

INSPECTION REPORT

HOLY TRINITY CE SCHOOL

Forest Hill, London

LEA area: Lewisham

Unique reference number: 100723

Headteacher: Marcia Crow

Reporting inspector: David Marshall
27681

Dates of inspection: 19th – 22nd November 2001

Inspection number: 194003

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Dartmouth Road
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London

Postcode: SE23 3HZ

Telephone number: 0208 699 9023

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Appropriate authority: The governing body

Name of chair of governors: Garth Davidson

Date of previous inspection: April 21st 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	English Music Information and communication technology Special educational needs English as an additional language	How high are standards? How well are the pupils taught? How well is the school led and managed?
19660	Deborah Pacquette	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
21148	Heather Moorhead	Team inspector	Mathematics History Geography Foundation Stage	Staffing, accommodation and learning resources
20614	Donald Kimber	Team inspector	Science Art and design Design and technology Physical education	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Trinity is an average-sized, voluntary-aided Church of England school. There are 190 pupils on roll – 175 of whom are full time. Pupils' attainment on starting school is generally below average. Of the full-time pupils, 37 (23 per cent) are of Black/Caribbean heritage; 29 (18 per cent) are Black/African; 21 (13 per cent) are Black/Other; 49 (30.6 per cent) are white. 15 pupils are supported through additional Ethnic Minority Grant funding. There are 11 refugees/asylum seekers in the school. Fifty one pupils (30 per cent) speak English as an additional language, which is well above the national average. There are 84 pupils on the special educational needs register – almost half of the pupils, and five have Statements of Special Educational Need. Again these are well above the national average. Sixty four pupils (36 per cent) are eligible for free school meals – above the national average. There have been four fixed-period exclusions in the last year. The number of pupils coming and going from the school is high. In Years 4 and 5 there has been a complete change of pupils since Year 1 and in Year 6, over half of the pupils have changed since they began in Key Stage 1. During the last three years the school has had two headteachers, one acting head, two deputies and five teacher changes.

HOW GOOD THE SCHOOL IS

Holy Trinity is an improving school that is now offering its pupils a sound level of education. The quality of teaching now being provided is effective in raising standards, and pupils are beginning to achieve standards in line with expectations for their age. The headteacher and new deputy are providing clear leadership and they are supported by an enthusiastic team of teachers and a supportive governing body. Overall, the school provides satisfactory value for money.

What the school does well

- The leadership and management provided by the headteacher and key staff are good.
- Teaching is good or better in two-thirds of lessons and the opportunities for learning are generally good.
- The governing body is well involved and makes a very significant contribution to the effectiveness of the school.
- The provision for the pupils' spiritual, moral, social and cultural development is good. They form good relationships and there is a high degree of racial harmony.
- Provision for pupils with special educational needs and for those with English as an additional language is good; these pupils have access to the full curriculum and make good progress.
- The procedures for improving attendance and punctuality are very good.
- The support staff, site manager and office staff make very important contributions to the effectiveness of the school.

What could be improved

- Continue to build on the initial positive steps in English, mathematics and science so that pupils achieve higher standards by the time they leave the school.
- The curriculum is not well-balanced and planning in history, geography, art and design and design and technology does not ensure that pupils will have sufficient opportunities to develop skills at a high enough level.
- Overall provision in information and communication technology is unsatisfactory.
- The monitoring and assessment of pupils' progress in the non-core subjects are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in April 1997, their improvement has been unsatisfactory for a variety of reasons, although significant developments have been made in the last year. For instance, the completion of detailed schemes of work to secure good progress for all pupils and provide support for teachers is well underway now, but little progress was made until the present headteacher began at the school at the beginning of the year. Rigorous systems for monitoring, evaluating and supporting teaching quality were also left unstarted for a long time. However, the new system now being applied well has raised teachers' expectations of their pupils and improved the pace and structure of lessons. This has led to a significant improvement overall in the quality of teaching since the last inspection. Assessment is not yet used in all subjects to inform teaching plans from one lesson to the next, but both the headteacher and deputy have made this their first priority since the start of this term. The requirement to ensure good mutual understanding of their roles and responsibilities and improve communication between governors, parents and the school has been well completed. The school is being actively promoted in the local community. The accommodation has been completely renovated since the last inspection. This caused serious disruption to pupils' education for three years, but has created a very good learning environment, which is now being used effectively to raise pupils' standards of achievement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	E	E	D	well above average A B above average
Mathematics	E	E	E	D	average C D below average
Science	E*	E	E*	D	well below average E lowest five per cent E*

Over the last three years the school's results at the end of both key stages have steadily declined. Results in the year 2001 national assessments for seven year olds were in-line with the national averages for all schools in reading, writing and mathematics. They were above average in all three subjects when compared with those in schools with a similar number of pupils eligible for free school meals. In science, teacher assessments showed that pupils' standards at the age of seven were below national expectations, but average when compared to those in similar schools. Pupils reach standards that are in line with expectations by the time they reach the end of the Foundation Stage. Standards seen during the inspection for pupils aged seven are average in English, mathematics and science. Pupils' results in the year 2001 assessments for 11 year olds were well below average in English and mathematics, and very low in science. When compared to those in similar schools their results were below average in English, mathematics and science. Inspection findings show that pupils at the age of 11 are achieving average standards in English and in the investigative aspects of science due to the effective teaching, but although standards in mathematics are improving they are still below average. Taking into account the low attainment of pupils when starting school, the high numbers with special educational needs and with English as an additional language, these findings show the school is now meeting

its own agreed targets for improvement. Standards in information and communication technology are below expectations as pupils do not have regular access to computers. Overall, standards in most other subjects are below what could be expected for pupils of this age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy learning and have good attitudes to work. Their personal development is good.
Behaviour, in and out of classrooms	Pupil behaviour is satisfactory overall, with that of the younger children often being good.
Personal development and relationships	The quality of relationships is good and a significant strength, as is the respect shown to pupils from different backgrounds, ethnic groups or cultures.
Attendance	Pupils' attendance is satisfactory and in line with the national average. Most pupils enjoy school and are punctual. The school monitors attendance closely to ensure that the attendance record is improving.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Satisfactory

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

The quality of teaching is satisfactory overall. During the inspection the teaching observed was good or better in 30 of the 52 lessons. In ten of the lessons observed it was judged to be very good or excellent. Only one lesson was unsatisfactory. Extra work at a higher level challenges the brighter pupils in Years 2, 5 and 6. The teaching in these classes was particularly effective. Teachers now plan lessons well so that they are interesting and provide activities that inspire and motivate pupils effectively. They are particularly careful to set work at the right level for pupils of differing ability. Most teachers now have high expectations of pupils, which results in the better behaviour and progress. Pupils with special educational needs receive strong support. The teaching of pupils with English as an additional language is also well planned and effective. The teaching of literacy and numeracy is good because teachers provide challenging tasks. Where the teaching was very good at the end of both key stages the teachers asked questions to encourage pupils, challenge their thinking and bring them all into the discussions. Pupils' responses are valued and this helps them feel good about themselves. They begin to concentrate well, work independently and listen carefully to their teachers and to each other. Teachers relate very well to their pupils and they manage classes well. Pupils, therefore, learn to listen carefully and sustain their concentration for longer periods of time as they get older. Literacy and numeracy are now being included in other subjects and taught effectively across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements and is broad and balanced in most of the school. The plans for the Foundation Stage needs redrafting to meet the requirements of the Early Learning Goals to ensure that children have all appropriate activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good, procedures and documentation are managed well and pupils receive good support in lessons.
Provision for pupils with English as an additional language	The specialist support for pupils who speak English as an additional language enables them to do well in many lessons. The good planning supports pupils with their learning in all lessons.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social, and cultural development has improved since the last inspection and is now good. The provision for their personal and health education is good.
How well the school cares for its pupils	Procedures for the monitoring and promotion of attendance are very good. Those for child protection and ensuring pupils' welfare are satisfactory. Teachers make sound assessments of pupils' work in the core subjects of English and mathematics, but procedures for monitoring and assessing pupils' attainment and progress are unsatisfactory in other subjects.

Parents' views of the school are positive. Most are pleased with the school and the progress that their children are making now that the school is being well led and managed. The quality of links between the home and the school are satisfactory. The school now actively encourages parental involvement, and their involvement in the work of the school is now satisfactory. Parents are happy with the daily activities of the school and the new 'open door' policy that is in operation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational direction for the school and is developing the role of the senior management team by involving them more fully in school development. She has a clear vision of how she wants the school to develop and is well placed to further enhance pupils' standards.
How well the governors fulfil their responsibilities	The governing body has a clear understanding of the strengths and weaknesses of the school. They provide willing support for the school staff. Their monitoring role to evaluate the school's provision is well developed.

The school's evaluation of its performance	Systems are now in place to monitor teaching and learning, and the school is well placed to make improvements in this area.
The strategic use of resources	The school now has a clear development plan to guide the use of resources in this current year, and this is enabling pupils to make greater progress. The headteacher is working to set priorities and allocate resources for the future.

The current level of staffing is sound. The school accommodation is good and enables the staff to meet the requirements of individual pupils in full. The level of resources is satisfactory and meets the needs of pupils and the National Curriculum. The school administration officers carry out the day-to-day functions of the office well and are careful to obtain best value when making all purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The teaching is good and their children now make good progress. • The school now expects their children to work hard and achieve their best. • Now the school is very approachable. 	<ul style="list-style-type: none"> • The amount and type of homework. • The information they receive from the school. • The range of activities provided by the school outside lessons. • The children's behaviour.

Inspection evidence supports the positive views of the parents who believe that their children are now making good progress. The view of the inspectors is that the majority of pupils are well behaved, and that the quality of information provided to parents is improving and is satisfactory overall. Additional activities and homework are not a weakness as they are generally well organised and make a sound contribution to the pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children who joined the reception class this year have skills in personal and social development that are broadly in line with expectations for this age group. This has not usually been the case. Over the last few years pupils' attainment on entry has usually been below expectations for their year group. Most of the children in this year's class are good at taking turns and sharing resources and are likely to meet the Early Learning Goals¹ for personal, social and emotional development by the end of the reception year. They enjoy listening to stories and sharing books. The majority of children are making satisfactory progress towards meeting the Early Learning Goals for communication, language and literacy and mathematical development by the end of the reception year. When they start school, children's knowledge and understanding of the world are varied. Some children have a good basic knowledge, whilst a few show understanding below expected levels. The majority of children make satisfactory progress in this area of learning and are likely to attain the Early Learning Goals by the end of the reception year. Children in the reception class use pencils, brushes, scissors and other small items with increasing confidence and skill, and make good progress. By the end of the reception year it is likely that most children will attain the expected levels in their physical and creative development.
2. In the last three years the school has made little improvement in all core subjects of the curriculum. During this time the number of pupils with English as an additional language and of those with special educational needs has risen. The school building was completely renovated during this time, which was very disruptive. There is evidence to show that the present Year 6 class had no fewer than six different classrooms during this time, and also had to be split into different classes on several occasions. The school still admits very large numbers of pupils with special educational needs, there is very high pupil mobility and there have been many recent staff changes. When these factors, which are beyond the control of the school, are taken into account these results, whilst disappointing, are more understandable.
3. The overall standards in reading and writing at the end of Key Stage 1 in 2001 were average when compared with the national test results of other schools, but above average when compared with similar schools. Pupils usually come into the school with below average skills in speaking and listening but relate well to each other and adults. This increases their ability to focus on the tasks that are expected of them and so they make good progress. The teaching in the Foundation Stage is effective and enables all pupils to make significant improvement. In mathematics, their results were also average when compared to all schools and above average when compared to similar schools. The results show an overall improvement in the last three years.
4. The results of pupils at the age of 11, i.e. at the end of Key Stage 2, have stayed at the same low level over the last three years, but are improving significantly this year. In the 2001 national tests, the pupils' results in English and mathematics were well below average and in science were very low when compared to those in schools

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

nationally. When compared with those in schools of a similar type all results were still below average. The results were not significantly different from those of the previous year. However, English results had fallen and only 56 per cent of pupils reached the average Level 4, which is well below average. There was a slight improvement in mathematics from 43 per cent in 2000 to 44 per cent in 2001. The results in science declined from 71 per cent in 2000 to 67 per cent in 2001. The number of pupils gaining the higher Level 5 in English was below the national average, and well below average in mathematics and science. Overall, since the last inspection the school's rate of improvement has been below the national trend, but this trend has now been arrested thanks to the good work by the headteacher, deputy and Year 6 teacher.

5. Evidence from the present inspection shows that pupils are now attaining satisfactory standards in English at the ages of seven and 11. In lessons and in assemblies pupils learn to listen well to their teachers and to each other. They are making good progress throughout the school and they are now confident in sharing their ideas and contributing to class discussions. The standards of seven year olds seen during the inspection in reading were average. The better readers are competent but do not read with good expression. Their knowledge of books and authors is limited, but they talk with enthusiasm about reading. Pupils know the difference between fiction and non-fiction and are confident in their use of the library. The overall attainment of 11 year olds in reading is also average. They have a good knowledge of books and authors, and the new daily reading opportunities have created good attitudes towards reading. Older pupils are developing their reference skills, are confident users of dictionaries and reference books and now routinely use these for independent study. Standards in writing are average throughout the school. Many of the younger pupils show a good knowledge of sounds and this is reflected in their written work. The writing of older pupils in Key Stage 2 is now improving and is average. Their written work covers the range of writing expected by the National Literacy Strategy and there is evidence that older pupils work with understanding and transfer the skills they learn in their literacy lessons to their independent writing. During the inspection the very effective teachers in Year 5 and 6 were observed addressing this aspect and making up for earlier deficiencies in teaching. Pupils with special educational needs make good progress in both key stages. Similarly, pupils with English as an additional language make good progress in both key stages, due to the very good support they receive in the school.
6. Inspection evidence shows that, this year, standards are broadly in line at the end of Key Stage 1 and below average at the end of Key Stage 2. The school's records show a high percentage of pupils with special educational needs and a high percentage of pupils who entered the school during Key Stage 2. There has also been a high percentage of changes in teaching staff. Over recent years, children entered school with a wide range of ability, with the majority of children having skills that were underdeveloped for their age. Given their low attainment when they start school, all pupils, including those with special educational needs or English as an additional language, make at least satisfactory progress in both key stages. Children in the reception class can count 'one more than' up to seven and are able to write numbers up to ten. They use simple mathematical language to describe the difference between regular two-dimensional shapes. By the age of seven, most pupils are able to count in twos, fives and tens. They recognise odd and even numbers and know that even numbers end in two, four, six, eight and zero. They know that halving is the inverse operation of doubling and apply this knowledge to make up their own number patterns. By the age of 11, pupils' confidence has grown and they can use a variety of mental and written methods for calculating with the four operations. They can work out simple calculations in their heads and use calculators for more complex number work. Most pupils have a good grasp of their multiplication tables, which enables them

to cope with a range of problem-solving tasks. They work at the expected level for their age in using and applying mathematics, shape, space and measures and data handling. Higher-attaining pupils are challenged effectively in many lessons, and pupils learning English as an additional language or having special educational needs learn well.

7. In the teachers' assessment for science in 2001 at the end of Key Stage 1 the percentage of pupils who achieved Level 2 and the higher Level 3 was below the national average. In the 2001 national tests at Key Stage 2 the percentages of pupils achieving Level 4 (56 per cent) and those achieving Level 5 (7 per cent) were well below the national average. However, inspection evidence shows that standards are now in line with expectations at the end of Key Stage 1, and improving but still below expectations at the end of Key Stage 2. However, the overall low standards at the end of Key Stage 2 masks the fact that there are a number of pupils in Year 6 who do demonstrate levels of knowledge and understanding in line with those expected of pupils of this age. Also an analysis of pupils work shows that pupils throughout the school are making at least sound and often good, progress in science. At the age of 11 there is no significant difference between the performance of girls and boys in science. Pupils with special educational needs make good progress because of the good level of support they receive. Key Stage 1 pupils show satisfactory knowledge by naming sources of light and can successfully match pictures of adult animals with their young when studying the idea of growing up. They investigate materials and can sort and classify. Pupils satisfactorily record by drawing and colouring. In Key Stage 2 they make good progress as they successfully study forces and record their findings independently. They record well using tables and charts and they are able to draw conclusions from the data they collect. They investigate solids and liquids, enjoy topics on healthy eating and have good knowledge of the basic principles of nutrition. Year 6 pupils have been studying adaptation and interdependence in animals. Pupils with special educational needs make good progress throughout the school. Similarly, pupils with English as an additional language make good progress in both key stages, due to the very good support they are now receiving.
8. Pupils with special educational needs achieve well. The school's records show that, in relation to their prior attainment, these pupils learn well and their achievement is better than would normally be expected. Despite this good level of achievement, the very low starting point for some of these pupils and the fact that many join later in their school careers mean their overall level of attainment is below average by the time they leave the school.
9. Pupils who speak English as an additional language receive very effective support from class teachers and support assistants. This ensures their full involvement in all activities and adds to the achievements that they make. By the end of Key Stage 2, most operate well in English and many attain good standards in their work.
10. Levels of attainment in information and communication technology are below expectations at the end of both key stages. There was little evidence of pupils' levels of ability improving in any significant way. Key Stage 1 pupils use a mouse competently to load and draw using different art packages. They can use simple word-processing programs to write sentences for labels for classroom displays and their books. Key Stage 2 pupils store data in a word-processing package or database, although this is at a low level of achievement for pupils of this age.
11. Attainment in art and design, design and technology, history and geography is below the level expected for their age by the time they leave. The quality of pupils' work in

physical education and music at the end of both key stages is in line with that expected nationally.

Pupils' attitudes, values and personal development

12. The previous report found pupils' attitudes to learning, behaviour around the school and general personal development to be good. Some of these good standards have been maintained throughout the school. Pupils, including those with special educational needs, demonstrate good attitudes to learning, positive values and generally satisfactory behaviour overall, which impacts positively on their overall progress. From the time they enter school most pupils are able to sustain good levels of concentration, are interested in what they are learning and make good progress. They demonstrate an enthusiasm for work and an eagerness to succeed.
13. Pupils' behaviour in lessons and when moving around the school is satisfactory. There are a few pupils who during lessons cannot sustain concentration for long periods and who find working independently difficult. Some pupils lack the usual maturity to behave well and to relate well with their peers in the playground. These pupils' needs are being well identified and the school has clear and positive strategies for managing their behaviour. Teachers work closely with learning-support assistants, the special educational needs co-ordinator and other staff to ensure that the disruption to classes is minimal. No litter or graffiti is present in the school. Most pupils respect and care for the school's property and environment.
14. Most pupils' are polite, friendly and courteous to visitors, greeting them warmly, holding open doors and offering directions when asked. When invited to do so, they speak freely about life in school and willingly share their experiences. Pupils in general are honest and trustworthy and show due respect for school property and that of others. Overall, good attitudes and behaviour are reinforced by the way examples are rewarded and by the consistent and positive support of pupils' efforts by the staff.
15. The personal and social development of pupils is good. Pupils enjoy taking responsibility when given the opportunity. For example, pupils successfully participate in the school council and assemblies, delivering registers and playing an active role as classroom and lunchtime monitors. When required to work in pairs or groups in lessons, most pupils do so successfully. They co-operate well with each other and share resources responsibly.
16. The majority of pupils relate well to each other. However, a few have difficulty treating each other with respect. One pupil was observed during the inspection spoiling another child's work. The relationships between pupils and adults are good. Children were observed spontaneously smiling and co-operating with staff. In lessons and assemblies pupils are taught and encouraged to show respect for other cultures, values and beliefs. Pupils overall have a good understanding of the impact of their actions on others.
17. Pupils' attendance continues to be satisfactory and in line with the national average. Most enjoy coming to school and are punctual. The school monitors attendance closely to ensure that the attendance record is improving. Comprehensive strategies have been implemented to reduce unauthorised absences and lateness. Pupils' attendance and punctuality are making a positive contribution to the quality of learning in the school.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching was at least satisfactory throughout the school, and often good. The teaching observed during the inspection was judged to be good or better in 30 of the 52 lessons seen. Only one lesson was judged to be unsatisfactory, which contrasts with the almost 20 per cent of unsatisfactory lessons at the time of the last inspection.
19. The overall quality of teaching enables pupils to make sound progress in the Foundation Stage. In Key Stage 1 lessons the progress is good. In Key Stage 2 progress is satisfactory, and good in Years 5 and 6. Teachers are aware of the very differing needs of pupils, and the support provided by classroom assistants is good. Teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of literacy and mathematics sessions when the teachers moved from whole-class teaching to group work.
20. The teaching in the reception class was sound and sometimes good in the lessons observed, reflecting the hard work and dedication of the teacher. Pupils of all abilities are given good support and so their progress is sound. The planning clearly identifies what pupils are to learn, but not all activities selected are a good preparation for their start to the National Curriculum. Classroom organisation is good and the adults create good relationships with all pupils, who settle into school well as a result.
21. The good teaching at Key Stage 1 reflects the overall good subject knowledge across the curriculum. Teachers have implemented the literacy and numeracy initiatives well overall. Planning in English and mathematics is generally good and identifies clearly how groups of pupils of differing prior attainments are to be taught. For example, in mathematics, the Year 1 and 2 teachers plan a variety of practical work which pupils can undertake independently. Classroom organisation is generally good and the activities selected are appropriate to the identified aims in teachers' plans. Despite this good picture now, evidence of last year's pupils' work available in the non-core subjects, indicates that teaching in these subjects has not been effective and not led to appropriate learning or progress by some pupils.
22. Overall the teaching in Key Stage 2 is sound, with significant strengths in the provision for English and mathematics. The teaching at this stage is characterised by good subject knowledge and understanding, and very clear planning, again principally in English and mathematics. The links between different subjects that the teachers make at this stage produce activities that are particularly valuable and enable greater progress. The effective teaching in Years 5 and 6 is an example of where the individual teaching strengths of these teachers has been used to good effect through their careful day-to-day planning. An example of the good planning was in a literacy hour in Year 6. The teacher recapped on the previous learning through the pupils' own work. This enabled her to praise and reinforce the efforts of all pupils. The quality of the posters she had created for the main part of the lesson was inspiring and held all the pupils' attention throughout. This led to the very effective, and brisk, discussion on how to capture and keep the readers' attention that followed. As a result, the written work the pupils completed was all of a very good standard.
23. Throughout the school, class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching is generally good. Teachers lead these

discussions well, introducing new ideas with care and clarity. The ebullience of the Year 5 teacher was matched by the responses of the pupils as they adopted different roles to demonstrate the sun, moon and planets in a science lesson. All teachers are good role models, and the most effective teaching ensures that other pupils are also used as good role models too. This was particularly true of the Year 2 teacher, who sang and played with real enthusiasm, and encouraged all pupils to do so. The resulting singing and performing from these pupils improved rapidly throughout the lesson.

24. Teachers have good relationships with their pupils throughout the school. Most praise pupils to modify behaviour and reward good work. Instructions given to pupils are clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively, which results in increasingly good behaviour. In a Year 6 lesson, the teacher was careful to use as good examples the completed work of one or two pupils who were displaying challenging behaviour. This kept their attention focused and that of others in the class.
25. Day-to-day assessments to check pupils' understanding and progress were apparent in some lessons. It was common to see groups of pupils being targeted to check on the suitability of the lesson plans for the different levels of ability. Where assessments are made on a day-to-day basis, they are now being used accurately and lessons are appropriately challenging, especially in Key Stage 1. Although marking varies throughout the school, it is generally effective. The teachers of the younger pupils discuss their results, rather than just write comments in their books, and this is particularly effective. Homework is now used consistently and makes a significant contribution to pupils' progress.
26. Pupils with special educational needs are catered for well throughout the school. Teachers provide appropriately differentiated work to match pupils' abilities and offer them the opportunity to experience success. Good teaching in small withdrawn groups helps special educational needs pupils overcome difficulties in language work. Teachers refer to pupils' individual education plans in their lesson planning and focus on identified difficulties. Relationships between teachers and pupils with special educational needs are very positive; praise is used well to motivate pupils, and teachers are careful to show that they value the work and contributions of pupils of all abilities. Learning-support assistants are well deployed in supporting pupils with special educational needs.
27. The quality of teaching for pupils with English as an additional language is good. There are a number of staff who play an active role in planning jointly with the class teacher when giving in-class support. Good ongoing verbal feedback on progress is given to the class teacher. Observations of the assistants and their support within lessons show how consistently effective they are. Their work is characterised by a regard for individual pupil's stages of learning English. The school is aware of the full range of language needs of the identified pupils and plans effectively with clear learning objectives and well-matched tasks, making good use of interesting and stimulating resources for young learners. Literacy and numeracy lessons are planned well, particularly with regard to the vocabulary and language component of what is being studied.

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

28. The curriculum meets the statutory requirements in all key stages. It is broad and balanced in Key Stages 1 and 2. In the Foundation Stage insufficient attention is given to using the Early Learning Goals as a basis for planning the children's activities. As a result, some activities do not match pupils' different levels of need or provide appropriate opportunities for teaching and learning both indoors and outdoors. The school has elected to boost the amount of curriculum time for English by providing for half an hour of guided reading each day in Key Stages 1 and 2 to help raise standards, and this is proving to be successful as pupils are making better progress.
29. At the time of the previous inspection key issues relating to the curriculum concerned the need to develop detailed schemes of work for all the National Curriculum subjects. The school has responded well in implementing the national strategies for literacy and numeracy, and this is helping to improve pupils' basic skills. There is good quality medium and long-term planning in English and mathematics, and the planning formats have been further refined over the last year. In most other subjects schemes of work are not yet in place. Planning draws usefully upon the curriculum guidelines from the national Qualifications and Curriculum Authority (QCA) and the school is in the process of evaluating these units. It recognises the need to develop schemes of work for these subjects which will set out more clearly progression in the pupils' learning as they pass through the school
30. Provision for pupils with special educational needs is good. Teaching staff have drawn up individual education plans, and there is good co-ordination of the assessment of pupils' learning by the special educational needs co-ordinator. Support staff work well with class teachers to provide good support for all these pupils, and some are regularly withdrawn for additional support. As a result they make good progress.
31. The school makes good provision for the development of pupils' personal, social, and health education through the daily life and routines of the school as well as in lessons devoted to talking about these topics. The ethos of the school encourages pupils to care for each other and to learn to work co-operatively, and all are encouraged to develop a sense of self-esteem. The school council has representatives from each class, and has helped in making suggestions to enhance the playground facilities with the netball post and the pergola. Sex education is addressed through science lessons, notably in Years 4 and 6, and awareness of drugs misuse is addressed at other times, including initiatives supported by the police. There are plans for in-service training for teaching staff next term on the use of 'circle time'.
32. Pupils have the opportunity to take part in a wide range of extra-curricular activities. These enrich the pupils' learning significantly. This finding does not support the view expressed by a number of parents in the parents' questionnaire who were concerned at the range of activities available. Changes in staff have greatly affected the 'clubs' which are running in the term at the time of the inspection. After-school games clubs for boys and girls in Key Stage 2 include netball and football, and recently touch rugby has been introduced. The art club offers a series of termly programmes including sculpture (Year 3), abstract painting (Year 4) and still life (Year 5). Last year there was a choir club and country dancing. There are plans for the resumption of the dance club and the recorder group, and for starting a games club in the summer term for Year 2 pupils. Following a gap of five years without a residential visit, Year 6 pupils went away on the Arethusa trip for a week in September.

33. The school aims to provide equality of opportunity for all pupils, and observations suggest that it is very successful in meeting this aim. An open and inclusive approach is practised with regard to the admission of pupils to the school. The speaking, listening and language needs of children in the Foundation Year are assessed. Programmes to support learning are then put into place as appropriate to help those children for whom English is an additional language. For older pupils the assessment results in mathematics, science and English are analysed to see whether there are significant differences between the performance of different groups of pupils. Booster classes to help pupils in Year 5 and Year 6 are one outcome of this process. The inclusion process has also been strengthened with the bringing in of interpreters in Portuguese, Tamil, Spanish, French, and Russian to parents meetings.
34. The school's link with the local community contributes well to pupils' learning. Pupils have visited the library and sung carols to elderly local residents. Food and toiletries were collected and distributed after the school celebrated Harvest Festival. Forest Hill Traders' Association has helped with funding for the school's new sports kit (football and netball). Three of their members attended a school assembly when the new kit, complete with logo designed by one of the pupils, was presented to the school.
35. The school enjoys good links with other educational institutions, which enrich pupils' learning experiences in many ways. As well as the partnership with a local Beacon primary school, the school is associated with two other primary schools with pupils engaged in mathematics. Sports fixtures, including soccer matches, are now beginning to be played against other primary schools. There is the valuable involvement with at least two secondary schools, which provide facilities for science, sports, and information and communication technology. Students have visited from Goldsmiths College and South Bank University, including some as student teachers.
36. The provision for pupils' spiritual, moral, social, and cultural development is good. This is an improvement since the last inspection. There is good provision for spiritual development. In whole-school assemblies there is evidence of the strong Christian ethos of the school. There is not only frequent reference to the presence of a Divine Being, but also opportunities for pupils to reflect upon their inner thoughts. Some assemblies are led in such a way to ensure that not only can many pupils offer their personal views and ideas, but they can also demonstrate that they are very highly valued and respected. In some classes there are end-of-session prayers – Grace is said before going to dinner, and prayers are said at the end of afternoon school. Displays of work demonstrated how pupils develop their knowledge and understanding of major world faiths. These experiences all help pupils to develop their spiritual awareness and self-knowledge.
37. Pupils' moral development is well promoted through the school's strong behaviour policy. In addition to school rules, pupils have opportunities to discuss and publish in the classroom their own class rules. Thus pupils are helped to distinguish right from wrong in various ways. Achievement assemblies at the beginning of each week give recognition to acts that can include good behaviour, or qualities of being kind, helpful, or working or playing well together. Pupils are also encouraged to seek points that are credited towards the half-termly headteacher Awards. Values of fairness and respect for others are fostered in work on fair trade, linked to print designs in Year 5.
38. Pupils' social development is equally good. The school makes strong efforts to help build relationships between pupils, and between staff and pupils. Some of the younger children do not find it easy to take turns. However, as pupils pass through the school

they are increasingly ready to share resources, and to listen to the viewpoints of others. Social confidence is enhanced through visiting speakers and educational visits to places of interest, such as Hampton Court and Rochester Cathedral. Sports day has been successfully re-organised to increase the involvement and enjoyment of all pupils. The races for mums and dads no doubt increase enjoyment for other members of the family. The school council meets monthly and involves pupils from Year 1 to Year 6. Older pupils help to organise music in assembly, and have other responsibilities around the school such as helping with the library.

39. The cultural development of pupils is good. They are developing an understanding of beliefs and cultures of other people through their work in history and in religious education. October featured Black History Month. Dance groups visit the school, and pupils visit various places of worship. Pupils work with a range of multicultural instruments in music lessons, and Year 5 pupils, who use Indian print designs as a source in art, also go on a visit to celebrate Hanukah. This represents a marked improvement since the last inspection, when there was less evidence of a planned approach to multicultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school's procedures for child protection and ensuring pupils' welfare are good. There is a staff member with overall responsibility for child protection and all members of the staff team are aware of lines of accountability. Pupils receive good levels of supervision by staff during the entire school day. The provision for medical care and first aid is good. The school liaises with key health professionals to ensure that pupils' health needs are addressed. The school undertakes regular routine checks of the premises to identify and eliminate any health hazards. A rolling programme of maintenance is in place, which is being implemented adequately. The school has effective measures to ensure that it cares well for their pupils.
41. Procedures for monitoring and improving attendance are very good. They are systematic and very well implemented. The school uses good strategies to monitor attendance. For example, attendance is monitored weekly and regularly reviewed. In addition, regular contact is maintained with the education social worker and follow-up letters are sent to parents. The importance of very good attendance is also promoted through celebration assemblies, where certificates are given for outstanding attendance and punctuality.
42. The school has good procedures to monitor and promote acceptable behaviour and to eliminate bullying. These have a positive impact on the attitudes and behaviour of pupils. Self-discipline and inclusion are promoted through a variety of strategies that involve rewards and sanctions, one to one counselling, comprehensive individual educational plans and working in partnership with parents and guardians. The school has clear rules to ensure good conduct and discipline. These outlined in a positive way the school expectations of pupils' behaviour, and they make a significant contribution to the standard of behaviour throughout the school.
43. Educational and personal support and guidance in the school are good. They are consistently of a high standard and take account of parents' and pupils' views. Pupils have reading journals that contain written comments from parents. The school offers good pastoral care for their pupils. Pupils with special educational needs are well supported and their needs are addressed fully. Parents support the view that the school cares effectively for their children.

44. The procedures for assessing pupils' attainment and progress are satisfactory overall. A key issue raised in the last inspection report related to the need to improve 'the use of assessment to inform teaching'. There are now good procedures for assessing pupils' learning and progress in English and in mathematics. There is also very good assessment and record keeping in relation to pupils with special educational needs. However, the successful models of good assessment and record keeping in English and mathematics are not yet used in other subjects. However, the early stages of work in this area is evident in some subjects such as science and physical education.
45. Procedures for monitoring and supporting pupils' academic development are satisfactory overall. Over the course of the last year greater use has been made of using mathematics objectives, and of literacy targets as part of the assessment process. In addition to statutory assessments, the school uses national and commercially produced test materials to make annual assessments in English and mathematics. The results of tests are analysed and the school organises extra support sessions and 'booster' groups in literacy and numeracy to enhance pupils' learning and to raise standards of attainment.
46. As part of the process to improve assessment practices the school has invested in a software program from a local consultancy. Some staff have had initial training on this, and there are plans for other staff to have training to facilitate the work of tracking pupils' progress in learning as they pass through the school, and to help them to plan work appropriate to pupils' levels of ability.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents' views of the school are satisfactory. Most parents are pleased with the school and the progress that their children are making. They feel that the school is well led and managed and their children are making good progress. The quality of links between the home and the school are generally satisfactory.
48. Although the school now actively encourages parental involvement, the impact of parents' involvement on the work of the school is still just satisfactory. Parents overall are happy with the daily activities of the school and the 'open door' policy that is in operation. Some parents participate as volunteer helpers in the school, helping children with reading, attending external visits and other activities. A parent runs the Art Club in school. The school has a Parents' Association, that meets regularly at the school and is successful in fundraising and organising social events. Parental attendance at PTA meetings is not good but parents are very supportive to the events organised by the association.
49. Parents of pupils of with special educational needs and English as an additional language are also encouraged to be involved in supporting their children's progress. Opportunities are arranged for parents to discuss and sign all individual education plans as they are reviewed. Overall, parental involvement has a satisfactory impact on the standards of pupils' education.
50. In general, information provided for parents is good. Parents receive regular letters, newsletters and reports about their children's progress and are invited to open evenings and other meetings. Notices are displayed at strategic places in the school to attract parents' attention. The school's prospectus and governor's annual report to parents are comprehensive and meet statutory requirements.

51. Parental contribution to pupils' learning at school and home is satisfactory. This is done mainly through the few parents who help in the school, the home/school schemes, workshops for parents and homework schemes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The new headteacher has been in post for less than a year and has been working closely with the governing body to develop a strong team ethos among staff. She is now ensuring a clear direction for the work and development of the school, and beginning to promote higher standards. She has a clear vision for the school, now shared by all members of its community. The headteacher has made sure that the school has explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in its work. She has begun to put in place systems to monitor and evaluate the work of the school. She also demonstrates a strong commitment to creating and maintaining a caring ethos within the school, helping pupils to establish good relationships with each other and all adults.
53. The school's commitment to, and capacity for, further improvement is good. The headteacher and staff are aware of priority areas for future development, and they have begun to address most of them. It is clear that for some time there was little or no rigorous monitoring, evaluation and development of teaching. Systems are now developing for monitoring the quality of teaching and learning, and the standards of pupils' work. This includes a whole-school monitoring policy, with an agreed format for feeding back to teachers on all lesson observations. Subject co-ordinators are now beginning to develop a good understanding of key strengths and weaknesses. They have had opportunities to look at pupils' work and teachers' planning. Some co-ordinators have also observed lessons, but this aspect of monitoring has still to be developed in many subjects. The professional development of teachers is supported by annual appraisal interviews. The school has drawn on nationally agreed guidelines, in which teachers are set targets closely linked to improving pupils' performance. The school has sound procedures in place for the induction of new staff as the development of the new teachers this year testifies.
54. The management of provision for pupils with special educational needs is good and maintains the position noted at the time of the last inspection. The acting special educational needs co-ordinator (SENCO) is enthusiastic and diligent. She has created very effective systems for tracking the progress of pupils on the school's special educational needs register. The individual education plans are detailed and sensible. The targets set for individual pupils are appropriate and take them forward in realistic steps that they all understand. The reviews of statements are handled well and the relationships with parents are good. The way that the additional, part-time, special educational needs teacher is enabled to enhance all pupils' achievement so well is indicative of their success.
55. The acting SENCO is also responsible as the English as an additional language co-ordinator is also the principal teacher of this aspect. She is also Ethnic Minority Achievement Grant co-ordinator and is very effective in maintaining the provision in both of these roles. She has a very clear understanding of what needs to be done. She identifies the pupils who underachieve due to the lack of English language skills and on the basis of this assessment, both she and the class teachers identify specific needs and set appropriate targets, which are reviewed at regular intervals. These procedures are very effective because they are shared thoroughly with the class teacher, at every review stage. The classroom assistants make valuable

contributions to this process of information gathering and providing well-organised support to the targeted pupils.

56. The governing body provides good support for the school and is eager to help it improve further. It has been successful in leading the school forward in the last four years under different headteachers. The governing body fulfils its statutory responsibilities satisfactorily. They have a good committee structure in place, which deals effectively with issues relating to curriculum, finance, buildings, staffing, admissions and public relations. Governors bring a wide variety of expertise to their role, and have established good relationships with the school management and staff. Some governors have been able to visit lessons, hold discussions with teachers and co-ordinators, and gain some overview of standards in subjects. Strategies are in place for sharing this information with the full governing body, but their ability to ask relevant questions to check how well the school is progressing with its plans for improvement is still developing. They now rely less heavily on information provided by the headteacher when taking part in the process of school development planning, and reviewing the progress made towards targets.
57. The school improvement plan is new. The present headteacher is using the expertise of all staff to draw up a detailed document linked to a series of realistic and relevant strategic intentions. It provides a sound basis for managing school improvement, and includes whole-school targets for the current year, some of which focus specifically on raising standards. The main emphasis has been on updating schemes of work and beginning to implement monitoring programmes in order to improve teaching and learning. The action plans contain satisfactory links to finance, including the provision of new resources. All funds provided for specific purposes, special educational needs for instance, are used well. The headteacher and administration officers are careful to obtain best value in all purchases. The school is now monitoring and evaluating its performance satisfactorily.
58. The number of teachers and their qualifications and capacity to meet the demands of the National Curriculum are good. All subjects have a co-ordinator. There is a good balance of expertise and a good blend of experienced and recently qualified teachers. They all work together as a good team and achieve a positive ethos in the school. The management structure is good. Satisfactory systems of performance management and induction of new members of staff are in place. There is a good number of appropriately qualified and experienced learning support staff who are committed to the school and to the welfare of the pupils. The premises staff, the office staff and the midday assistants all work effectively to support the smooth day-to-day running of the school.
59. The school is fortunate to have spacious accommodation that was recently renovated very effectively. In addition, there are several offices for key members of staff. The assembly hall is large but also operates as the dining room. Outside there is an adequate hard surface playground with some good play markings, seats and a shady 'meeting place'.
60. Resources for delivering the National Curriculum are satisfactory overall. However, they are inadequate for the efficient delivery of the Programmes of Study in science, history and for parts of the design and technology curriculum, and in particular for information and communication technology. Resources for teaching mathematics and English are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to continue the significant developments made and further raise the overall standards of pupils' attainment in all subjects, the governors, headteacher and all staff should jointly:
- (1) Build on the improvements already made in English, mathematics and science to raise pupils' standards of achievement further by the time they leave school by implementing detailed measures similar to those already begun in English. This should include planning tasks for all pupils after accurately assessing their needs on a day-to-day basis that builds on their previous learning. (Paragraphs 83, 93, 100)
 - (2) Raise pupils' level of achievement in art and design, design and technology, geography and history by updating and revising the current planning. Use the example of the good procedures already established in English to ensure that all pupils are appropriately challenged in all lessons. Also, provide assessment procedures in these subjects that reflect these detailed medium and long-term plans in order to guarantee appropriate progress from year to year. (Paragraphs 11, 29, 102, 104, 105, 107, 111, 115)
 - (3) Improve the school's monitoring of pupils' attainment and progress by building on current arrangements for assessment to include all subjects of the curriculum. Ensure that this information is recorded consistently and used in the planning of the next stage of each pupil's learning. (Paragraphs 44, 46, 55, 100, 107, 115)
 - (4) Provide an adequate level of resources for information and communication technology to ensure that all Programmes of Study are covered. Monitor the pupils' overall progress in information and communication technology so that they make maximum progress and are enabled to reach their potential by the time they leave school. (Paragraphs 10, 116, 117, 118, 119, 120)

OTHER MINOR ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- a) Improve the overall provision for children in the Foundation Stage of learning by considering the plans for the curriculum, so that they are based on meeting the Early Learning Goals and clearly provide for the needs of young children. (Paragraphs 63, 65, 71, 72, 73, 74)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	20	21	1	0	0
Percentage	4	15	38	41	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points.

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)	0	175
Number of full-time pupils known to be eligible for free school meals		64

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		84

English as an additional language	No of pupils
Number of pupils with English as an additional language	51

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	4.0

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	13	14	14
	Total	24	25	26
Percentage of pupils at NC level 2 or above	School	86 (88)	89 (92)	93 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	13	13	14
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	86 (88)	89 (88)	89 (73)
	National	85 (84)	89 (88)	89 (88)

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

***Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	10	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	15	12	18
Percentage of pupils at NC level 4 or above	School	56 (62)	44 (43)	67 (71)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	12	10	8
Percentage of pupils at NC level 4 or above	School	44 (62)	37 (62)	30 (67)
	National	72 (70)	74 (72)	82 (79)

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

* Data for boys and girls separately is omitted as the number in each category was not more than ten.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	37
Black – African heritage	29
Black – other	21
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	49
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	19
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	168

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	1	0
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.

Financial information

Financial year	2000/2001
	£
Total income	623443
Total expenditure	700783
Expenditure per pupil	3011
Balance brought forward from previous year	100595
Balance carried forward to next year	23255

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52.5	42.5	2.5	2.5	0
My child is making good progress in school.	17.5	62.5	10	5	5
Behaviour in the school is good.	17.5	55	20	2.5	5
My child gets the right amount of work to do at home.	5	47.5	27.5	20	0
The teaching is good.	25	40	12.5	0	22.5
I am kept well informed about how my child is getting on.	20	35	32.5	5	7.5
I would feel comfortable about approaching the school with questions or a problem.	32.5	52.5	12.5	2.5	10
The school expects my child to work hard and achieve his or her best.	25	57.5	5	2.5	10
The school works closely with parents.	12.5	57.5	20	0	10
The school is well led and managed.	12.5	37.5	25	5	20
The school is helping my child become mature and responsible.	22.5	52.5	17.5	2.5	5
The school provides an interesting range of activities outside lessons.	7.5	40	32.5	2.5	17.5

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

62. Children enter the reception class at the beginning of the year in which they will be five. Children who are already five and will be five during the autumn term attend full time. Children who become five later in the school year are currently attending school for two and half hours during the morning session. There are meetings and visits for children and their parents before the children start school, which provide good opportunities for them to familiarise themselves with school routines. A number of children come to school from outside the immediate school locality and all children have had a variety of pre-school experiences. The results of the initial assessments, undertaken shortly after they start school, indicate children's attainment is broadly in line with that expected for this age when they enter school. This differs from previous years when attainment on entry to school has been below that expected for this age.
63. Although the planning and provision for children in the Foundation Stage have some limitations, children make satisfactory progress and broaden and consolidate their knowledge in all areas of learning and their attainment is in line to meet expectations by the time they enter Year 1. Standards overall have been maintained since the last inspection. The overall planning does not fully reflect all the areas of learning within the Foundation Stage and so some activities do not build on what children can already do, or provide suitable opportunities for teaching and learning both indoors and outdoors.

Personal and social development

64. Children make sound progress in their personal and social development because the caring and supportive environment helps young children to settle quickly and feel part of the school. Children adapt to school routines well and, by the time they enter Key Stage 1, most children show confidence and relate well with adults and each other. Most children are responsive, interested in what they are doing, and concentrate and persevere in their learning activities. The teacher sensitively encourages children to participate in activities when they are required to sit and listen to others and many do this attentively. Children share their thoughts and feelings with growing confidence. They attend acts of collective worship with the rest of the school and this helps them to become members of the school. The reception class only uses the secure area outside the classroom at playtimes and lunchtimes and this limits their opportunities to develop social skill with older friends or siblings.
65. Teaching in this area is satisfactory. A range of social experiences is provided, such as role play in the Baby Clinic, sharing news and taking turns in speaking and listening sessions. Because of the way the curriculum is currently planned and the amount of time made available, there are limited opportunities for children to focus on their individual activities and develop their interests from these experiences.

Communication, language and literacy

66. Children develop their literacy skills at their own appropriate rate. They learn to listen to each other and take turns in communicating their ideas. Some children are confident in discussions and when sharing ideas and experiences. They learn new vocabulary quickly and their speech is fluent and expressive. A few children read simple texts, using the pictures and letter sounds to help their understanding. Others

recognise their names and a few familiar words. Children enjoy hearing stories and listen well for a reasonable time. They join in with the teacher when reading from a 'Big Book' and some are aware of rhyme and repeating words and phrases. In the writing area the children make their own attempts at writing letters and lists. They write in the appointment's book in the Baby Clinic role-play area. Some children are able to independently form letters correctly and use their knowledge of letter sounds to attempt to write words and short simple sentences, while a few make marks on paper and are not yet ready to read back to an adult. When working together on class writing some children are able to show on the flip chart where to start the writing and that writing ends with a full stop. They are able to recognise simple words and put into the correct order to write an invitation.

67. Teaching is good. There are a variety of well-planned activities which, combined with the teacher's enthusiasm for language, provide opportunities to develop speaking and listening skills. Good quality books are available to share with adults. Opportunities are provided which reflect the school's writing plans and for children to see adults' writing. Most children are attentive and concentrate well during literacy sessions. The environment reflects language through signs, notices and books. The opportunities for role play are good when an adult interacts to extend children's ideas. There are a variety of resources which children mostly use with care.

Mathematical development

68. Children's mathematical skills develop well and most children are likely to meet expectations by the end of the Foundation Stage. Most children count confidently to ten and some are able to match the number to each object counted. They count children in a line and understand when one more child joins the line. The children are beginning to identify patterns and compare, sort and count objects and order objects according to their size. They thread beads and cotton reels and identify which is longer or shorter. Children recognise and can name primary colours. Opportunities are taken to reinforce numbers through counting, songs and rhymes. Children match the three bears with the right sized chairs and beds when sharing a Big Book during literacy. Many children can name, match and describe flat and three-dimensional shapes, such as square, circle, triangle, cube and cone.
69. Teaching is satisfactory and activities are provided to develop mathematical knowledge. These opportunities do not always build sufficiently on children's prior learning to support them to use mathematical language naturally in play situations. For example, in role play in the "Baby Clinic" determining how many spoonfuls of medicine the baby needs and how often. Most children listen to the teacher carefully, and behave and concentrate well during lessons and when working independently on activities.

Knowledge and understanding of the world

70. Achievement in this area is satisfactory. Children learn about families and learn how things change over time. Through listening to stories, they become aware of past and present. They learn to investigate materials using their senses when they mix reconstituted baby food with water and discuss the texture and why you cannot see the food. They know it has been 'mashed' because babies do not have teeth and cannot chew. They sort foods according to whether they are good for you and talk about the effect of sugar and sweets on teeth. "You get black bits in your teeth, they are bits of food, you need to brush your teeth every day". Children join paper with sticky tape and glue but do not yet know which adhesives stick which materials best.

Children use the computer with some confidence, controlling the mouse to move the cursor around the screen and to click on icons to alter colour and to print.

71. Teaching is satisfactory with a variety of activities for the children to try, use and explore. However, the teacher directs many activities. There are few opportunities for children to experiment further without an adult or for them to discuss together and build upon the ideas and suggestions of others, which restricts the development of children's knowledge and understanding of the world. Many children behave and concentrate well and this has positive effect on the quality of their learning.

Physical development

72. Achievement in physical development is unsatisfactory because the secure outdoor area is not used in a planned and consistent way. Although there are wheeled toys, a variety of dressing up clothes, headgear and stilts, this area is only used during play and lunch times and is not specifically timetabled to support children's physical development. There are no planned and structured opportunities for children to play safely on wheeled toys to develop control over their bodies and the way they move when they pedal, ride or change direction to avoid obstacles. There is limited access to the school hall where occasionally children use a range of large and small apparatus and develop an awareness of space, themselves and others. They can walk, skip and hop using one and two feet. Children follow instructions and move in a straight line and in a circle. They are able to work co-operatively in small groups using hands and feet in a variety of ways. They experiment with actions when responding to the tambourine and move with imagination in different ways following instructions and develop control when asked to 'freeze' at the end of a movement. Children show confidence in their ability to take care of themselves when dressing and washing their hands. They are developing an understanding that some foods will keep them healthy and they need to clean their teeth every night and morning. Most children handle pencils, crayons, paintbrushes, scissors and glue safely and with control. They use play dough to make shapes and join together pieces of jigsaws.
73. Teaching is satisfactory overall. The teacher encourages children to gain in confidence in using space imaginatively and to move with control. Children are motivated and behave and concentrate well. They listen and respond immediately to instructions and directions. Children display good attitudes. Outdoor physical activities are not yet fully incorporated into the daily routine which slightly limits the full development of this area of learning.

Creative development

74. Children's achievement in creative development is satisfactory. Creative play is developed in the role-play area and by the use of artefacts, clothes and 'small world play' to enhance their imagination. Children mimic adults in nappy changing and giving the baby a bottle and use language to recreate roles and experiences, for example, behaving as a doctor and asking the mum what is the matter with the baby. Children enjoy and join in rhymes and singing. They experiment with percussion instruments and begin to appreciate some of the ways sounds can be made. They paint and draw what they see and feel. Children use clay to make members of families and to make individual faces within the family. The nature of the current planning affords children few opportunities to have sufficient time to develop their own ideas, confidence and independence in making choices and developing curiosity. For example, planned opportunities to observe patterns and colours in the environment

and to explore and experiment with the textures of natural and man-made objects are rare.

75. The quality of teaching is satisfactory overall. Children are provided with a range of materials and activities. Although adults interact with children during role play and other activities there is limited planned direction or structure to systematically develop skills to enhance the quality of play and imagination.

ENGLISH

76. In the lessons observed, the present Year 2 class showed levels of achievement that are consistent with the average performance of pupils at that age. Speaking and listening skills are generally satisfactory for pupils up to the age of seven. Overall, pupils are now making satisfactory progress in their learning in English by the end of Key Stage 1 and achieving sound standards. This was confirmed by their results in the national tests in 2001.
77. At the time of the previous inspection, attainment in lessons by the end of Key Stage 2 was judged to be close to the national average, but the standards achieved in national tests were well below average. In the statutory tests in 2001, the percentage of pupils reaching Level 4 or above was well below the national average, but that of pupils reaching Level 5 or above was below the national average. In comparison with that in similar schools the pupils' performance in the English tests was also below average when measured on the basis of the number of pupils eligible for free school meals, but the proportion achieving the higher Level 5 was average. Observations from the inspection indicate that most pupils are achieving appropriately given their prior attainment by the time they are 11.
78. The attainment and progress of learning of pupils from different ethnic minority communities match those of the school as a whole, and pupils with English as an additional language are given more-focused activities and make better progress. Those pupils with special educational needs receive appropriate support, and make good progress. There was little difference in performance between girls and boys seen in speaking, listening, reading and writing by the age of 11. Simple tests given to children when they first start school indicate that many pupils enter the school with a below average range of reading, writing, speaking and listening skills. The upheaval in the school during the last three years has had a detrimental effect on the progress pupils have made, particularly in English. This meant they did not quite achieve their target for pupils in the 2000/2001 statutory tests, tasks and teacher assessments at the end of Key Stage 2. Fifty six per cent of pupils reached Level 4 and above and the target was for 60 per cent.
79. Across the school pupils have the opportunity to develop their speaking and listening skills, with teachers providing good language role models, encouraging them to develop a widening spoken vocabulary. They use a wide range of texts including big books, group readers and information texts to read aloud and hear being read by an adult. This is helping pupils to hear the various paces of reading and the use of expression. However, younger pupils do not sufficiently use role-play activities where they adopt different characters and select the language they think their character would use. All lessons require pupils to listen carefully to instructions and they have the chance to contribute to discussions, answer questions and give their opinions, which they enjoy doing.

80. When teachers lead discussions and give pace to lessons, pupils are challenged to use more than one-word answers. Pupils construct grammatically correct sentences using both colloquial and standard English in discussions and when responding to teachers' questions. More-able pupils are learning to select between the most appropriate of these for different audiences. Pupils with special educational needs reach appropriate levels because of the support they receive. In the more successful lessons, pupils who speak English as an additional language are encouraged to participate fully; for instance, in a literacy lesson where work cards were provided in both English and in their home language.
81. Reading standards are generally satisfactory overall. More-able pupils across the school are attaining high standards. Pupils are generally making good progress because of the focus brought about by the National Literacy Strategy and the additional half-hour per day introduced recently by the co-ordinator. Pupils read a range of materials including stories, poems, information texts and worksheets. They identify the characters in stories and recall the plot of stories they are reading, and many predict what will happen next. Pupils use their knowledge of the alphabet to find information in books using a contents page, and older pupils use an index when developing their researching skills. Younger pupils read unknown words using the initial letter sound and can identify known groups of letters and sounds. Some are able to identify smaller words within longer words. The use of a school reading scheme helps pupils to develop these skills. More-able pupils recognise their errors and generally correct them themselves. They read with both fluency and expression.
82. By the time they are aged 11 some more-able pupils are reading a wide range of material, fiction and non-fiction, are able to express their preference and have made a good start in developing their independent researching skills using a range of written materials. They are using higher-order decoding skills such as the context of the passage and inference to make sense of sentences. Pupils have a range of favourite authors including Jacqueline Wilson and Dick King-Smith and like books about horror, comedy, adventure, magic, and biographies. Given a free choice of reading materials many will choose one of the guided group readers, with older pupils choosing books such as the 'Harry Potter' series. Some pupils read at home to an adult or to themselves and to older or younger siblings. Some pupils are library users, with the older ones using the cataloguing system to locate non-fiction. The school encourages book sharing through a reading-partners scheme in the school, where they use more-able pupils to assist.
83. Writing standards are in line with those expected for the pupils' ages and prior attainment overall. Sound progress is now being made. Pupils up to the age of 11 are starting to produce pieces of extended writing, and redrafting and editing of their work is now being used fully. The literacy hour is helping pupils to use a wide vocabulary and is improving grammar, spelling and punctuation. By the age of 11, pupils write for a range of purposes including stories, letters and instructions, as well as exercises demonstrating their comprehension of others' work, such as book reviews. They are developing the skills of extracting information from non-fiction texts, and poetry is included in their range of writing experiences. Older pupils generally use grammar accurately in their work, using adjectives, adverbs, nouns, capitals, commas, and exclamation and question marks. Handwriting and presentation skills are improving, and pupils are being encouraged to develop a fluid writing style and cursive script.
84. The quality of teaching is good overall across the school and almost a half is very good. Where teaching is good or very good, learning is well supported by both the

teacher and the classroom-support assistants, and pupils make good progress. There are effective strategies for teaching literacy. This is identified by careful planning, challenging work being given and high expectations of pupils responding to questions, behaving well and answering without shouting out. Progress in lessons is marked by pupils applying new knowledge; for instance, when pupils recognised how to apply the 'ie' sound when another consonant separated it, and the successful completion of all planned tasks. Pupils enjoy the texts they are given to read. They are successful in their work when there is a careful match of task to pupil. Teachers use questions skilfully to challenge and guide learning further. In these lessons teachers provide a high proportion of direct teaching as they direct, encourage, explain, give examples and plan for pupils' active involvement in the lesson. Teachers' knowledge of the literacy strategy is good in these lessons, as is their knowledge of their pupils' abilities, and they combine the two effectively. Pupils who have special educational needs are well supported and work is planned to meet their needs.

85. The National Literacy Strategy has helped in raising standards. The strategy has added to the development of pupils' skills by ensuring that a wide range of texts is studied. The curriculum for English is generally broad and balanced, and supports the work of other subjects. The extra reading time is well targeted to match pupils' identified needs but leads to some imbalance in the overall curriculum. Ongoing evaluations, particularly of reading levels, are used to follow the progress of pupils. This tracking of pupils' levels is being used to ensure that they receive work that is specifically targeted to their developing skills. This information is provided by the co-ordinator, who is using assessment tests and tasks to support pupils by the more accurate matching of the teaching of skills to pupils' particular needs.
86. English is well led by the enthusiastic co-ordinator. She is actively developing English across the school and has attended training and professional development courses to implement the National Literacy Strategy and the current additional guided reading sessions. In trying to ensure that the teaching staff have the knowledge and skills to implement the strategy fully, she has involved advisory staff from the local education authority. The co-ordinator has a good knowledge of the analysis of literacy levels in the school, having identified this as an area that she needed to develop. The co-ordinator undertakes a reading-age analysis, plotting pupils' reading levels against their chronological age. Pupils whose reading age shows an increased difference between their reading and chronological age are clearly identified and a programme of support instituted.
87. Resources for English are appropriate to support each area of the English curriculum. The school has spent wisely on reading materials to support the majority of pupils. Literacy support materials, texts, big books and workbooks are stored centrally and are accessible. Library resources are good. The school has separate facilities for pupils to undertake independent research using written texts in the library, which is conducive to relaxed reading opportunities for the age range of the pupils. However, there are times when it cannot be used because it is being used for teaching. Books are catalogued and number-coded. Some pupils demonstrating the skill to locate books using such codes. Each class has a range of factual material to support their general classroom work as well as a range of reading materials appropriate for pupils' ages and abilities.

MATHEMATICS

88. In the national tests in 2001, the school's results were well below the national average at the end of both key stages. Compared to those in schools with pupils from similar backgrounds, results were below average at the end of both key stages. These results reflect the high percentage of pupils with special educational needs and with English as an additional language. The trend in the school's results over the four years has been below the national trend, although there are fluctuations each year.
89. The school has undertaken a number of initiatives to raise standards in the subject. The headteacher has carefully deployed teachers at the end of Key Stage 2 and the recently appointed deputy headteacher is now the co-ordinator for the subject. The National Numeracy Strategy has been implemented effectively. Test results have been analysed and this identified the need to improve pupils' ability to solve number problems. Year groups are now set appropriate targets for attainment in mathematics. It is planned that individual pupil targets will, in time, be a development from this, and will then be shared with pupils and parents.
90. Inspection evidence shows that, this year, standards are broadly average at the end of Key Stage 1 and below average at the end of Key Stage 2. The school's records show a high percentage of pupils with special educational needs and a high percentage of pupils who entered the school during Key Stage 2. There have also been a large number of changes in teaching staff. Over recent years children entered school with a wide range of ability, with the majority having skills that were underdeveloped for their age. Given their low attainment when they start school, all pupils, including those with special educational needs or English as an additional language, make at least satisfactory progress in both key stages.
91. In Key Stage 1, pupils learn addition and subtraction facts to ten and many can undertake the computation in their head confidently, while a few do not yet recall these facts from memory. Pupils recognise patterns through counting in twos and tens. Some pupils understand place value of hundreds, tens and units. They order numbers with two digits correctly and complete number sentences such as $44+7=51$. Pupils identify accurately the sequence of events within a day and recognise the hour and half hour when using clocks. Pupils learn to recognise coins and identify their value. A few are able to use coins to make the correct amounts to 'buy' items.
92. In Key Stage 2, pupils recognise fractions as part of a whole number. Many pupils have a sound understanding of place value and satisfactory rapid mental recall of addition and multiplication facts. Pupils double and halve numbers, multiply by four and eight and some recognise multiples of four and eight in larger numbers. They add two and three-digit numbers to a two and three-digit multiple of ten and also use one to six digits when solving number problems; for example, $?? \times 6 = 6275$. Pupils discover various ways to tackle a problem and a few pupils produce mental estimations which they explain using precise mathematical language. No evidence was observed of information technology being used to reinforce skills and enhance work in graphing and data handling or in supporting other areas of mathematics. Mathematics is used incidentally across the curriculum; for example, time lines are used in history. Links to other subjects are, however, not planned systematically.
93. Teaching is satisfactory overall, with some good teaching at the end of Key Stage 2. Teachers have a secure knowledge and understanding of the subject, and the National Numeracy Strategy has been implemented effectively. Lessons are planned well and the learning objectives of the lesson are clearly identified and shared with the pupils. Teachers prepare lessons well and materials needed in a lesson are usually readily available. The structure of good lessons provides pupils with challenge and

encourages them to work at pace. Pupils are motivated by challenging questions and activities that match different abilities within the class. Good review sessions were observed at the end of some lessons that encourage pupils to recap and explain their work, and so share and refine their understanding, as well as making the links with the next objective. The management of pupils is crucial to the success of lessons as many pupils find it difficult to maintain concentration and easily become restless. In the less successful lessons, pupils become restless and noisy, with the result that insufficient work is produced during the lesson. There are inconsistencies in the marking of pupils' work. Some teachers write meaningful comments to move pupils on to the next stage of learning, but this is not always the case. Good use is made of teaching assistants, who work mostly with small groups of lower-attaining pupils to support and reinforce the objectives of the lesson. The class teachers give them good guidance. Pupils receive homework tasks to be carried out at home that support the work they do in school.

94. The subject leader provides effective leadership through her monitoring of teaching and planning. Staff have received individual observations and guidance on the numeracy session and this has led to the development of a more consistent approach and consolidation of good practice. Resources support the mathematics curriculum. Procedures for assessing and recording pupils' progress are now in place, as is the analysis of periodic, standard and national tests to inform medium-term planning to meet the needs of the pupils. Year-group targets are based upon such analysis, as are wider targets such as the school's decision to focus on improving standards in problem solving.

SCIENCE

95. Inspection evidence shows that standards of attainment are in line with expectations at the end of Key Stage 1 and below expectations at the end of Key Stage 2. However, the overall low standards at the end of Key Stage 2 mask the fact that there are a number of pupils in Year 6 who do demonstrate levels of knowledge and understanding in line with those expected for their age. Also an analysis of pupils' work shows that throughout the school they are making at least sound, and often good, progress in science. However, progress is less consistent in the earlier years of Key Stage 2. Good progress is made overall by pupils with special educational needs and those for whom English is not their home language. There is no significant difference between the performance of boys and girls. Standards attained by pupils at the end of both key stages were described as average at the time of the last inspection.
96. Pupils in Year 2 achieve average standards in their knowledge of science topics. When discussing the properties of materials most can recognise and identify them and sort them into groups according to given criteria. One part of the lesson involved putting objects into appropriate hoops according to whether they were metal, glass, wood or plastic. A roll of paper was produced and, after an initial suggestion that it be left outside all hoops, one pupil suggested it could be put in the 'wood' hoop because 'it comes from wood'. In later work most pupils can suggest accurately a variety of objects for these groups. However, Year 2 pupils do not appear to have had much experience of investigational work, and have not always been expected to complete work thoroughly.
97. Pupils in Year 6 have benefited from the good teaching at the end of Key Stage 2 which provides a stronger emphasis upon scientific enquiry. Faced with five types of water – river, tap, sea, distilled and coloured – before testing they are invited to say

which are pure and which are impure. In a teacher-led discussion about using the radiator to speed up evaporation, many show a good appreciation of principles of fair testing, and most have a basic knowledge of key steps in scientific enquiry. The level of knowledge of many pupils about materials is below average. Nevertheless, their level of achievement has been satisfactory or good in relation to their prior levels of learning.

98. Science contributes to the development of vocabulary and the speaking and listening aspects of literacy. For example, in Year 1 pupils are identifying sources of light, and learning about the sun. They offer suggestions about sources of light, and then respond thoughtfully to the question, 'Why is it not day light all the time?' with 'Sun behind the clouds', 'Sun is tired and drops down', and 'When it is night time in England, in Jamaica it is day time'. In a Year 5 lesson when pupils are learning about the movements of the earth around the sun, they learn to use words appropriate to this topic; for example, 'spin', 'rotate', 'orbit' and 'on its axis'. Numeracy is supported to a limited extent in science with the creation of graphs to compare pulse rates in Year 5, and in the measuring of limbs in Year 4. It would be beneficial to pupils' learning to increase the investigative work in science, in particular where some simple measuring and recording are involved.
99. The quality of teaching is good overall. No unsatisfactory lessons were seen. In the best lessons teachers planned lessons carefully, ensuring that work was at an appropriate level for different groups of pupils. They used resources well to engage in practical work, and showed good classroom management. Most teachers successfully adopt approaches to ensure that all pupils are fully involved and included in the lesson. There are some lessons where teachers' expectations of pupils' ability are not high enough and there is insufficient challenge in the work. There is a slower pace and pupils do not get so involved. Their standards of achievement reflect this. There are also instances where fair test principles do not receive adequate emphasis in lessons.
100. Teaching plans draw upon the nationally approved QCA guidelines. At present there is a lack of coherent planning throughout the school, particularly in developing pupils' investigative skills. The school recognises the need to develop a scheme of work to ensure that pupils' knowledge, understanding and skills are built upon systematically from one year to the next. The school plans to introduce a regular system of assessment of pupils' progress from the spring term of 2002. The range, quality and quantity of learning resources for science are unsatisfactory, and this detracts from the progress that pupils make.

ART AND DESIGN and DESIGN AND TECHNOLOGY

101. Only three lessons were seen in design and technology and one in art and design. From these observations, from previous work produced, from teachers' planning and talking with teachers and pupils, it is evident that standards in both subjects at the end of Key Stage 1 and Key Stage 2 are below expectations.
102. This does not so much reflect the quality of pupils' work seen in these individual lessons, which overall was satisfactory or better. Rather, it results from the apparent gaps in the pupils' experiences and opportunities across these two subject areas as they move up the school. Currently there is no coherent curriculum scheme to ensure a systematic progression of knowledge, and of design and making skills in these subjects. It is recognised that with the recent staff changeovers, potential evidence of pupils' work and experiences in these subjects, such as teachers' plans, records including photographs, or three-dimensional work, is no longer available.

103. Year 1 pupils, in their design and technology lesson, design and make sliding mechanisms with paper or card, in which animals or other objects appear and then disappear from view. Very nearly all the pupils completed their task satisfactorily, and they joined in a good discussion upon how they could improve their designs and thus their models. Year 2 pupils produced some colourful paintings of fireworks exploding and cascading against the night sky. Most showed sound development of colour-mixing skills, and an appreciation of pattern and shape. Many successfully captured the atmosphere of excitement and delight in their individual images.
104. In art and design, Year 3 pupils draw a group portrait, and some use photographs of family or friends which they have brought into school. The teacher discusses how to use oil pastels, and emphasises aspects of dimension, of background, and of shading to implement tone and variety in the picture. This demonstrates progression in pupils' skills and awareness following previous work on self-portraits, and a group portrait, inspired by the Capel family, using chalk pastels. However, portraits using pencil and crayon completed by older pupils indicate that less attention is given to elements such as tone and shading, and point to the lack of curriculum plan setting out progression in pupils' learning. Pupils' attitudes and behaviour sometimes limit progress in individual lessons when some are reluctant to listen attentively, although generally they enjoy the practical activities once they are engaged in them. However, Year 6 pupils are fully engrossed and work well together in their design and technology lesson on sewing skills. Many have satisfactorily completed their annotated diagrams for the design of a slipper, showing details of shape, colours and materials. In a calm and purposeful classroom atmosphere, they sew a fabric cover to a paper sole, with most pupils successfully leaving a space for the foot.
105. The effective use of a sketchbook is not evident throughout the school. The progression of skills and techniques throughout the school is unclear in both subjects. There are insufficient opportunities for creative and imaginative work, encouraging pupils to draw more fully upon different moods, and helping them to develop personal styles in art and design. There is only limited experience of working in three dimensions, and of using watercolours. Artists and designers from different times and cultures are also not much in evidence in the work seen. In design and technology, pupils need to have more opportunities to work with a wider range of materials, such as sheet plastic, and to have greater use of construction kits. Key Stage 2 pupils have insufficient experience in using tools such as junior hacksaws and drills, and in controlling models using computer information technology. The range and quality of resources in design and technology are unsatisfactory.
106. In the four lessons seen the quality of teaching was satisfactory overall, with some being very good. There is no co-ordinator for art and design, and the co-ordinator for design and technology has only been in post since the beginning of term. Good links are made with other subjects, especially English in the writing and discussion (speaking and listening) elements of lessons. A visit is planned for Year 3 pupils to a portrait gallery. The after-school Art Club is popular and this contributes to the standards pupils achieve.
107. In both subjects, the school relies heavily upon the QCA guidelines. To date there have been no attempts to adapt them and incorporate them into schemes of work that effectively support the National Curriculum in relation to the needs of this school. At present there is a lack of assessment procedures to enable staff to plan work based upon pupils' prior achievement, and help to ensure that knowledge, understanding and skills are developed systematically from year to year.

GEOGRAPHY

108. Overall, standards of attainment do not meet national expectations at the end of Key Stage 2. Only one lesson in Key Stage 1 was observed and it is, therefore, not possible to make a secure judgement of the quality of teaching in Key Stage 1. Judgements of standards in Key Stage 1 are based upon evidence of a scrutiny of pupils' work and discussions with the headteacher, subject leader and pupils. Standards are below those at the time of the last inspection.
109. In Key Stage 1, pupils are introduced to 'Barnaby Bear' and make a class book containing writing and photographs of his visits to New York and Scotland. In preparation for his visit to Jamaica pupils identify from a map that Jamaica is surrounded by sea and is, therefore, an island. They refer to a story they have read together called 'Gregory Cool' about a boy in Jamaica to remind them of features of the island and its climate. They select items from a worksheet that would be appropriate items to take on a visit to Jamaica and put these on to a card suitcase.
110. In Key Stage 2, pupils identify holiday locations according to their climate. They recognise weather symbols and different weather patterns. Pupils conduct a noise-level survey within school at different times of the day and design posters to encourage noise reduction. They investigate the local area to collect data and make judgements about their local environment and its amenities. Pupils in Year 6 are investigating the effects of water on the landscape and enjoy a very successful residential visit to Rochester and the River Medway, where they study coastal erosion and life at tide level. Continuing their investigations they use previously collected research data and produce an information poster highlighting key facts about the River Thames.
111. Teaching in Key Stage 2 is satisfactory overall. Questioning is used well to extend pupils' knowledge and understanding of places, as is an emphasis on using correct geographical vocabulary. For example, when listing key features about the River Thames the teacher challenges pupils to explain why facts listed are important, and why the damaged bollard and uneven pavement and road surface were dangerous to pedestrians and motorists. Relatively little time is given to the teaching of geography because there has been a necessary focus within the school curriculum upon the core subjects. Currently this does not allow pupils to develop their skills sufficiently within this subject. In Key Stage 1 there is little evidence of understanding of either environmental change or of patterns and processes in the environment. A start has been made on geographical enquiry and in gaining knowledge and understanding of places. In Key Stage 2 more work has been done, but a lack of continuity in developing geographical skills and in gaining knowledge of place, patterns and processes has led to unsatisfactory standards. There is no geography subject leader to monitor standards in the subject or the effectiveness of the teaching. Resources are satisfactory, although they need upgrading to fully support the development of geography.

HISTORY

112. It was only possible to observe one lesson during the inspection and so it is not possible to make a secure judgement on the quality of teaching. Judgements on attainment are based on discussion with pupils and headteacher, a scrutiny of teachers' planning and pupils' work in books and on display. Inspection findings are

that standards in both key stages are below expectations. Standards were judged to meet expectations at the time of the last inspection.

113. Pupils in Key Stage 1 write about the life of Mary Seole as a nurse during the Crimean War and they discuss when she lived and why she is remembered as an important figure in Victorian times. Pupils reflect on artefacts and ask related questions to piece together the evidence and learn about the life of Anne Frank. They confirm their findings by watching a section of video. In Key Stage 2, pupils study the ancient Greeks and make comparisons with life in Greece today. They know that the Tudor period produced explorers and, when studying their explorations, compared the different lifestyles of the Tudors and the American Indians.
114. As part of Black History month, poems were written entitled 'Who am I?' after a visit by Skorpio, a performance poet. Pupils wrote their own interpretation of diary extracts about a day in the life of Rosa Parks, to reflect her contribution to human rights. Black heroes were researched and biographies written to highlight their contribution and impact upon history. During a residential visit to Rochester, Year 6 pupils visited the cathedral and on their return produced illustrated writing about the 'Life of a Pilgrim'. A start has been made with historical enquiry and interpretation, but pupils do not have enough opportunities for this area of study to make satisfactory progress.
115. Pupils' work reflects the relatively small amount of time that is spent on this subject because of the emphasis placed on raising standards in the core subjects of English and mathematics. The subject leader has only recently taken on this subject and has not yet had the opportunity to undertake monitoring to ensure pupils build systematically on what they already know. Resources in history are insufficient to fully support the development of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Overall, standards in information and communication technology are below expected levels at the end of both key stages. The school is not able to offer a sufficient range of opportunities to involve pupils with the subject because of the basic lack of suitable hardware and available software. Pupils are not being given the required access to all elements of the National Curriculum to ensure that they reach a level of skill and confidence appropriate for their age by the time they leave school.
117. In Key Stage 1 the standards are below those expected for pupils' ages. This is mainly due to the lack of opportunities they receive. The lesson observed in Year 2 showed that the teacher's good level of understanding was enabling an appropriate range of work to be attempted. However, the lack of resources meant that it would be several days before pupils would be able to make an attempt at what had been demonstrated. Also the small screen on the monitor being used meant that it was very difficult for pupils to follow the instructions being given, despite the teacher's best efforts. By the end of the Year 2, although some pupils were able to locate information on relevant CD-ROMs and have used drawing programs effectively, their skills are well below those expected for their age.
118. The achievements of pupils aged 11 are also below expectations for their age. The pupils in Years 3 and 4 have combined pictures and text in writing for different projects. Pupils in Years 5 and 6 have added to this level of skill by using other resources for their project work. Throughout Key Stage 2, pupils do not build on their use and knowledge of databases in a systematic way. There is no evidence that pupils have had any experience of control technology in the last few years. In

discussion, the older pupils were knowledgeable about the use of technology in the outside world.

119. The teaching observed in the lessons containing direct information and communication technology input, and in those lessons where the teachers used their computers as an additional resource in other subjects, was always at least satisfactory. Some teachers have acquired good subject knowledge recently, and perhaps more importantly they have acquired much greater confidence. However, the lack of resources and effective planning limits the use of information and communication technology across the whole school. Teachers know what they want pupils to achieve but are prevented from meeting the full range of activities required in the National Curriculum for information and communication technology. Pupils with special educational needs or who are learning English as an additional language make some progress where the computer solely for their use is planned as part of their individual plans.
120. The headteacher and co-ordinator have planned to organise and implement the use of a new computer suite. They have very good, clear plans for this resource, but no clear starting date. Resources overall are now unsatisfactory. The school has made little progress in information and communication technology since the last inspection.

MUSIC

121. The majority of pupils' standards of achievement throughout the school are in line with nationally expected levels. During the lessons observed, pupils knew a good range of songs and performed these with actions. The majority sang with confidence and enjoyment, and many of them have strong voices. Most pupils in the Year 4 and 5 classes seen during the inspection, had a well-developed awareness of keeping a steady beat when singing or when using instruments. They worked together very well, refining their performance. The Year 4 pupils were particularly adept at singing different songs in a round and keeping to their own tune.
122. There are only a few pupils learning instruments, but the groups in the lessons taken by the part-time teacher were particularly effective. The pupils' joy was good to see. They all joined in and enjoyed the whole experience. They were very well behaved throughout, listened carefully and carried out instructions well. Many pupils in the assemblies showed a good level of singing ability.
123. Pupils' attitudes to music are generally good. They behave very well when taking part in practical activities, appreciating the performances of others and handling instruments carefully. This was particularly true in one lesson observed in a Year 2 class when pupils focused on singing high and low notes, listening and moving to the music being played.
124. The teaching of one of the part-time teachers, who is also the music co-ordinator, was good. Too little of other teachers was seen to form a secure judgement of teaching overall. The part-time teacher's lesson moved along at a good pace to take full advantage of the time available and to ensure that there was good momentum to pupils' learning. He has a very good knowledge of the subject and his enthusiasm is infectious. He managed the pupils effectively and monitored them carefully when they were all working on practical tasks.

125. The range of musical resources is good. There are many tuned and un-tuned percussion instruments and drums. There is sufficient time allowed on the timetable for the subject to provide further opportunities and continuity for the pupils.

PHYSICAL EDUCATION

126. During the period of the inspection it was not possible to observe all aspects of the physical education programme. An examination of planning documents shows that pupils are taught all aspects of the subject.
127. Evidence is drawn from an observation of lessons during games and gymnastics, from after-school clubs, and from discussions relating to dance, athletics and swimming. By the ages of seven and 11, standards in physical education are what would be expected of pupils of that age. This is an improvement since the previous inspection.
128. Year 1 pupils work enthusiastically to find different ways of travelling on feet and hands around the hall. They listen and watch carefully as they evaluate the ideas and actions of other pupils as they perform their movements. Year 2 pupils, working in pairs, are able to devise a sequence of steps, hops and jumps to maintain patterns of movement. They demonstrate increasing skills of body control, and the ability to use their own space.
129. In Key Stage 2, pupils continue to improve their skills of moving with a greater sense of balance. When using a racket, most Year 5 pupils hold it correctly and many can gather the return when hitting the ball against a wall. Most can work well with a partner, and sensibly engage in the cooling-down activities of jogging and stretching. Swimming is provided at least for a term each year, and by the age of 11 most pupils have learnt to swim.
130. The co-ordinator, who has been in post just over a year, provides good leadership for this subject and has helped with the introduction of a number of developments. The school successfully uses the Dudley Borough Physical Education scheme, and has developed assessment sheets to record pupils' progress. Weaknesses noted in the last inspection about the lack of a co-ordinator and of a scheme of work have been met. Other improvements that are now in place include the provision of after-school clubs for netball, football and rugby observed during the time of the inspection. Boys and girls from Key Stage 2 classes had dressed appropriately and were joining in wholeheartedly and co-operating well together. The visiting cricket and basketball coaches also provide additional opportunities for pupils to increase their skills and enjoyment of games. Pupils can now also take part in matches played against other school teams, and the Forest Hill Traders'
131. Association has given funding to help with the team kits for football and netball. There have been valuable improvements to the playing area of the school grounds, but the limited space still remains a disadvantage for team ball games.