

INSPECTION REPORT

DEPTFORD PARK PRIMARY SCHOOL

Deptford London

LEA area: Lewisham

Unique reference number: 100678

Headteacher: Mrs S Alton

Reporting inspector: Mr J Bald
17932

Dates of inspection: 26 February – 1 March 2001

Inspection number: 193876

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Evelyn Street
Deptford
London

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Appropriate authority: The governing body

Name of chair of governors: Mr T Scott

Date of previous inspection: April 1997

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|--------------|--------------------|----------------------|---|---|
| 17932 | John Bald | Registered inspector | English as an additional language | The school's results and pupils' achievements How well are the pupils taught? How well is the school led and managed? |
| | | | Special educational needs | |
| | | | Equal opportunities | |
| 9835 | Glenda Spencer | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 10270 | Sandra Teacher | Team inspector | Foundation Stage | |
| | | | Religious education | |
| 8722 | Eric Wilson | Team inspector | Science | |
| | | | Design and technology | |
| | | | Information and communication technology | |
| 27654 | Robina Scahill | Team inspector | Art and design | |
| | | | History | |
| | | | Geography | |
| 27895 | Margaret Skinner | Team inspector | English | |
| | | | Music | |
| 27061 | Ian Stainton-James | Team inspector | Mathematics | How good are the curriculum and other opportunities offered to pupils? |
| | | | Physical education | |
| 14871 | Beryl Buteux | Team inspector | English as an additional language (support) | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Deptford Park Primary School is very large. It has 602 pupils, with an even balance of boys and girls. Pupils come from many ethnic backgrounds. Over half are of Black African heritage, and a quarter are White. Four-fifths of pupils speak English as an additional language, and a fifth are in the early stages of learning English. Sixty-nine pupils are refugees. Over 60 per cent of pupils are entitled to free school meals. All of these figures are very high. Two fifths of pupils have special educational needs, a well above-average proportion, but the proportion with a Statement of Special Educational Need is average. Standards among pupils joining the school are well below average, and very low in English. There is a high turnover of pupils. Social and economic circumstances are very unfavourable.

HOW GOOD THE SCHOOL IS

Deptford Park Primary School is less effective than it should be. Standards are very low, and the school's organisation does not meet the full range of pupils' learning needs. But teaching is satisfactory, and often good, and the school provides well for pupils' personal development. Management and leadership are now good, with very good features, and the school is improving rapidly. Value for money is not yet satisfactory.

What the school does well

- The headteacher and deputy headteacher lead and manage the school very well.
- Most pupils have good attitudes to school, and very good attitudes to homework.
- The school has a very good relationship with parents and the community.
- Standards in science are much higher than in similar schools.
- Teaching and learning in the nursery are good.
- Pupils respect each other's values and beliefs, and racial harmony is very good.

What could be improved

- Standards in most subjects are too low.
- Provision for special educational needs and English as an additional language is poorly organised.
- Financial planning is not yet effective.
- Some pupils' poor behaviour interferes with learning.
- Work in some subjects and for children up to five is poorly co-ordinated.
- Attendance is well below average and punctuality is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected, in May 1997, standards were very low and it had serious weaknesses in teaching and management. By summer 2000, little had changed. Since September 2000, however, the school has been improving rapidly, thanks mainly to new management structures introduced by the present headteacher. Planning, management, teaching and learning have all improved, and role of the governors has been strengthened. Weaknesses in tracking pupils' progress and in provision for English as an additional language have been identified and good plans laid to deal with them. Relationships with parents have been strengthened, and they now have a strong sense of involvement in the school. However, the school has not yet dealt with weaknesses in organisation for pupils with special educational needs, and middle management is not yet fully in place. While there is much still to do, the school is now tackling its weaknesses in a systematic and determined way, and is well placed to succeed.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | E* | E* | E* | D |
| mathematics | E* | E | E* | D |
| science | E | C | C | A* |

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

The school faces greater problems than most others with similar proportions of pupils entitled to free school meals. Standards in speaking and listening in English are very low, and this affects standards in all other subjects. Test results in English and mathematics at eleven are in the lowest five per cent of schools nationally. Results in science, which are in the highest five per cent when compared with similar schools, are a major strength, though they could be still higher but for pupils' difficulties with English. Standards at eleven are broadly average in music, art and design, geography and physical education, though they are very low in swimming. Standards in other subjects are below average, and lower than they should be.

Standards in national tests for seven-year-olds are very low in reading, writing and mathematics. Standards are broadly average in art, music, geography and physical education, but in other subjects range from below to well below average. Standards among children up to five are well below average overall, and very low in literacy, English language and communication.

Test results at eleven have been improving at an average rate in recent years, with good improvement in science. Target setting is extremely difficult in view of the very high turnover of pupils, but is satisfactory. However, while standards are now rising, older pupils, particularly those with English as an additional language and those with special educational needs, are still achieving less than they should.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. The vast majority of pupils work hard, and have very good attitudes to school, including after-school clubs. |
| Behaviour, in and out of classrooms | Good overall. Most pupils behave well in lessons and around the school. A small but significant minority do not. |
| Personal development and relationships | Good relationships among most pupils and between pupils and teachers. Too few opportunities for pupils to take responsibility. |
| Attendance | Well below average, and significant lateness in the morning. |

The school has established a strong culture of homework, to which pupils respond very well. Pupils and parents are enthusiastic about the new school uniform. The pupils who behave poorly, often despite good management from teachers, pose a constant threat to other pupils' learning and to their own.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Satisfactory | 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.

The quality of teaching was satisfactory in 91 per cent of lessons and very good in 18 per cent. Teaching was good or better in 51 per cent of lessons during the inspection, and was good overall in English, mathematics and science. Teaching in these subjects is planned well to meet pupils' needs, and lessons have good pace. Specialist English teaching for pupils with special educational needs is generally good, but some mathematics teaching for pupils with special educational needs is unsatisfactory. Overall, the teaching of numeracy is satisfactory, but that of literacy is not, chiefly because of weak planning for the teaching of English as an additional language, which affects a substantial number of pupils. The teaching of children up to five is satisfactory overall, and is good in the nursery.

Teachers in most lessons manage pupils well, even when some behave poorly. However, in some lessons in which teaching is unsatisfactory, the management of the class is weak. Singing and music composition are very well taught to older pupils, and there is good teaching in a significant number of lessons in geography, physical education and information and communication technology. However, teaching does not consistently meet the needs of gifted and talented pupils. Some aspects of the organisation of teaching, including the grouping of pupils and co-ordination of subjects and work for children up to five, make teachers' work more difficult, and less effective than it should be. At present, the school's teaching is not fully meeting the needs of all of its pupils.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--------|---------|
|--------|---------|

| | |
|---|---|
| The quality and range of the curriculum | Unsatisfactory. The curriculum is broad, but not properly balanced and organised to meet the pupils' learning needs. |
| Provision for pupils with special educational needs | Unsatisfactory overall. Specialist teaching is effective in English, but provision in lessons is not matched closely enough to pupils' learning needs, and some targets are too vague. |
| Provision for pupils with English as an additional language | Unsatisfactory. Specialist teaching is often poorly planned, and poorly organised. The school has identified this problem and has good plans to deal with it. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good for moral and social development, and for pupils' knowledge and understanding of their own and other cultures, particularly African culture. Provision for spiritual development is satisfactory, with very good work in some assemblies. There are too few opportunities for pupils to assume responsibility. |
| How well the school cares for its pupils | Good provision for pupils' health and well-being. New arrangements to track progress are not yet fully in place. |

Some grouping of pupils creates needless problems for teachers, and unplanned timetable alterations limit the balance and quality of learning in some classes. There is not enough provision for swimming. The school works very well with parents and consults them well, for example on uniform. There is a weekly report on children's work, attendance and attitudes.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good overall. The headteacher and deputy headteacher have made very good plans to tackle the school's problems and weaknesses, and have begun to make improvements. Management by other key staff is not consistently satisfactory. |
| How well the governors fulfil their responsibilities | Satisfactory. The governors now have a clear sense of direction for the school, and are putting in place sound arrangements for financial planning. |
| The school's evaluation of its performance | Satisfactory. The school compares its work with that of similar schools and sets sound targets for improvement. |
| The strategic use of resources | Unsatisfactory. There is no library, teachers do not use computers to promote learning in most subjects, and assistants are not deployed effectively. |

The school has adequate accommodation, but much is in poor condition and classrooms for some children up to five are too small. There is too little large equipment for children up to five to play with. The co-ordinator for information and communication technology manages the subject well. The present headteacher has made substantial improvements in budgeting procedures, and value for money has begun to improve. She has made very good plans to deal with all of the school's problems and weaknesses.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Children like school, and are expected to work hard and do their best. • Teaching is good. • Children make good progress. • The school is approachable. • Parents receive good information about children's progress. | <ul style="list-style-type: none"> • Homework. • Activities outside lessons. • Pupils have to stay outside in cold weather. |

Parents support the school strongly, and appreciate the work it does for their children. Inspectors agreed with almost all of the positive points they made, but judged that the overall quality of teaching was satisfactory rather than good. The inspection team judged homework to be good and improving, with new learning clubs to help pupils. Activities outside lessons have improved since the last inspection, and are now satisfactory, though the lack of a library limits opportunities for pupils to work indoors in unpleasant weather.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children joining the nursery have reached very low standards for their age, particularly in communication, language and literacy. They make satisfactory overall progress up to the age of five, with good learning in the nursery, but standards are still well below average by the time they start work on the National Curriculum. Over half of the pupils join the school part-way through their primary education. Most of these pupils have reached very low standards for their age, and many of them are in the early stages of learning English. An above-average proportion of pupils have special educational needs, and many of these pupils also have English as an additional language. These factors give rise to an exceptionally broad range of learning needs within the school, and often within each class. They present the school with difficulties which are considerably greater than those faced by schools with comparable proportions of pupils entitled to free school meals.
2. Standards in speaking and listening are low throughout the school. Most pupils have a limited knowledge and understanding of English vocabulary and grammatical structures. Many speak in short fragments of English rather than in simple sentences, and do not speak clearly, often leaving out word endings that indicate verb tenses or plural nouns. These weaknesses in pupils' knowledge and understanding of English are reflected in the low standards reached in national tests at seven and eleven, and in the low standards of literacy seen during the inspection. While most pupils have mastered basic reading by the time they move on to secondary school, standards are particularly low in writing, with weaknesses in vocabulary, grammatical accuracy, spelling and handwriting.
3. While this pattern of achievement is in large measure the result of pupils' very limited experience of English outside school, it also reflects weaknesses in the co-ordination and teaching of literacy. Pupils with special educational needs, for example, make sound progress in response to specialist teaching in withdrawal groups, but do not sustain this in their normal class work. Pupils with English as an additional language receive only sporadic additional teaching, and this work is often inadequately planned. The school does not ensure that reading and writing tasks in subjects other than English are designed to contribute to the development of literacy skills, and some teachers tolerate poorly presented work. The lack of a school library seriously limits pupils' opportunities to develop advanced reading and research skills, and computers and the internet are under-used in literacy work. As a result, standards in English, including literacy, are lower than they should be, and have shown too little improvement since the last inspection.
4. Standards in mathematics, including numeracy, are well below average at seven and eleven. They have nevertheless improved significantly since the last inspection. The overall quality of learning in mathematics is good, and the school's effective use of the National Numeracy Strategy is enabling most pupils to reach standards which represent satisfactory levels of achievement. Pupils with special educational needs in mathematics, however, are not consistently making satisfactory progress. Some of these pupils, including those with a Statement of Special Educational Need, make good progress in basic arithmetic and in their study of shape. Others, however, do not learn effectively in some classes because their individual education plans do not have clear targets for mathematics, and do not provide teachers with enough

guidance on teaching strategies. Standards in mathematics among pupils with English as an additional language are limited by weaknesses in their reading and writing skills, which prevent them from reading questions quickly and accurately.

5. Standards in science at eleven are broadly average, and are a strength of the school. Pupils learn to carry out tests and investigations to a standard that is very high in relation to that achieved in similar schools, and develop a good range of knowledge across the National Curriculum for science. Standards in science in national tests for eleven-year-olds benefit greatly from a well-constructed programme of revision, and represent good progress from the below-average standards achieved at seven. There are, however, continuing weaknesses in pupils' ability to record their work accurately and discuss conclusions.
6. Pupils reach broadly average standards at seven and eleven in music, art and design, and physical education, though standards in swimming are low. Standards in geography are below average at seven, but average at eleven. Standards in religious education, information and communication technology, design and technology and history are below average at seven and eleven. Standards in information and communication technology are currently rising due to systematic teaching and the use of the computer suite, but standards in other subjects are lower than they ought to be because of inconsistencies in teaching and learning, and because of weak organisation of provision for special educational needs and English as an additional language.
7. Pupils with special educational needs make satisfactory to good progress in response to specialist teaching, but their overall achievement is not satisfactory because work in most lessons is not matched closely enough to their needs. The school is, on the other hand, quick to identify talents among pupils with special educational needs, and their achievement is enhanced by participation in musical performances. The learning of pupils with English as an additional language suffers from similar weaknesses in organisation, and much of the specialist teaching these pupils receive is inadequately planned. Gifted and talented pupils have good opportunities to compose and perform music, but in other areas achieve less than they should, partly because they are not identified early enough.
8. The school's very high turnover of pupils makes target setting extremely difficult, but the school's work in this area is satisfactory. Test results vary from year to year more than in most schools, and there are no clear long-term differences between the results achieved by girls and boys. The overall trend in test results is broadly average, but they are nevertheless too low, despite the complex learning needs of the pupils. At the heart of the problem is the poor organisation of additional teaching and resources to support pupils with special educational needs and those with English as an additional language. This limits learning, both for pupils in the early stages of learning spoken and written English, and later, as they move towards the more advanced skills needed to reach the standards expected nationally. Overall, there has been too little improvement in standards since the last inspection, and pupils are not achieving as much as they should be.

Pupils' attitudes, values and personal development

9. Behaviour and attitudes were good at the last inspection, though pupils had limited opportunities to develop study skills. These good standards have been maintained, but there are still too few opportunities for independent learning apart from homework, which is now good. Overall, improvement in pupils' attitudes, values and personal development since the last inspection is satisfactory.
10. Pupils have good attitudes towards school. They work hard and respect the school environment. Children in the nursery are especially keen to settle down quickly and get involved with the tasks at hand. Relationships are very good, and there is very good racial harmony. Pupils have very good respect for others' values and beliefs. Almost all are quick to help one another, although a small but significant minority interfere with the work of others, and this sometimes leads to conflict.
11. Pupils are encouraged to develop a sense of self-esteem and responsibility for themselves, although opportunities to assume responsibility around the school are limited. Where such opportunities are given, pupils respond well, and at times they take the initiative. For example, when the 'Clean Green Team' visited the school, pupils volunteered to work together to remove the graffiti and rubbish from the school. Pupils are enthusiastic about the school's reward systems, and take pride in receiving their certificates for good work and praiseworthy acts. The school's new homework strategy works very well; pupils are keen to complete homework and do so conscientiously, sometimes asking for more. Parents at the meeting said that homework was helping pupils to make progress and develop good attitudes to school.
12. Most pupils take an active interest in what they are being taught and are keen to show what they can do. However, many have had disruptions to their education as well as to their lives outside school, and these pupils are unable to sustain good rates of learning where lessons are not well-structured, particularly when they are working in groups. Where this problem is combined with weak management of the class, good behaviour is not sustained, and little learning takes place. However, some pupils have complex and serious special educational needs relating to behaviour, which affect the learning of others even in classes that are well taught and managed. At worst, this behaviour places an unreasonable strain on teachers.
13. Pupils move around the school safely and sensibly. They are polite to adults and visitors and most are polite to each other. Pupils are aware of the school rules on bullying and respond to them well. The school keeps a close eye on bullying, and its approach had support from parents at the pre-inspection meeting. Exclusions from school are kept to a low level.
14. Attendance is well below average, and unauthorised absence is very high. This is the result of parents taking their children on extended holidays, and above all of the failure of most parents to provide an explanation when their child returns from absence. Too many pupils arrive late for morning school, often accompanied by parents who do not think it necessary to apologise for this. This lateness sets a bad example for pupils, and limits the quality of learning at the beginning of the school day in some classes. The school has begun to address the issue of lateness by inviting pupils whose punctuality is poor to attend early-morning computer sessions.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is very good in just under a fifth of lessons, and good or better in half. This good teaching is a key strength of the school, and the basis of the provision of a satisfactory education for the pupils. Teaching is satisfactory in a further two fifths of lessons, and unsatisfactory in just under a tenth. At the time of the last inspection, teaching was good in two fifths of lessons and unsatisfactory in a fifth, with the weakest teaching concentrated in classes for children up to five and pupils aged five to seven. The proportion of unsatisfactory teaching has, therefore, been reduced by half, and that of good teaching increased by a quarter.
16. The very good lessons are based on a high level of professional skill and understanding, both of the subject and of the range of learning needs in the class. This is used to plan engaging work that presents ideas to all pupils in a way that makes them easy to understand. This sustains teachers' interest in their work as well as that of the pupils. Class management in very good lessons is of a high order, although it is sometimes challenged to an unreasonable extent by the poor behaviour of a minority of pupils. Very good teaching occurs most often in English, mathematics and science for pupils aged seven to eleven. There were further examples in other subjects, including information and communication technology, physical education and music. Good teaching is well-organised and well-managed, and leads to consistently good patterns of learning in the nursery. All of the school's good and very good teaching includes good use of arrangements to track pupils' progress; this is a particularly strong feature in the nursery.
17. Where teaching is satisfactory, teachers plan a sound range of work, and manage pupils well to ensure a satisfactory pace. Work in these lessons is, however, less well tuned to the range of pupils' learning needs, and the balance and connection of activities within lessons is less effective than when the teaching is good. Marking does not consistently give pupils the guidance they need on improving work, and in planning does not take enough account of the needs of pupils with English as an additional language and of targets for pupils with special educational needs. All teachers, however, make effective use of homework, and this is now making a very significant contribution to learning throughout the school.
18. The main shortcoming in unsatisfactory teaching is sketchy or ineffective planning, which does not give pupils a suitable range of work. While the proportion of this teaching is now under ten per cent, it remains significant, especially in work with pupils with English as an additional language and with those who have special educational needs related to mathematics. While most support teaching is sound, almost half suffers from serious weaknesses in planning, and results in pupils learning less with support than other pupils with similar needs are learning without it. An unsatisfactory aspect of teaching in some classes is poor timetabling, which sometimes involves late changes of subject for no clear educational reason. When this occurs, it has a serious impact on the balance and continuity of learning in the class.
19. This pattern of strengths and weaknesses is reflected in learning throughout the school. The skills of literacy and numeracy are taught to a satisfactory overall standard, with good features in individual classes. Learning suffers, however, from lack of co-ordination and consistency, particularly in the links between literacy and work in other subjects. The teaching of children up to five is good, with very good features, in the nursery, and satisfactory in the reception classes. It is satisfactory overall. Teaching in English, mathematics, science, information and communication technology, physical education and music is of good overall quality. Teaching in art, geography and religious education is satisfactory. There was too little evidence to

support judgements on the quality of teaching in history and design and technology, but there were unsatisfactory features in planning for design and technology.

20. The main variations in the quality teaching are not between subjects, but between classes. In some classes, teaching is very good overall, and in a small minority it is unsatisfactory. The lack of co-ordination of work in special educational needs and English as an additional language is preventing pupils from learning with the consistency that they need, especially in view of the disturbances many have experienced, and continue to experience, in their lives outside school. Similarly, the teaching of gifted and talented pupils is haphazard, with very good features in some areas, such as musical performance, but too little adaptation of work to meet their needs in the school as a whole. However, while the school's management weaknesses are still preventing teaching from meeting the needs of all of the pupils, they are now being effectively addressed.

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

21. The school is not providing a sufficiently broad and balanced range of learning opportunities to meet the needs of all of its pupils. The reasons for this vary between pupils of different ages. Children up to five, for example, have too few opportunities to play on large apparatus, and are not introduced to computers. Work for pupils aged five to eleven is co-ordinated well in English, mathematics, science and information and communication technology, and the school has implemented the national strategies for literacy and numeracy effectively. However, there is little or no co-ordination in some subjects, including religious education, history and design and technology, and there are no systems to ensure that each subject receives the time element allocated to it by the school. The balance of learning between subjects is further damaged in some classes by abrupt changes to the timetable. These weaknesses limit the systematic development of pupils' knowledge, skills and understanding.
22. There have been significant recent improvements, for example in the curriculum for information and communication technology and in the nursery. However, computers are not used enough to promote learning in other subjects and in work with pupils who have special educational needs and English as an additional language. Good arrangements to assess and track progress in the nursery have not been extended to reception classes. The school makes suitable provision for sex education, but other aspects of personal, social and health education are not effectively planned, and there is no policy covering drugs awareness. This shortcoming is, however, partly compensated for by good teaching in lessons designed to promote pupils' personal development, and the school has good plans to improve its provision in the near future. There are too few opportunities for pupils to learn to swim.
23. The co-ordinator for special educational needs has made every effort to meet all of the additional learning needs of pupils within the resources at her disposal. However, the curriculum does not enable pupils with special educational needs to make the progress they should, as teachers take too little account of their learning targets in planning work. These problems are more severe in work with pupils with English as an additional language. Much of the support these pupils receive is not planned at all, and at worst results in a lower work-rate than that of other pupils in the class. The very high proportion of pupils with English as an additional language includes a significant number who also have special educational needs. The school records these pupils' English language needs in its register of special educational needs, but

this is not reflected in most planning. As a result, some additional teaching and support is not focused clearly on the needs of the pupils, and is ineffective. However, the school's use of the additional literacy support scheme for pupils aged seven and eight is effective.

24. The school makes good provision to ensure that pupils have equal access to the curriculum, including learning activities outside the classroom. Girls, for example, are enthusiastic members of the rugby club. However, the school has only recently begun to track the standards and progress of groups of pupils through the school systematically, and this limits its awareness of different patterns of achievement between pupils of different ethnic backgrounds and between boys and girls. There are good opportunities for gifted and talented pupils to take part in musical performances, but these pupils are not identified early enough, and other opportunities for them to fulfil their potential are limited.
25. Provision for learning outside the classroom is satisfactory. It includes after-school and lunchtime clubs such as rugby, Irish dancing, football and art and design. There are good links with the community through the church, and the local vicar is a regular visitor to the school. The school has also forged a strong link with a school for children with severe learning difficulties in Brockley, and pupils from this school regularly join pupils from Deptford Park for physical education. Despite its isolated position, the school's links with partner institutions are good.
26. Provision for moral, social and cultural development is good, and that for spiritual development is satisfactory.
27. The school places strong emphasis on pupils' social development. All who arrive at the school are made welcome and are encouraged to feel part of the community. The social skills of children joining the nursery are very carefully nurtured and recorded. Older pupils, many of whom have suffered disruption to their lives as well as to their education, are given additional personal support by the deputy headteacher and the co-ordinator for special educational needs. Teachers ensure that all pupils are valued, and this is reflected in the respect shown by pupils for each other's ideas and efforts. The school has effective systems for encouraging good attitudes to work and for rewarding achievement. Pupils' sense of involvement in the school is being strengthened through the new uniform, and through the culture of homework that has recently been established. Visits to places of interest and the regular visits to the local library provide good opportunities for pupils to develop self-confidence and independence. Pupils are encouraged to take responsibility within the school, for example through their voluntary response to the 'Clean Green Team', though the range of planned opportunities for this remain somewhat limited. The school has sound plans to develop further opportunities for pupils to accept responsibility, including a school council.
28. Teaching pupils the difference between right and wrong is a major priority for the school. The staff set pupils a very good example of courteous and considerate behaviour, and most pupils respond well to this. All adults work hard to raise standards of behaviour, and most, though not all, use the school's code of conduct and additional support systems effectively to ensure good behaviour in class. The persistently poor behaviour of a small but significant minority of pupils is not caused by any shortcoming in the school's provision and guidance. On the contrary, it often poses its greatest threat to learning in classes which are among the best taught and managed in the school.

29. Pupils have good opportunities to gain an understanding of the central beliefs and practices of different faiths through religious education, and develop knowledge of their own and other cultures through literature in English. The rich culture in the school gives many opportunities to extend pupils' awareness and appreciation of other cultures, and the school takes every opportunity to exploit these, resulting in work of a high standard, for example in African music and prints, and Indian art. The compact disc of music produced for the Millennium, which involved pupils in work with professional musicians and in composing the songs, was a particularly fine achievement. Music in the school often has a strong moral and social dimension, promoting harmony and friendship. Cultural development is further enhanced by special events, such as the day set aside for pupils to come to school in their national dress. Pupils are prepared well to live in modern society and are fully aware of the cultural diversity represented in Britain.
30. Provision for spiritual development is largely restricted to the teaching of religious education and the provision of collective worship. Assemblies are sensitively organized and presented, and bear witness to the quality of the school community and its commitment to teaching pupils to value thoughtfulness and reflection. These were well illustrated in the assemblies presented on the Good Samaritan, the story of Samson, the reasons for Shrove Tuesday, and the effects of bullying. One particularly effective assembly was based on a pupil's presentation of a Buddhist shrine, using items she had brought from home, and another made very effective use of songs composed by teachers and pupils to focus attention on key values in the school community. There are, however, few opportunities for reflection and spiritual development in most lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. At the time of the last inspection, the school provided effective and consistent support for pupils, particularly if they had personal problems. There were, however, serious weaknesses in provision for assessing and tracking progress. The school continues to provide very well for pupils' well-being, health and safety. Assessment arrangements have begun to improve, but the new systems are not fully in place.
32. Adults and pupils feel safe and secure in the school. The headteacher and the deputy headteacher are consistently available to help, and their support is highly valued by parents and pupils. The co-ordinator for special educational needs and the learning mentor provide additional care for pupils, especially those who have problems outside school. Health and safety within classrooms are satisfactory, but the poor condition of much of the school building leads to a number of potential threats to health and safety, for example through broken tiles. These have been pointed out to the headteacher. The design of the play area is not adequate for the size of the school. However, the whole area is to be redeveloped, and it is hoped that the first phase will be completed by the summer term. Supervision at break and lunchtime is good, but the lack of facilities for study, including a library, limit pupils' opportunities to work indoors during poor weather.
33. Procedures for child protection are good and comply with locally agreed practice. Measures to promote good behaviour are effective, and the school deals well with bullying when this occurs, though it has not been able to eliminate it. The school takes all of the steps normally taken to promote attendance and punctuality, with additional personal involvement from the co-ordinator for special educational needs and the deputy headteacher. However, the measures currently in place are not sufficient to

ensure good levels of attendance in the particularly difficult conditions in which the school works.

34. Pupils receive good personal guidance. Personal, social and health education lessons, and other lessons which contribute to pupils' personal development by giving them opportunities to discuss issues that are important to them, are very effective. During the inspection, these included mature and sensible contributions by pupils aged ten to eleven on their perception of a healthy school. Pupils appreciate the time staff give to this aspect of their education.
35. The school takes special care to provide a welcoming environment for new pupils of all nationalities. The excellent racial harmony within the school is appreciated by all members of the school community; pupils and parents say this is one of the highlights of their school. A well-developed system of rewards provides many opportunities for pupils to take pride in their personal and academic skills, and to develop a sense of responsibility towards each other.
36. The school has established good systems for assessing pupils' work and tracking their progress in mathematics, and is beginning to do this in English and in other subjects. Much of this work has only very recently been introduced, and the systems are not yet fully used in most classes. Day-to-day guidance through marking is inconsistent, and less effective than it needs to be. The assessment of pupils' work and achievements in annual reports is of good quality, and is supplemented by a very good system of weekly reports on attendance, work and behaviour. This system makes very good use of information and communication technology, and is much appreciated by parents.
37. Pupils with special educational needs receive good personal guidance, and their talents, for example in music, are recognised and developed. The assessment of pupils with special educational needs is, however, made extremely difficult by the very large number of pupils involved, many of whom also speak English as an additional language. Some children up to five with special educational needs and behaviour difficulties are not identified early enough. Teachers' contributions to individual education plans show that they know pupils with special educational needs very well, and the quality of personal guidance for pupils is often very good, particularly from the co-ordinator for special educational needs. However, some targets in individual education plans are not clear enough to provide adequate guidance to teachers of pupils with special educational needs in mathematics. The school does not distinguish clearly enough, in its assessment and in its additional teaching provision, between special educational needs and learning needs which stem from pupils' learning of English as an additional language. The quality of care and guidance for pupils with English as an additional language is further hampered by weak planning for the support they receive in lessons.
38. The school works very closely with local agencies, including educational psychologists, social workers and speech and language therapists, to provide specialist teaching and support for pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The last inspection reported that the school's relationship with parents was 'limited'. The situation is now much better, and parents' views of the school in their responses to the pre-inspection questionnaire and at their meeting with inspectors were very positive. Over 350 parents responded to a recent consultative questionnaire from the

headteacher. As a result of this exercise, the school has introduced school uniform, school milk, a Parent Teacher Association and homework throughout the school, including the nursery.

40. The new entrance to the school building is warm and inviting, with 'welcome' notices in several languages. The school has worked hard to involve parents in a range of activities. Opportunities for parents to view their children's work at school and become involved in their learning are good, and the school provides a full range of translators at parents' evenings. Parents are keen to help and to get involved in their children's learning, and the school encourages this. Parents receive very full information about the school. The annual report to parents is well written and contains appropriate targets set by pupils and teachers. The weekly report, prepared by the school for each pupil, provides good information, and early warning of any problems that may arise. A regular flow of information is sent home to parents, including newsletters with details of the teaching programme for each class, and of school visits. Classes for parents with English as an additional language are well staffed and well attended.
41. A notice board at the front of the school provides parents with information on school policies, the governing body and community matters. Parents of pupils with special educational needs are kept well informed about their children's progress. Parents' comments, both during annual reviews and at other times, are valued and acted on by the school. Significant numbers of parents, on the other hand, do not do their part to keep the school informed about their children's absence and the reasons for it.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. At the time of the last inspection, management and leadership ensured good relationships within the school. However, there were serious weaknesses in management structures, and these limited the school's efficiency and the quality of learning of most pupils. For example, very substantial sums of money were allocated to providing support for pupils with English as an additional language and for pupils with special educational needs, without any means of checking on the effectiveness of the spending. Work for children up to five and provision for most subjects was not effectively co-ordinated, governors were not sufficiently involved in the school and financial planning was very weak. There was little change in this position until September 2000. Large sums of money were carried forward from one year to the next with no clear plans for their use and auditors found that there was no school development plan. This is a most serious planning weakness in such a large school.
43. Following the appointment of a new headteacher in September 2000, the school has begun to address these weaknesses systematically and energetically. The headteacher swiftly drew up a development plan to address the school's most pressing concerns, began work on a complete revision of management structures, and started to monitor teaching. Weaknesses in co-ordination, particularly in work for pupils with English as an additional language and for children up to the age of five, were identified, and staff recruited to build up the new structures that the school needed. Where monitoring showed weaknesses in teaching, the school began to take action to improve it, including using formal competency procedures where necessary. Longer-term issues, such as the comprehensive redevelopment of the school site, were tackled with vision and determination. Weaknesses in financial planning, and particularly in the allocation of very large sums to provision for special educational needs and English as an additional language, were addressed directly, so that the school began to allocate money to its main educational priorities, and to consider how effectively it was being spent. At the same time, the deputy headteacher ensured that

good relationships were sustained and extended, so that staff, parents, pupils and governors could all make a full contribution to the school's recovery.

44. In some areas, improvement has been felt immediately. The quality of teaching and learning in the nursery, for example, has improved significantly following reorganisation and the introduction of effective systems for tracking children's progress. A culture of homework has been established throughout the school and a new uniform introduced with the support of parents. The governors, working closely with the headteacher, are establishing effective systems for budgeting and for monitoring the effectiveness of their decisions on spending. The school's reception area and office, which are its first point of contact with parents, have been redesigned and redecorated in calm colours.
45. Changes in other aspects of the school's work are taking longer to put in place, but are well planned. Such aspects include the management of teaching and learning support for pupils with English as an additional language, and the wholesale redesign of the school site. All of this work was undertaken at the same time as the headteacher was getting to know the school, and was made more difficult by limited access to the school prior to the start of term in September. While some major issues have still to be tackled, including the need for a library and the re-organisation of provision for special educational needs, the necessary momentum for change has been established. There is a strong sense of teamwork, and the school is well placed to improve its work further.
46. Governors contribute effectively to the educational direction of the school, and are developing a clear idea of its strengths and weaknesses. They track performance in national tests and set sound targets for improvement, though this task is close to impossible in some classes because of the school's very high turnover of pupils, some of whom arrive, speaking little or no English, in the year in which they take the test. The headteacher's new arrangements for tracking progress and setting targets for each year, beginning with English and mathematics, are providing detailed information which will in turn make the process of target-setting for the school more reliable. Governors have good day-to-day involvement in the school, and are committed to including all pupils and parents in its work. This approach is shared by the teachers and management, though it causes unreasonable strain to a minority of teachers who have persistently poorly behaved pupils in their class, some of whom do not hesitate to use personal abuse.
47. The governors' support for the headteacher's reforms are putting the school in a good position to manage financial planning well for the next financial year. The school is also starting to obtain good value in its building work through the skills of the site manager. However, financial planning for the year in which the inspection took place did not ensure that funds were properly allocated to educational priorities, or that specific grants were spent effectively for their intended purpose. All of the grant for English as an additional language, for example, had been spent in the first half of the school year.
48. The senior management team, established by the headteacher, is effective, and work is well co-ordinated in information and communication technology, English, mathematics and science. However, the school does not have sufficient permanent, qualified teachers to meet pupils' additional learning needs and to fill all co-ordinating roles. This leads to weaknesses in middle management, and limits the quality of learning in some subjects, including art and design, history and religious education. The timetable for the present year, which was drawn up before the headteacher

arrived, has significant weaknesses. While there is effective grouping of pupils in mathematics, some grouping of pupils, particularly those aged seven to eight, makes it very hard for teachers to achieve consistency in teaching and learning, and the deployment of support staff for English as an additional language and for special educational needs is poor. This was a weakness at the time of the last inspection, and has not yet been addressed. The school is making effective use of the learning mentor employed through the *Excellence in Cities* initiative.

49. The school occupies a large building which provides adequate accommodation, but much of it is in poor condition. Several aspects of the building give rise to potential hazards to health and safety; these have been notified to the headteacher. There is access for people with disabilities to ground floor areas, but not to most classrooms used by older pupils. Classrooms for children up to five in the reception classes are too small, and these pupils have too few opportunities to play outside using large equipment.
50. The greatest weakness in resources for learning is the lack of a library, but there are several others. While some subjects have adequate resources, there are no computers for children up to five to use, and they have no large play equipment. Resources for English, including English as an additional language, are inadequate overall, and some good resources for pupils with special educational needs are not easily available to teachers who need to use them. There are good resources for information and communication technology in the computer suite, but many of the other computers in the school are either not used effectively or else are broken. There are too few resources for physical education and for geography, though teachers make good use of what they have.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to build on the momentum of change that has recently been established, the headteacher and governors should take the steps outlined below. The school has plans to address several of these issues. In some cases, such as the tracking of pupils' learning and progress, this involves extending to the whole school practices that are established in some classes.

(1) Raise standards, by:

- ensuring that all teachers have good professional knowledge and understanding of the subjects they teach, and in particular of the teaching of literacy;
- continuing to take action to improve teaching which is unsatisfactory, and teaching that is satisfactory rather than good;
- extending arrangements to track learning and progress to all subjects, and using the outcomes to match work to pupils' learning needs;
- grouping pupils effectively to promote learning in all subjects;
- extending arrangements to reward good work.
(Paragraphs 2-8, 17-18, 63, 64-73, 87, 109)

(2) Improve provision for special educational needs and for English as an additional language, by:

- ensuring that all pupils' learning needs are accurately and quickly identified;
- drawing up clear and manageable targets for individual and group education plans, and ensuring that these are used in planning work;
- ensuring that all teachers and teaching assistants have the skills they need for the work they do;
- organising additional teaching and support systematically;
- tracking pupils' progress, and recognising this in the school's reward system.
(Paragraphs 1-8, 12, 17-18, 20, 23, 36-7, 52, 56, 64-73, 75, 79, 80, 84-5)

(3) Improve financial planning, by:

- ensuring that funds are consistently allocated to educational priorities;
- tracking the effects of spending on the quality of learning and on standards;
- ensuring that grants are spent for the purposes for which they are given.
(Paragraphs 42-4, 47)

(4) Improve the poor behaviour of a minority of pupils and its impact on learning, by:

- improving the level of support to class teachers where pupils behave poorly;
- ensuring that all adults are fully trained in the management of poor behaviour;
- ensuring that poor behaviour is not allowed to interfere with learning.
(Paragraphs 10, 12, 28, 46, 86, 111, 116)

- (5) Improve arrangements for co-ordination, by:
- developing professional support for co-ordinators;
 - improving links between the literacy hour and work in subjects;
 - ensuring that the curriculum planned by the school is reflected in the work carried out in each class;
 - improving all co-ordinators' skills in information and communication technology;
 - involving co-ordinators in the development of learning resources, including the proposed library;
 - ensuring that all pupils have adequate opportunities to learn to swim.
(Paragraphs 2-4, 6, 19, 20-23, 48, 50, 53, 59-61, 87, 94-9, 103, 105, 109, 118, 126-7)
- (6) Do more to improve attendance and punctuality, by:
- improving communication with parents whose children are absent, so as to distinguish better between authorised and unauthorised absence;
 - broadening arrangements to improve punctuality in the morning;
 - establishing consistent systems to promote good attendance, particularly among pupils whose attendance is poor.
(Paragraphs 14, 22, 41)

Minor issue for action.

- Address the health and safety issues notified during the inspection.
(Paragraphs 32, 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|-----|
| Number of lessons observed | 108 |
| Number of discussions with staff, governors, other adults and pupils | 34 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 18 | 33 | 40 | 9 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR - Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 22 | 602 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 281 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR - Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 5 |
| Number of pupils on the school's special educational needs register | 4 | 200 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 404 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 82 |
| Pupils who left the school other than at the usual time of leaving | 47 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 0.7 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 7.5 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2000 | 45 | 34 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 24 | 23 | 41 |
| | Girls | 23 | 26 | 30 |
| | Total | 47 | 49 | 71 |
| Percentage of pupils at NC level 2 or above | School | 59 (67) | 62 (69) | 90 (85) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 18 | 26 | 34 |
| | Girls | 24 | 23 | 28 |
| | Total | 42 | 49 | 62 |
| Percentage of pupils at NC level 2 or above | School | 53 (68) | 62 (77) | 78 (90) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2000 | 34 | 29 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 16 | 30 |
| | Girls | 13 | 8 | 24 |
| | Total | 22 | 24 | 54 |
| Percentage of pupils at NC level 4 or above | School | 35 (43) | 38 (43) | 86 (73) |
| | National | 75 (70) | 72 (69) | 86 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 10 | 18 | 30 |
| | Girls | 14 | 8 | 24 |
| | Total | 24 | 26 | 54 |
| Percentage of pupils at NC level 4 or above | School | 38 (46) | 41 (46) | 86 (75) |
| | National | 70 (68) | 72 (69) | 80 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 44 |
| Black – African heritage | 260 |
| Black – other | 15 |
| Indian | 0 |
| Pakistani | 1 |
| Bangladeshi | 4 |
| Chinese | 6 |
| White | 121 |
| Any other minority ethnic group | 94 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

| | |
|--|----|
| Total number of qualified teachers (FTE) | 30 |
| Number of pupils per qualified teacher | 18 |
| Average class size | 28 |

Education support staff: YR-Y6

| | |
|---|-----|
| Total number of education support staff | 9 |
| Total aggregate hours worked per week | 252 |

Qualified teachers and support staff: Nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 22 |

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 63 |

| | |
|--------------------------------|---|
| Number of pupils per FTE adult | 9 |
|--------------------------------|---|

FTE means full-time equivalent.

Financial information

| | |
|--|------------|
| Financial year | 2000 -2001 |
| | £ |
| Total income | 1,349,858 |
| Total expenditure | 1,258,062 |
| Expenditure per pupil | 2338 |
| Balance brought forward from previous year | 65,226 |
| Balance carried forward to next year | 157,022 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 602 |
| Number of questionnaires returned | 110 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 91 | 6 | 1 | 2 | 1 |
| My child is making good progress in school. | 59 | 39 | 1 | 1 | 1 |
| Behaviour in the school is good. | 58 | 34 | 3 | 1 | 5 |
| My child gets the right amount of work to do at home. | 24 | 29 | 28 | 17 | 2 |
| The teaching is good. | 51 | 43 | 1 | 1 | 5 |
| I am kept well informed about how my child is getting on. | 57 | 34 | 8 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 61 | 29 | 4 | 2 | 5 |
| The school expects my child to work hard and achieve his or her best. | 60 | 31 | 3 | 0 | 6 |
| The school works closely with parents. | 50 | 38 | 8 | 1 | 3 |
| The school is well led and managed. | 46 | 42 | 4 | 1 | 7 |
| The school is helping my child become mature and responsible. | 50 | 40 | 4 | 2 | 4 |
| The school provides an interesting range of activities outside lessons. | 39 | 37 | 14 | 3 | 7 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52. Children up to five are taught in the nursery and in three reception classes. Children are admitted into the nursery in the year in which they are four and attend part-time, either in the mornings or afternoons. Good organisation and partnership with the parents ensure that children settle into the nursery well. Children enter a reception class in the term in which they have their fifth birthday, but only a third of the new children have come from the Deptford Park Nursery. The children begin with levels of knowledge, skills and understanding that are well below average for their age, and are very low in communication, language and literacy. A very high proportion of children up to five learn English as an additional language; these children often speak no English at all when they join the school.
53. The quality of the provision for children up to five has shown satisfactory improvement since the last inspection, with good recent improvement in the nursery. Careful thought is given to nursery children's needs and, as a result, they make good progress in almost all areas of learning, apart from the use of computers. In the reception classes, instability among the staff has led to slower progress, and the Early Learning Goals are not yet fully in place. Learning in reception classes is hampered by cramped conditions and poor resources. There is too little large outdoor play equipment, and too few wheeled vehicles and computers. By the time they start their work on the National Curriculum, standards are well below average; only the highest-attaining children reach the standards expected for their age.

Personal, social and emotional development

54. Children's progress in this area is satisfactory. When they enter the nursery, most children have very poor social skills. These children do not know how to become actively involved in learning, and many have difficulty in following routines and rules for working and playing together. However, good attention to their specific needs, and sensitive encouragement within a secure and friendly environment help children to settle in quickly and to organise themselves in their chosen activity. They are taught to wear aprons and roll up their sleeves to their elbows when painting or playing with water. They are encouraged to say 'Please' and 'Thank you'. Social skills are developed through role play in the home corner. For example, children set up a tea-party and are then able to transfer these skills to their behaviour at lunch-time. There is a clear distinction between the confident way children answer questions and approach their work after a few months at school and the quiet reticence of newcomers. Children are helped to understand the impact of their actions, to work effectively in groups and to curb their natural excitement when introduced to new tasks. However, many children still find this difficult, and lack the initiative seen in most children of a similar age. By the time they start work on the National Curriculum, standards in their personal and social skills are still below those of most children of a similar age. In particular, except for a small number of higher-attaining children, their capacity to take the initiative and begin to take full responsibility for their tasks remains low.

Communication, language and literacy

55. Learning and progress are satisfactory. Good teaching in some lessons promotes English language skills in all activities, such as talking on the telephone, or fitting together word puzzles. Both in the nursery and in the reception classes, teachers teach the basic skills of literacy soundly. In group or whole-class lessons, teachers and teaching assistants take care to promote good habits in speaking and listening. Talk in English is always encouraged, with an understanding of how to increase children's range of vocabulary. Not all teachers and support staff, however, have the skills they need to cope with the wide range of learning needs in English among the pupils, and little extra specialist support is provided.
56. Careful thought has been given to promoting children's enjoyment of stories and imaginative ideas. This begins well in the nursery, where imaginative role-play motivates children exceptionally well. There is good support for creativity, both in literacy and in art and design activities. This provides a good foundation for learning and helps to support the satisfactory progress children make, although only the highest-attaining children reach the standard expected in national guidelines. All children attempt to form their letters correctly, write their names and copy what their teachers write for them. By the time they leave the reception classes, a very few can write sentences. Few children have a secure knowledge of sounds other than the initial letter in a word, and so only a small minority can sound words out. However, almost all reception children respond well to stories, recognise that text has meaning, 'tell' the story with the help of the illustrations in it, and read a few common words. They listen more attentively and talk more confidently than when they join the school, although their vocabulary is very limited.

Mathematical development

57. The teaching of mathematical language and skills is satisfactory overall. Most children entering the nursery have very little understanding of number and mathematical concepts. The attention given to developing mathematical vocabulary helps children make satisfactory progress in this aspect. Children in the nursery make good progress in recognising and ordering numbers, grouping objects into sets, accurately identifying shapes and developing early measuring skills when they compare size and quantity. Good practical activities generate and sustain interest among children, and help them to work consistently.
58. In the reception classes, the planned activities do not always give the children enough practical, 'hands-on' experience, and often involve too much pencil and paper work. Children, particularly those for whom English is an additional language, do not have enough opportunities to experiment with number. Only the highest-attaining children develop the skills expected in working with number at a more abstract level. Some children cannot write their numbers accurately. By the time children begin work on the National Curriculum, standards are well below those expected for children of their age.

Knowledge and understanding of the world

59. The quality of teaching and the provision for children to develop knowledge and understanding of the world around them are satisfactory, although children's knowledge on entry to the nursery is very poor. During the term of the inspection, the children were learning about growth. They plant cress seeds and observe and paint flowers and plants. They are waiting for frog spawn to develop. These activities promote children's scientific learning well. They talk about winter and the appropriate clothing to wear in the cold weather. Children play enthusiastically in areas of classrooms which are imaginatively adapted, for example to be an African village, with

appropriate native dress, although in some classrooms the resources for this work are not readily accessible to the children. They begin to acquire a secure understanding of life in the past and today, particularly through their visits to the local area and beyond. Because of their low starting point, adults must continually help children to explain what they observe, and link it to geographical, historical or scientific knowledge. Children watch the television and use tapes and headphones to listen to stories and music. However, they are not being prepared for the technological age in which we live and do not use computers. By the time they start work on the National Curriculum, standards, particularly in information and communication technology, are well below average.

Physical development

60. In the nursery, the imaginative development of the outdoor play area has been a major factor in helping the children to make good progress in the development of their physical skills. During the inspection, a child with a Statement of Special Educational Needs was effectively encouraged to learn to ride a bicycle and to improve his balance when climbing over the apparatus. In the reception classes, by contrast, the lack of space, outdoor climbing equipment and wheeled vehicles limits such learning, and progress overall is unsatisfactory. Children have limited freedom, particularly in the smaller classrooms, to make large-scale movements and to develop their climbing and balancing skills.
61. When they enter the nursery, children's physical skills are well below those of most children of a similar age, particularly in fine movements. These skills improve through the handling of objects such as puzzles, the use of pencils, crayons, and other resources for art and design and craft activities. By the time children leave the reception classes, most have developed the expected skills in cutting, sticking and shaping materials. However, children have few opportunities to develop co-ordination skills, or to use balls to improve their throwing and catching skills. Overall, physical development is below average.

Creative development

62. Children make satisfactory progress. When they join the nursery, only a few can draw more than simple lines on a page. They quickly learn to draw patterns, animals and people and, by the time they move on to the National Curriculum, most can express themselves effectively with different media and techniques. For example, they enthusiastically paint the face and use wool to represent the hair for characters in the story 'The Three Bears'. Effective use is made of the shop, and the children are good at buying things, taking turns to play the buyer and the seller. Teachers use story props, such as puppets, well to promote creative development through retelling stories. This work also helps the children understand the concept of size.
63. Music, dance and drama are taught together, using a taped programme. This provides suitable opportunities for the children to develop their imagination and creative expression. In the nursery, the children dance and sing spontaneously. In the reception classes, the tape uses the story of 'Jack and the Beanstalk' to encourage the children to use their bodies in a variety of ways to simulate the movements of either Jack or the Giant. One child, deeply involved in the story, was worried about climbing down the beanstalk with the hen under her arm. However, not all the teachers use this time well, and in some classes too much time is taken in changing and then moving from the classroom into the hall. At worst, this results in little learning taking place during the lesson, and teaching becomes unsatisfactory.

ENGLISH

64. Results in the national tests in 2000 for seven and eleven-year-olds were very low compared with the national averages for all aspects of English, and were below average in comparison with similar schools. Test results over the past four years have been very low at eleven, and have fallen from well below average to very low at seven. Despite differences in the results obtained by boys and girls in 2000, there is no consistent difference in the longer term between boys' and girls results' at ages seven and eleven. These results are similar to the standards seen during the inspection, and are too low. Despite good learning in some classes, there has been little or no change in standards since the last inspection.
65. Pupils join the school with very limited speaking and listening skills, and many are in the early stages of learning English. This gives rise to a complex pattern of learning needs in each class, to which teachers respond by providing additional opportunities for speaking and listening. For example, higher-attaining six-year-olds could suggest a variety of adjectives to describe a butterfly, and a class of lower-attaining seven-year-olds recorded their poetry speaking, and discussed ways of improving pronunciation and presentation. Older pupils, particularly those who have been in the school for some time, use a sound range of vocabulary to explain their ideas and opinions about stories and poems, for example in discussing how the story of 'Little Red Riding Hood' could be written as a poem or a newspaper article. Pupils aged five to seven develop their listening skills satisfactorily, so that by seven most listen to others with reasonable attentiveness, and show respect and appreciation for each other's efforts. However, in classes for five and six-year-olds, where the teachers have little or no support, the poorly-developed listening skills of some pupils limit the progress of the rest of the class.
66. The quality of learning is satisfactory in individual classes, but is unsatisfactory in the longer term because additional resources for pupils with English as an additional language are not effectively organised. Too often, additional teaching is not properly planned and has no clear targets, so that the only factor helping these pupils to learn is the emphasis placed on their needs by class teachers. This shortcoming limits the learning both of pupils in the early stages of learning English, and of a larger number who have a basic understanding of the language but who make frequent grammatical errors in speaking, for example by omitting word endings.
67. Some pupils read appropriate texts for their age at seven and eleven, but most read at lower levels. Standards are too low, and new measures have very recently been introduced to raise them. Pupils, including those with special educational needs, have reading targets that are regularly checked and their progress monitored. Higher-attaining seven-year-olds can read simple stories with expression and can retell the plot. However, only a small few use a phonic approach to reading successfully and a systematic phonic teaching scheme that has been introduced is not always used effectively. Daily guided reading lessons have been introduced successfully for pupils aged seven to eleven, but not consistently for pupils aged five to seven. By eleven, higher-attaining pupils develop a critical appreciation of a range of books including versions of Shakespeare adapted for children, and they can talk with discernment about authors, characters and dialogue. These pupils read with good fluency and accuracy, but most do not. The teaching of reading is not effectively co-ordinated with work in subjects other than English, so that vital opportunities for practice and reinforcement are missed. This problem becomes acute in the case of lower-

attaining pupils with English as an additional language, who are sometimes given unsuitable books, containing cultural features that they cannot understand.

68. The highest-attaining seven-year-olds can compose a rhyming poem and other simple texts using the capital letters and full stops accurately. These pupils reach the standard expected nationally. A small number of higher-attaining eleven-year-old pupils also reach nationally expected standards in writing, but most pupils are unable to write simple, accurate texts by the age of eleven. Standards of handwriting and presentation vary greatly throughout the school. In most lessons for five and six-year-olds, letters are correctly formed, and there is good work in joined handwriting in some classes for six and seven-year-olds. However, the presentation of much of the work of older pupils is unsatisfactory. Most still print, in either pen or pencil, and reserve careful presentation for 'best work' only; this applies to writing in most other subjects. Most pupils have significant weaknesses in grammatical accuracy and in spelling that often reflect their limited experience of English, particularly in formal contexts. While provision for special educational needs and for English as an additional language is helping pupils to learn basic features of the written language, it is not addressing the more complex patterns that pupils need to understand and use if they are to reach the standard expected nationally.
69. The overall quality of teaching in English lessons is satisfactory for pupils aged five to seven, and good for pupils aged seven to eleven. Where teaching is good or better, work is clearly planned, using the Lewisham Literacy Strategy to meet the full learning needs of the class. In a very successful lesson for lower-attaining seven and eight-year-olds, detailed planning and the use of carefully-targeted resources, including puppets, enabled pupils with special educational needs and those who were in the early stages of English to understand the use of speech marks. Teachers in the most successful lessons have high expectations of all pupils and make very good use of questioning to assess pupil's understanding, challenging their thinking and moving their learning forward. Teachers provide a balanced programme of speaking and listening, reading and writing, and pupils sustain a high rate of concentration and work willingly.
70. The effects of this teaching on the quality of learning are limited in the longer term by weaknesses in the co-ordination of all of the provision for teaching English. This includes the teaching of reading and writing work in other subjects, and additional teaching for pupils with special educational needs and English as an additional language. Good reading lessons in small groups, for example, are not followed up in class, and individual education plans are not consistently reflected in lesson plans, even when they contain good targets.
71. The quality of English teaching in classes for pupils aged five to seven suffers from similar co-ordination problems. It is just satisfactory overall, with good work in a third of lessons, but suffers from gaps in some teachers' knowledge of English, leading to a small amount of teaching that is unsatisfactory. These variations in the quality of teaching are chiefly the result of weaknesses in the detail of planning, particularly in the design of the task presented to pupils. In one lesson, for example, pupils were asked at the same time to find words that rhymed with a word given by the teacher, and also to provide a word meaning the opposite. This left many pupils confused as to what they should be doing, and little learning took place. The teaching of English as an additional language to pupils aged five to seven is unsatisfactory because of inadequate planning and weak organisation of groups in some classes. The quality of learning for pupils in this age range is also damaged by the poor behaviour of a small

number of pupils. Pupils' work is marked regularly, but teachers' comments do not always reflect pupils' targets or show them how to improve their work.

72. Recently a small literacy team, led by the co-ordinator, has been reviewing the provision of English. This has no representative from teachers of pupils aged five to seven, where the weaknesses in providing for the subject are greatest. At the moment, the co-ordinator has no time to monitor and evaluate teachers' planning or to observe teaching, and there are too few links between her work and that of co-ordinators for special educational needs and English as an additional language. Several good steps have been taken to raise standards, including setting regular targets for pupils and monitoring progress towards them, but these are not yet fully reflected in some teachers' planning. New fiction and non-fiction books, including dictionaries and books reflecting a good range of cultures, have been purchased, graded and displayed in the attractive book corners in each class. However, the lack of a library prevents the systematic development of advanced skills in reading non-fiction, and there is little use of information technology to support English teaching throughout the school.
73. The school has outline plans to improve its provision for English, and particularly for English as an additional language, but these are not enough to deal with the complex and exceptionally demanding task it faces, particularly where pupils with English as an additional language also have special educational needs. Developing a successful approach to the teaching of English is the greatest single challenge facing the school.

MATHEMATICS

74. Results in national tests and teacher assessments for eleven-year-olds in 2000 were very low, particularly in the numbers exceeding the expected standard. The school's performance in the mathematics tests was below average in comparison with similar schools. Boys did substantially better than girls in these tests in 2000, but there are no clear longer-term differences in the results achieved by girls and boys. Standards in national tests for seven-year-olds were well below average, but the school's performance was close to the average for similar schools. Standards in mathematics at the time of the last inspection were also very low, but have now risen throughout the school. This improvement results from the greater attention being given to mathematics, the faster pace of lessons, the teaching of strategies for making calculations, the use of appropriate mathematical vocabulary and the successful use of the National Numeracy Strategy. The teaching of mathematics in clearly defined groups according to pupils' learning needs, and the introduction of additional 'booster' classes, have had a positive effect on standards.
75. Most seven-year-olds can count and manipulate numbers to a hundred in mental mathematics, such as counting on and back in tens from zero and calculating multiples of ten. They can identify shapes and are able to describe them, referring to corners, edges and faces. Most pupils are developing a sound knowledge of the two and five times multiplication tables. They use standard and non-standard methods of measurement, and are aware of lines of symmetry. In a recent traffic survey of Evelyn Street, pupils were introduced to the use of bar graphs to record their investigations. However, weaknesses in pupils' mathematical language and reasoning limit their understanding of problems and their ability to solve them.
76. By the age of eleven, pupils can use a variety of mental and written methods for calculating numbers up to 1000 or more. Most add and subtract decimals competently and compare equivalent fractions. Higher-attaining seven and eight-year-

olds are very secure with place value up to 1000, but many of these pupils have still to reach the standard expected nationally at seven. Eight and nine-year-olds classify shapes according to their angles and then measure different acute and obtuse angles using a protractor. Higher-attaining pupils handle data well and have good understanding of simple statistical techniques. Ten-year-olds develop confidence in dealing with money problems as their language skills improve. The oldest pupils in the school grasp the ideas of probability and prediction and undertake simple mathematical investigations with confidence.

77. The quality of learning is good. This is due partly to the effective use of the numeracy strategy, and partly to good teaching, particularly for pupils aged seven to eleven. The grouping of pupils according to their learning needs generally works well although more support is often needed for the lower-attaining pupils and for those with English as an additional language. Good procedures for tracking attainment in mathematics help teachers to set work matched to pupils' abilities. Throughout the school, pupils' mental skills are being developed appropriately within numeracy lessons. They have opportunities to use these skills in other subjects such as design and technology, physical education and music.
78. Pupils are well motivated and enjoy mathematics lessons. They show great enjoyment of mental mathematics, especially when there is a slightly competitive edge to the task. Generally, pupils listen carefully to their teacher and work with good levels of concentration. They work well in pairs and small groups. Relationships between teachers and pupils are good. Pupils' good attitudes contribute much to the quality of learning in mathematics.
79. Achievement in mathematics is hindered throughout the school by pupils' difficulties with literacy and with English vocabulary. While most teachers adjust lessons to ensure that pupils understand as much as possible, the teaching of pupils with English as an additional language is not effectively co-ordinated within the subject, and this limits progress. Most pupils with special educational needs make satisfactory, and at times good, progress in the subject in relation to their learning difficulties. However, learning in a minority of classes is held back by a lack of detail in planning and in the quality of guidance for teachers contained in individual education plans. When this happens, learning is unsatisfactory.
80. The overall quality of teaching is good. Teachers have good subject knowledge, and understand how to teach numeracy. All lessons start with mental or oral work. This is usually successful because questioning is brisk and matches the needs of all the pupils. Planning is good, and teachers generally ensure that pupils of all abilities work at appropriate tasks. Learning objectives are clear, and in most lessons shared with pupils so that they understand what is expected. The management of pupils is effective and contributes to the good behaviour seen in most lessons. The school's good teaching is based a good pace of work, skilful questioning, and challenging activities for pupils. When teaching is less effective, it is because the pace of the lesson is slow, the main activity is too long or not suitable for the pupils, or the plenary session does not consolidate learning effectively. Where, in a small minority of lessons, the teaching is unsatisfactory, pupils with special educational needs are not given work that is closely enough matched to their needs. The quality of marking of pupils' work is good in most classes, but not in all; in some classes, particularly for younger pupils, teachers accept poorly-presented work. Homework is used very well, and is popular with parents and pupils.

81. The curriculum has improved since the last inspection. It is now based on the National Numeracy Strategy and is broad and well balanced, with appropriate emphasis on mental mathematics, problem solving and investigations. Arrangements for assessing and tracking pupils' work are becoming well established, with regular reviews of pupils' targets. The co-ordinator gives a good lead and provides effective support for her colleagues. Resources are adequate, and most are used well in lessons, although little use is made of information and communication technology. Display work in mathematics in classrooms links well with the current curriculum topics, as well as providing a constant reminder of mathematical vocabulary.

SCIENCE

82. The good work identified in science during the last inspection has been maintained, and pupils are achieving standards in line with national expectations at eleven. The results of National Curriculum tests for eleven-year-olds in 2000 were close to the national average. Over 85 per cent of the pupils achieved the expected standard, and a third did better than this. These results are very high in comparison with those of similar schools, and when compared with the school's results in English and mathematics. Over the three years to 2000 standards in science have risen steadily. In the three years prior to 2000, boys did slightly better in science than girls but in the latest tests this has evened out.
83. Pupils aged ten to eleven know about the movement of the planet Earth and how its relationship with the sun affects the seasons and the length of the day. Their work on forces has included air resistance and friction, and they recognise when forces are balanced or not. They carry out investigations with care and accuracy and are well aware of the need to ensure that tests are fair. Pupils aged seven to eleven are making good progress and achieving standards of work that are consistently in line with those expected nationally. Seven and eight-year-olds carry out investigations into gravity and the effects of differing masses on the stretch of elastic bands. They make simple observations and record these on charts or in simple graphs. Eight-year-olds have carried out investigations to test the strength of paper and to investigate the effects of breaks in electrical circuits. This has led to a consideration of conductors and insulators and how they are important in everyday life. The recording of science results is accurate, but as yet contains no conclusions drawn from these results.
84. Standards in teacher assessments for seven-year-olds in 2000 were well below the national average, particularly among pupils reaching higher than expected standards. However, these results are in line with those of similar schools. Standards in these pupils' work during the inspection were average in lessons, but below average overall as pupils had done too little science. Pupils aged five to seven know that pushes and pulls are types of forces and that shadows change when light moves. They make simple observations, but are unwilling to attempt any explanation for them, however tentative. Their problems in this area, however, reflect their difficulties with using English for purposes beyond their immediate experience.
85. Overall, teaching is satisfactory for pupils aged five to seven, and good for those aged seven to eleven. Only one unsatisfactory lesson was seen during the inspection. The good teaching of pupils aged seven to eleven is the main reason for the standards achieved at eleven. In the best lessons, teachers have good subject knowledge, use questions effectively, pace their lessons well and have high expectations of the pupils in terms of behaviour and learning. This enables pupils to work for sustained periods of time, to carry out tests accurately and to achieve high standards. Where teaching is less effective, time in lessons is not used well and the behaviour of pupils is not well

managed. Pupils in a class of five and six-year-olds, for example, undertook a survey of habitats in the school grounds and spent too much time running round and not completing their work. The standards achieved by all pupils, particularly by pupils aged nine to eleven, are limited to some extent by weak presentation of work. The development of a fluent, joined handwriting style and a greater use of note-taking would help raise standards further.

86. Most pupils respond well to their science lessons, listen carefully to their teachers and work well together. They answer questions well, speaking clearly and confidently with an accurate use of scientific language. There is, however, a small minority of pupils who, in spite of the teachers' efforts, behave poorly, calling out during lessons and refusing to concentrate on their work. These pupils' general lack of appropriate social skills and acceptable levels of good manners has a negative affect on their own and others' learning, and places an unreasonable strain on their teacher.
87. The school is now using a commercially produced scheme of work which has been successfully linked to the local education authority's programme. All aspects of the National Curriculum for science are successfully addressed but, at the moment, there is no deliberate development of skills other than those related to the procedures of fair testing. Generally, science makes insufficient contributions to literacy and numeracy. Pupils write about their work and use reference books well when they need to, but such opportunities are limited. Similarly, pupils use their mathematics knowledge in creating graphs, but these are frequently not interpreted, and few conclusions are drawn from the data. There is poor use of information and communication technology to support the subject. The school grounds are used in science, and there are good plans to develop them further to support scientific activities. The school makes good use of assessment through the investigations undertaken at the end of each unit of work, but there is too little use of day-to-day assessment.
88. The co-ordinator is new to the post, but has good ideas and already has a draft action plan. She intends to develop monitoring of the subject and to introduce a system of assessing and recording pupils' progress through the school. There are sufficient resources for science, and the subject makes some contribution to the pupils' social development through opportunities for working together and sharing resources.

ART AND DESIGN

89. Pupils reach the standards expected for their age at seven and eleven, and make satisfactory progress in developing their techniques, knowledge and understanding as they move through the school. Pupils with English as an additional language are able to express themselves well through art and design.
90. Pupils aged five to seven can make detailed observational drawings, using pencil, charcoal and paint. They learn to draw and paint, using different implements and thicknesses of brush to produce effective results. The oldest pupils in the school make well-observed drawings of a variety of containers, varying textures with shading and adding colour in pastel. Generally pupils have good attitudes to the subject, and often work with enthusiasm, perseverance and concentration. They are beginning to use sketchbooks to develop skills and ideas. For example, seven-year-old pupils experiment with patterns and draw carefully. They are keen to share their ideas and show appreciation of the work of others.
91. Evidence from previously completed work shows that pupils use an appropriate range of media, including three-dimensional modelling in clay, and collage with textiles.

Pupils in different age groups have drawn self-portraits and have blended pastel or paint to obtain accurately the variety of skin tones. Pupils are encouraged to think about the reasons why objects are designed in a particular way. For example, eight-year-old pupils drew chairs and, after looking at pictures of different chairs, decided which features they would use in their own designs. Displays around the school show that art is used well in other subjects. Good links with information technology help older pupils to use their computer skills to develop their art and design work.

92. The quality of teaching is satisfactory overall, with some very good teaching in individual lessons. In these lessons, the teachers help pupils to focus well on detail, monitor standards closely, and give further instructions to help pupils achieve high standards. These lessons were well planned and challenging and pupils work with obvious pleasure for the whole lesson. Where teaching is satisfactory rather than good, pupils make steady progress in using a suitable range of media and techniques, but there is too little challenge to higher-attaining pupils.
93. Planning has improved since the last inspection, although insufficient learning about artists still remains a weakness. Teachers make sound use of units from the nationally recommended scheme for their age groups. However, the school does not have sufficient resources to implement some of these units. There is no co-ordinator for the subject, and therefore no overview of what is being taught.

DESIGN AND TECHNOLOGY

94. Standards in design and technology are low throughout the school, and are unsatisfactory. Provision now meets statutory requirements for the subject, but several weaknesses identified in the last report still need attention. These include assessment, the development of skills and the appointment of a co-ordinator. Overall, progress since the last inspection is unsatisfactory.
95. Seven-year-olds use their skills well to design a vehicle for a specific purpose – for example to carry Cinderella. They design and make other vehicles from card and then compare their final versions with their original designs. They use fabrics effectively to make Joseph's coat of many colours. Pupils aged five to seven make satisfactory progress in the work they undertake, but the limited opportunities they have for the subject mean that their progress is unsatisfactory overall. They design and make a vehicle, make cards and simple paper chains, but their joining skills are limited to the use of glue and sellotape.
96. Unsatisfactory progress among pupils aged seven to eleven results in standards at eleven that are well below average. Pupils aged ten to eleven use their design skills well for making musical instruments. Their design plans are detailed, and include the materials and equipment to be used. However, they do not evaluate the finished article or identify ways in which it could be improved. The planning of work for pupils aged nine to eleven does not clearly identify the differing expectations for each age group. There are opportunities to work on design and technology but these are limited and so inhibit real progress. Eight-year-olds have designed a vehicle, identifying the materials and equipment to be used. They have designed frames for photographs and explored a variety of ways to stiffen paper and to make cards stand up, but they have not reviewed their work in order to suggest improvements. Eight and nine-year-olds have designed and made purses from a variety of materials including leather and plastic, using templates to cut the shapes and sewing the pieces together. There are some links with other subjects, for example history, where pupils make frames for portraits of famous people, and music in the making of instruments, but these are not pursued systematically.

97. During the inspection only one lesson was seen in design and technology. In consequence, no judgement can be made about the standard of teaching. Evidence is taken from a scrutiny of work in classrooms and in pupils' folders and from an examination of the planning documentation. Planning for the subject is based on a new commercial scheme of work and contains too little identification of development of skills. It is clear that some skills necessary for design and technology are used by pupils aged five to eleven, but there is no programme to develop them systematically through the school.
98. Scrutiny of work in displays and folders indicates that pupils put effort into their work and apply themselves fully to their tasks. There is, however, limited use of instructions for replicating models and most diagrams are inaccurate. The few evaluations seen during the inspection are thoughtful and based on accurate observations.
99. There is no co-ordinator for the subject, although a member of staff, who does not have qualifications or experience in the subject, has been asked to fill this role next term. The current arrangement for alternating design and technology with art and design is unsatisfactory, and does not allow pupils to work consistently enough at design and technology to develop their skills. There is also some confusion between the two subjects and, during the inspection, it was not clear which was being addressed in some lessons. There is an adequate level of resources to support the subject. The current scheme of work is inadequate and does not include a clear programme for skill development nor a system for tracking and recording pupils' progress. The provision for design and technology does not meet the learning needs of the pupils in the school. There is also a lack of advice on how to plan development into the programme and on how to incorporate design and technology into other areas of the curriculum.

GEOGRAPHY

100. At the time of the last inspection, standards were below average throughout the school. Standards at seven are still below average, but standards at eleven have improved, and are now broadly in line with those expected for pupils of this age.
101. Six and seven-year-olds can make sensible comparisons between the imaginary Scottish Isle of Struay and Deptford. They show good understanding of simple maps, know the countries of the United Kingdom and where Deptford is in relation to Scotland. They can draw maps and pictures of an island to identify the main features they have previously discussed. High-attaining pupils talk about details they have observed in pictures and can distinguish man-made and natural features. However, analysis of pupils' work show that insufficient ground is covered in the subject in the five to seven age range, and this is the main reason why standards are still low.
102. Pupils aged ten to eleven understand the water cycle and use this knowledge in their studies of rivers. They make well-argued comparisons between the River Thames with the River Darent and understand the terms 'source', 'meanders', and 'tributaries'. Pupils with English as an additional language are helped with this vocabulary and make good progress. Seven and eight-year-olds can locate the school and other significant features from aerial photographs and local maps, and can match features on the photographs with those on the maps. They use atlases confidently when locating countries and capitals in Europe. The school celebrates the many

nationalities of its pupils and draws on the range of their experiences to enrich the geographical knowledge and understanding of all pupils.

103. The quality of teaching and learning ranges from satisfactory to very good and is good overall. Work is consistently well matched to pupils' needs, and classes are well organised. In one very good lesson, pupils learned how rivers erode, transport and deposit materials as they flow. The teacher used a model to demonstrate this so all the pupils, including pupils with English as an additional language, could understand the principle. Teachers constantly reinforce vocabulary and ask questions to encourage pupils to participate in discussions. Pupils enjoy their work in geography because teachers understand their needs and make lessons interesting. Their study of rivers is reinforced by local visits to the Thames and by a field trip to the River Darent at Horton Kirby. Pupils receive well-structured homework, with clear directions and a timetable for its completion.
104. Teachers are beginning to plan work in line with the nationally recommended scheme. However, the co-ordinator for geography, who has taken up her duties very recently, has not yet had time to form an overview of the whole curriculum. Pupils' progress is not yet regularly assessed and the co-ordinator is not yet fully involved in monitoring standards or the quality of teaching. While there are sufficient maps and atlases, there are too few resources to support the full range of work in geography, and there is too little use of computers to support learning.

HISTORY

105. As a result of timetabling arrangements, no history was observed during the inspection. Discussions with pupils and analysis of pupils' work show that standards are well below average. The main reason for these low standards is unequal allocation of time to geography and history in the timetable, which provides too little time for history. As a result, pupils' knowledge and understanding is limited to the fragments of the curriculum that they have studied; this problem is made more acute by the high proportion of pupils who join the school at a relatively late stage in their primary education.
106. By the time they are seven, pupils understand that life was different in the past. They hear stories about famous people such as Florence Nightingale and Mary Seacole and compare how they dressed with modern clothes. Pupils fill in time-lines showing comparisons between these people and their own lives. Ten and eleven-year-olds' work is linked to local studies in geography, and pupils have learned about the development of the railways in Deptford. High-attaining pupils showed a good understanding of the topic, with fluent writing interpreting their timelines of transport through the ages in Deptford. There were only isolated examples of such good work, however, and most pupils had written little. Nevertheless, pupils enjoy history. They talked enthusiastically about the drama day where they learned about what it was like for children in the Second World War.
107. The units of work are planned from the nationally recommended scheme of work, but this has not yet been tailored to the whole school's needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. At the time of the last inspection, standards in information and communication technology were unsatisfactory. The school did not provide full coverage of the National Curriculum and there were insufficient resources. There has been good improvement, both in provision for the subject and in teaching. The school now has sufficient computers and software to meet the needs of the curriculum. The use of the new computer suite is already having a positive impact on standards. The quality and range of opportunities for learning now fully meet statutory requirements.
109. However, standards at seven and eleven are still below average. This is because there has been insufficient time to implement a full programme of work in the subject and to use the computer suite effectively for all pupils. Seven-year-olds use word processing effectively for their diary work in English. They write instructions for a programmable toy and can predict patterns from the instructions before they are carried out. These pupils make good progress and are beginning to make effective use of information and communication technology in a variety of aspects of their work. Pupils aged seven to eleven make too little use of computers, and so are making insufficient progress in the subject. Analysis of pupils' work provides little evidence of their activities and there is no portfolio to show what they have done. Most older pupils' work is limited to editing written work in English in order to make improvements, and to using software to create repeating patterns. However, seven and eight-year-old pupils during the inspection were beginning to use computers to set up and control patterns of sound in music, and standards were beginning to rise. Pupils with special educational needs, and those for whom English is an additional language, are now making make good progress across the school.

110. The quality of teaching during the inspection was a good overall, with two very good lessons. Lessons are well planned, and teachers have good subject knowledge. They use time effectively. In the best lessons, teachers have excellent class management skills, make effective use of questions and have high expectations of the pupils. Teachers' increased confidence, better provision and a structured programme are all helping raise standards in the subject.
111. Pupils' attitudes to information and communication technology are generally good. Most behave well, treat the equipment with care and respond positively to new challenges and new opportunities for learning. They listen carefully to their teachers, maintain concentration and help one another with their work. These positive attitudes are helping them to make good progress. However, a minority of pupils aged ten to eleven behave poorly, despite good teaching, and are hindering their own and others' learning.
112. The new co-ordinator has made an extremely positive start to improving provision. She provides very good leadership through her expertise, teaching, training for colleagues and effective implementation of plans to raise standards in the subject throughout the school. The nationally recommended scheme of work has been modified to meet the needs of the school, and good procedures to assess and record pupils' progress have been introduced. In some classes, these are well established and are making an effective contribution to learning. There is no time at present for monitoring the subject through the school but there are plans to provide these opportunities in the future. Information and communication technology is used to support some areas of the curriculum, but this work remains underdeveloped.

MUSIC

113. At the last inspection, standards of music were unsatisfactory. They have improved considerably. Pupils throughout the school reach the standards expected for their age and enjoy music making. Furthermore, eight-year-olds reach very high standards in singing, with good control of pitch, dynamics and rhythm. Pupils aged ten to eleven have attained very high standards in performing lyrics set to a modern rhythm, with very good drum accompaniments. These outstanding achievements are the result of very good teaching by the music co-ordinator, who is a talented songwriter. Consequently, this school is to be the centre for a project sponsored by the Mini Education Action Zone for gifted and talented pupils.
114. Younger pupils sing in unison, maintaining the rhythm of the songs without any instrumental accompaniment. They perform simple pieces using unpitched percussion instruments to accompany action songs. Six and seven-year-olds know which strings produce high notes on a guitar, and that the overall length of a recorder determines the pitch of the notes produced. Higher-attaining pupils know that a recorder plays lower notes when all the holes are covered.
115. Eight-year-olds can create a pentatonic scale using chime bars, then in unison vocalise a matching accompaniment following the pitch and rhythm. They sing with clear diction and musical expression, learning new melodies, and soon perform to an audience with confidence. The older pupils can compare lyrics from 'Don't call me baby' and 'I enjoy being a girl', identifying how lyrics reflect the times and attitudes when they were written. They identify how melodies reflect the lyrics, using technical language, and understand the key structures used by most contemporary writers to create songs.

116. The quality of teaching and learning is good overall, especially for pupils aged ten to eleven. These pupils react with enthusiasm to the challenging tasks set by the co-ordinator, who uses his excellent knowledge of composing styles to inspire all pupils, including those in the early stages of learning English, for example to explain the difference between the chorus and bridge in a modern tune. In another class, a non-specialist used thorough planning and contemporary music to captivate the pupils who worked collaboratively to compare the importance of 'catch phrases'. Homework is linked to class work. Although some pupils play the drums to accompany singing, pupils do not have any opportunity to learn to play non-percussion musical instruments. Computers are not used to support learning in music. There was one unsatisfactory lesson for pupils aged five to seven, in which weak management of the class allowed poor behaviour to interfere with learning.
117. There is no musician to accompany pupils aged five to seven in whole-school singing. However, one teacher invited a professional woodwind player into her class to extend her pupils' knowledge; the pupils listened with attention and responded well to the music. The oldest pupils took part in an outstanding compact disc of 'Music into the Millennium'. This comprises songs written by the music co-ordinator and pupils, containing a strong social message and drawing on the diverse cultural backgrounds of the pupils. They performed at the Lewisham Winter Festival, and higher-attaining pupils will produce a musical event at a professional venue as part of the Gifted and Talented programme. This aspect of the music curriculum is a strength of the school's work with older pupils.

PHYSICAL EDUCATION

118. Standards in physical education at seven and eleven are broadly average overall, but low in swimming. Only a few pupils can swim 25 metres unaided by the age of eleven. At the time of the last inspection, there was a significant amount of unsatisfactory teaching, and work was not properly planned. The school has made a good improvement on this position.
119. Seven-year-olds have sound control of movement, and most can make controlled stiff and floppy movements in time to music. As pupils progress through the school they begin to use their bodies to good effect in controlled movements, and the oldest pupils put together good sequences of balances and rotations. Pupils develop sound ball skills, and eight-year-olds in a games lesson showed good co-ordination with the chest pass and the bounce pass in basketball. Older pupils reach average, and occasionally good, standards in rugby in response to highly-skilled coaching.
120. Pupils work willingly in small groups, and most are eager to show their classmates what they can do. Those performances are often greeted with spontaneous applause from the class. Pupils understand the importance of exercise, the need to warm up before starting and to cool down at the end. In all lessons seen, pupils' behaviour was at least satisfactory and often good. All pupils, including those with special educational needs and English as an additional language, are fully integrated in lessons. Three pupils from a school for pupils with severe learning difficulties regularly join Deptford Park for physical education lessons in order to give them the benefit of education in the mainstream. These pupils learn very well.
121. The overall quality of teaching in the school is good, and benefits from the work of two teachers with specialist qualifications. Teachers communicate the aims of lessons clearly to the pupils, and demonstrate skills clearly so that pupils have a clear idea of what is expected. They are enthusiastic about the subject, and most have good

subject knowledge. Lessons are well organised and conducted at a brisk pace. Teachers expect pupils to behave well and work hard. Most pupils respond well to these expectations, and teachers deal with isolated instances of inappropriate behaviour effectively, so that lessons are not interrupted.

122. There is a broad curriculum, with good emphasis on exercise and on the development of skills. Informal assessment is effective, though progress is not monitored formally. There is a well thought-out system of rewards for early swimming. Management of the subject is satisfactory, and the new co-ordinator is planning to extend competitive sport. At present the rugby club compete in festivals, but there are few other contacts with local schools. Resources for learning are inadequate, but teachers make the best use of what they have. The school has the use of several indoor areas and a large playground, but has no access to grassed areas, despite having a park opposite its gates. There are very good plans for the development of the subject, including the provision of an astroturf floodlit football pitch, which will also serve the community.
123. Since the last inspection, the school has enhanced its provision through sports clubs, which are popular with the pupils. The lunchtime football league attracts enthusiastic spectators as well as players, whilst those attending the rugby club are totally committed to improving their skills. The subject contributes positively to pupils' social and personal development, and boys and girls work well together.

RELIGIOUS EDUCATION

124. Standards in religious education at seven and eleven are below those expected in the local Agreed Syllabus. While pupils are encouraged to practice their own faiths, which are presented and treated respectfully, the range of older pupils' religious knowledge and belief is often limited to what they learn at home. Teachers are only just beginning to follow a scheme of work on a regular basis. The lack of a consistent scheme of work was a weakness at the time of the last inspection, and has not been fully rectified.
125. The quality of teaching is satisfactory overall, but there is some unsatisfactory teaching for pupils aged five to seven. Most teachers have good knowledge and understanding of the subject, plan effectively and relate moral issues to a religious base. They make some good use of religious objects from a variety of faiths, both in teaching and in display, and foster a strong sense of respect for the religious beliefs represented in the school. This respect is reinforced by pupils' learning in art and design and in assemblies, including a very effective assembly during the inspection to mark the recent period of Lent, and another on Buddhism. In a minority of lessons in which the diverse faiths among the pupils are not drawn on, teaching is less effective. Teachers do not yet assess pupils against the attainment targets of the Agreed Syllabus. This leads them to plan work that is not always matched to pupils' needs, including the needs of higher-attaining pupils. As a consequence, ten and eleven-year-olds have good knowledge of Bible stories commonly taught to younger children, such as the story of 'Moses in the bulrushes' or the parables of Jesus, but have very limited knowledge of the world's leading faiths. Some seven and eight-year-olds, who have had a more balanced programme, had better knowledge and understanding of both these areas.
126. The overall quality of teaching and learning is satisfactory. Teachers use a good range of teaching methods, some of which give pupils direct experience of religious belief. Seven-year-olds, for example, listened to a tape of the story of the birth of Prince Sidharrtha to learn about the Buddhist religion. A class of older pupils

developed a wider appreciation and understanding of the concept of a 'Pilgrimage' through looking at photographs and then writing about their own special journeys. There is good development of speaking and listening skills, particularly for those pupils for whom English is an additional language. However, teachers in most classes do not make sufficient use of books and religious objects to help pupils with research and learning. In the small minority of lessons in which the teaching is unsatisfactory, issues are discussed without clear explanation of their religious significance, and pupils' understanding is not extended.

127. With the exception of isolated pieces of work, such as writing about the life of the prophet Mohammed or the parables of Jesus, work in religious education does not make an effective contribution to pupils' literacy skills. Pupils are not encouraged to write independently, and too much writing is copied. There are too few links between religious education and the literacy hour, and no use is made of computers in teaching the subject. While religious objects are used to very good effect in some classes and assemblies, standards are held back in others where they are not used, and there are too few visits to places of religious interest other than the local church and synagogue. There are few visitors from other faith communities. The subject co-ordinator has not taken into account the weaknesses mentioned in the previous inspection, and improvement is unsatisfactory.