impact on the standards achieved. Pupils develop an understanding of a wide range of specialist vocabulary and older Key Stage 2 pupils understand and use terms such as thermal conductor and insulator. Pupils make good progress with the factual and investigative elements of science. Younger pupils are able to record observations using annotated diagrams and tables, and this skill is consistently developed throughout the school. During Key Stage 1, pupils develop their observational skills, for example by recording the stages in the growth of a bean.

99. During Key Stage 2, pupils develop a good understanding of fair testing. When Year 6 pupils were setting up an experiment to look at the factors that would change the brightness of a bulb they were able to work in groups, discussing how to proceed. They considered the factors that would need to be kept constant and what could be varied. Pupils represent data using tables and graphs, although the use of line graphs by older pupils is limited. There is insufficient use of information technology within science for data handling.

100. In almost all of the classes observed, the quality of teaching was satisfactory. Teaching in Key Stage 2 has shown improvement since the last inspection. All teachers follow the scheme of work and this ensures that work consistently builds upon knowledge previously gained. Teachers now have satisfactory subject knowledge and there is an appropriate allocation of time to cover all the aspects required by the National Curriculum. Lessons have clear learning objectives and staff plan work to meet the needs of all pupils including those with special educational needs and English as an additional language. Where teaching is most effective, activities are planned in detail and a good range of resources are available. Teachers use careful questioning to check pupils' knowledge and recall of previously completed work. For example, in a Year 6 lesson, the teacher encouraged pupils to think for themselves by asking questions such as "why do you think that the bulb is becoming brighter?" rather than providing the answers. Teachers expect work to be neatly presented and encourage the use of specialist vocabulary. In almost all lessons, teachers manage the behaviour of pupils well. Less effective teaching was observed when teachers failed to manage practical activities effectively and did not provide clear guidance on what information had to be collected and how to write up the results of investigations. All teachers mark work regularly, however the quality of marking is inconsistent. In some classes teachers add helpful comments which give pupils an indication of how they can improve their work, whilst in others work is simply ticked.

101. A well-structured monitoring programme is in place, which has a clear focus on raising standards of teaching and learning. Detailed analysis of data, such as the results of national tests, is effectively used to identify areas of strength and those that require improvement. Resources for the subject have been improved, they are well organised and easily accessible.

ART

102. Pupils of all abilities achieve satisfactorily in art and are working at levels which are in line with those expected for their ages. Scrutiny of the work pupils have produced this year indicates that a satisfactory quality of teaching has been maintained. Improvements have taken place in some aspects of art as there are now more opportunities for pupils to express their individuality and to produce work in three-dimensions. This was evident from a range of observational drawings in pupils' sketch books and clay tiles and pots, linked to work on the Indus Valley, produced by older Key Stage 2 pupils. Pupils

have opportunities to use pencils, paint, pastels, clay and computer painting packages to produce work of satisfactory and sometimes good quality. Work by a variety of artists is on display around the school. Paintings by artists, such as, Klee, Rousseau and Georgia O'Keefe are used to support the study of famous artists and provide a stimulus for pupils' own art work. Attractive examples of pupils' work are well displayed in classrooms and around the school. This ensures that pupils know their work and effort in art are valued. Work in art makes a valuable contribution to pupils' social and cultural development, for example, pupils in Year 6 have exchanged art work with a school in Japan.

DESIGN AND TECHNOLOGY

103. Standards in design and technology have improved since the time of the last inspection. In both key stages, most pupils are working at levels which are in line with those expected for their ages. Pupils now develop their skills using a wider variety of materials such as card, food, textiles and construction kits. In Year 1, they are able to plan the ingredients for a fruit salad. When designing and making a "moving monster", pupils in Year 3 were able to write a materials list and produce annotated sketches of their designs. Older pupils consider which materials would be appropriate for particular purposes, such as making a torch, and write evaluations of their work.

104. Overall, pupils achieve satisfactorily with the designing and making aspects of the subject. A scheme of work is now followed and pupils' work is well presented. Completed work indicates that the quality of teaching has improved since the last inspection. Additional training for staff is planned to extend their expertise in aspects of the subjects, such as, the use of cams and control technology. Recorded work shows that teachers use opportunities to develop pupils' vocabulary and literacy skills, encouraging them to describe materials, give reasons for choices and sequence processes.

GEOGRAPHY

105. The standards of the work seen were appropriate for the pupils' ages. This is an improvement since the last inspection and has happened because teachers now include geography in their planning. Key Stage 1 pupils complete sound work on the school and its locality, and study places such as Vietnam through the travels of Barnaby Bear. Year 6 pupils have completed only a small amount of work on rivers in the summer term. It is good that Year 5 pupils devised their own questionnaires as part of an investigation into the Ferrier Estate, and wrote about advantages and disadvantages of living on the estate. They have studied St Lucia and, for example, compared schools in Castries with those in London. In Year 4, pupils have made proposals for a piece of waste ground on the estate, and compared jobs in an Indian village with those in London. The school follows national guidance for teaching the subject, although the absence of a co-ordinator means that teachers do not receive advice on adapting this guidance to the needs of the school. Consequently, there are a few examples of work being repeated in different years.

HISTORY

106. As at the time of the previous inspection, the standard of the work is appropriate for the pupils' ages. There has been some improvement in remedying the weakness identified last time of insufficient opportunities for pupils to develop skills in historical enquiry and in the selection of evidence. Key Stage 1 pupils' writing shows a sound knowledge of Mary Seacole, and they accurately sequence the events of the Fire of London. Pupils use a variety of old photographs and souvenirs as they compare the seaside now and in the past. Year 6 pupils study the Indus Valley Civilisation but have recorded a

relatively small amount of work. This included describing a variety of artefacts and drawing conclusions from this evidence. In Year 5, pupils cover a good range of aspects in their study of the Victorians, including the lives of the rich and poor, and the use of census returns as historical evidence. As part of their study of the Tudors, Year 4 use their historical knowledge well to write a letter in the role of Catherine of Aragon. They used inventories as a historical source. In their work on the Blitz, the pupils used a good range of historical evidence including artefacts and old photographs, and then took the roles of evacuees writing letters home to their families. As part of their work on the Roman invasion of Britain, Year 3 pupils related this to their own families' experiences of migration. The school uses national guidance on teaching history as its scheme of work but this was not all taught during the current school year.

INFORMATION TECHNOLOGY

107. Standards are similar to the time of the previous inspection. Attainment is below that expected nationally at the end of both key stages and progress has been unsatisfactory. The school has identified information technology as an area requiring improvement. A well-considered programme of support and training has been undertaken during the last six months, and additional hardware and programs are being purchased. Evidence from lessons indicates that pupils are now starting to produce some promising work using computers, and their knowledge and skills are being systematically developed. A scheme of work is in place which covers all the applications required by the National Curriculum.

108. Younger pupils are now using computers for writing and drawing, finding information and control applications. For example, Year 2 pupils have used a paint package to produce portraits of each other. They have also worked with a programmable toy, making it avoid obstacles and move in the shape of different alphabet letters. By the end of Key Stage 1, pupils know how to access a program and use a mouse. They do not know how to save and retrieve stored information and have little experience of data handling. Younger pupils in Key Stage 2 have satisfactory skills using a range of applications. For example, pupils in Year 3 are able to access the Internet and send and receive e-mails. Pupils also created a database about themselves and printed three-dimensional bar graphs. Year 4 pupils can import images into a document and copy and paste. Older pupils have more limited skills. Until very recently, they have not received a planned teaching programme to systematically develop their knowledge, and this has limited their attainment.

109. Pupils' attitudes towards information technology are positive. They concentrate well and follow instructions. During whole class demonstrations, pupils are attentive and very keen to participate and answer questions. They work well together, older pupil's work hard to overcome problems and younger pupils take turns when using equipment, such as the mouse.

110. Until recently, there has been insufficient emphasis on the teaching of information technology. Overall, teaching is now satisfactory, and pupils often make good learning gains when using computers. Teachers' planning indicates that there is now an appropriate emphasis on teaching a range of applications. Some teachers do not have sufficient knowledge and skills to use computers to cover all the applications required by the National Curriculum. This weakness is being addressed by means of a well planned programme of support and training. In the lessons observed, teachers had good knowledge of applications such as using a CD ROM for research and use of the Internet. During the inspection, pupils made good use of the computers in classrooms to apply the skills demonstrated in whole class lessons.

111. The co-ordinator has recently taken over responsibility for the subject area. The subject is being well managed and much has been accomplished in the past few months. A well-structured monitoring

programme is in place, which has a clear focus on raising standards of teaching and learning. Observations of teaching have been undertaken and a detailed report produced with recommendations. An appropriate scheme of work is now in place, which covers National Curriculum requirements, and assessment procedures are being developed. A useful portfolio of completed work is being compiled to provide evidence of work being covered and of the school's expected standards for each year. The range and quality of resources is being improved and there is good capacity for improvement.

MUSIC

112. The standard of the work is appropriate for the pupils' ages. Pupils throughout the school participate enthusiastically in a wide range of musical events, which reflect the wide multi-cultural richness of the school and the local community. Music effectively supports religious worship and spiritual reflection, and offers very good opportunities for pupils to develop self-confidence and to co-operate and appreciate the creative efforts of others

113. The choir offers Year 5 pupils good opportunities for developing their musical experience and expertise, and adds greatly to the quality of singing, complexity of performance and the enjoyment of the whole school when singing in assembly. Throughout the school, singing is tuneful and volume, inflection and diction are very well controlled. The contribution made by visiting staff with musical expertise provides good support for class teachers and enables pupils to make good progress in singing and in listening with appreciation to a wide variety of music. In assembly, pupils listened carefully to quiet passages of piano music at the start.

114. A scheme of work is in place which guides teachers' planning. The range of musical instruments has been developed well since the last inspection. They now are of good quality and range, and are well used. Individual instrumental lessons are no longer taken by any pupils due to cost implications for parents.

PHYSICAL EDUCATION

115. The standard of work observed in lessons is appropriate for pupils, ages. In a Year 2 lesson, pupils demonstrated a range of ball skills appropriate for their age. They threw and caught a ball with varying degrees of success, and in threes developed simple tactical skills when attempting to block or receive it. Year 3 pupils demonstrated good quality movements in gymnastics. Working with partners, they produced a sequence of well-controlled movements focusing on the difference between symmetrical and asymmetrical shapes. In a Year 4 lesson, pupils made good progress when practising their leg actions to improve swimming styles, whilst non-swimmers developed their all round confidence in the water. Pupils have good opportunities to swim throughout Key Stage 2 and school records indicate that they make good gains in learning. Very few pupils swim when they start lessons in Year 3, and over three-quarters achieve national standards by the end of Year 6.

116. In the lessons seen, teachers demonstrated a good knowledge of the subject. For example, they explained the importance of warming up before activity, clearly demonstrated skills such as passing the ball and taught pupils to "cool down" at the end of the lesson. Learning assistants were used effectively, for example, to support pupils in swimming. Despite good teaching techniques, a few younger pupils with significant behavioural difficulties find it hard to co-operate and consequently slow the learning of the class. Football clubs and matches for boys and girls, and participation in a local inter-school mini-olympics provide opportunities for competitive sport. However, there are no other

extra-curricular activities to extend the subject. The school makes use of the nearby park when possible but the lack of a field restricts opportunities for pupils to develop a range of games skills.