

# INSPECTION REPORT

## **ST MICHAEL'S C.E PRIMARY SCHOOL**

Sydenham, London

LEA area: Lewisham

Unique reference number: 100731

Headteacher: Ms T White

Reporting inspector: Paul Missin 19227

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> November 2001

Inspection number: 194735

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

## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | Voluntary Aided                             |
| School category:             | Infant and junior                           |
| Age range of pupils:         | 4 – 11 years                                |
| Gender of pupils:            | Mixed                                       |
| School address:              | Champion Road<br>Sydenham<br>London         |
| Postcode:                    | SE26 4HH                                    |
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| Appropriate authority:       | The governing body, St Michael's CEP School |
| Name of chair of governors:  | Reverend Canon J. Ardley                    |
| Date of previous inspection: | June 1997                                   |

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## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                |                      | Subject responsibilities   | Aspect responsibilities   |
|--------------|----------------|----------------------|--|---|
| 19227        | Paul Missin    | Registered inspector | Art and design, information and communication technology. Equality of opportunity. | What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9588         | Tony West      | Lay inspector        |  | Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?                        |
| 10808        | Alan Britton   | Team inspector       | Mathematics, geography, physical education. The Foundation Stage.                  |   |
| 15271        | Brian Farley   | Team inspector       | Science, design and technology, history. Special educational needs.                | How good are the curricular opportunities offered to pupils?  |
| 22745        | Rosalind Johns | Team inspector       | English, music. English as an additional language.                                 |   |

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

### **INFORMATION ABOUT THE SCHOOL**

St Michael's is a voluntary aided Church of England primary school which educates boys and girls aged from four to 11 years. There are currently 287 pupils on roll, 146 boys and 141 girls. This is bigger than most schools of the same type. Thirty-seven pupils speak English as an additional language (13 per cent). This is higher than most schools. Sixteen of these pupils are supported by a special Government grant for ethnic minority pupils and seven are at an early stage of language acquisition. The largest ethnic minority groups are Black Caribbean and Black African. Since the last inspection, the proportion of pupils with special educational needs and those with English as an additional language has increased steadily. The number of pupils with special educational needs has increased from 18 per cent to 26 per cent (75 pupils). This is slightly above the national average. The percentage of pupils with English as an additional language has nearly doubled to 13 per cent. Thirty-six pupils are known to be eligible for free school meals (12.5 per cent). This is below average. One pupil has a statement of special educational need (0.3 per cent), which is below average. In the last school year, 19 pupils joined the school other than at the usual time of admission and 13 left other than at the usual time of transfer. This is higher than average. The school has had a high turnover of staff recently. The full time equivalent of three point two teachers have been appointed in the last two years. The headteacher took up post in September 2000. When they enter the school, most pupils are achieving standards that are average for their age.

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

St Michael's is a good school. Pupils achieve well and, in 2001, they attained standards in English and mathematics that were well above average. These high standards are achieved by the good teaching and management of the curriculum, and as a result of the very good leadership provided by the headteacher. She has made a very positive impact since her recent appointment and is continuing to seek further improvement. The school provides good value for money.

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

- The very good leadership of the headteacher is providing important areas of challenge for staff and pupils and encourages a very good commitment to further improvement.
- The good teaching across the school enables pupils to reach above average standards in English, mathematics and science by the time they leave.
- The very good attitudes, behaviour and relationships evident in the school support the good standards that pupils achieve.
- The very good provision for pupils' spiritual, moral, social and cultural provision upholds a strong school ethos.
- The curriculum is enhanced by a good range of extracurricular activities and is supported by good links with parents and the local community.

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

- The standards achieved in information and communication technology across the school are not high enough.
- The proportion of pupils achieving above average standards in science at Key Stage 2 has been low.
- The co-ordinators of subjects other than English and mathematics do not have a clear enough view of standards achieved or give a sufficiently strong lead in their subjects.
- Procedures for assessing and recording the attainment and progress that pupils make in subjects other than English and mathematics are not sufficiently developed.

*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 June 1997, it has made good overall improvement. It has made very good progress in responding to the key issues from the previous inspection regarding the effective management of the school, developing the provision for pupils' spiritual and cultural awareness and in strengthening links with the local community. Progress that is at least satisfactory has been made in addressing other key issues, such as developing the monitoring role of senior teachers, implementing agreed schemes of work and prioritising staff training. Since the last inspection, significant improvements have been made in the quality of teaching. The high proportion of unsatisfactory teaching has been removed and the proportion of very

strong teaching has been increased. Also since the last inspection, there has been an improvement in the quality of leadership of the school and in standards achieved in speaking and listening across the school. However, some areas of weakness remain, such as the standards achieved in information and communication technology, the role of subject co-ordinators and fully meeting the needs of the mixed-age classes in Key Stage 2. Taking into consideration the very good leadership of the headteacher, the good support provided by senior teachers and the governing body, and the good teaching, the school has a very good capacity for these improvements to be continued.

### 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         | A             | B    | A    | A               | well above average A<br>above average B<br>average C<br>below average D<br>well below average E |
| mathematics     | A             | D    | A    | A               |   |
| Science         | A             | D    | D    | D               |   |

The table shows that standards in 2001 were well above average in English and mathematics, but below average in science. Over the period covered by the table, standards have been above and well above average each year, except for a dip in 2000. This was caused by staffing changes and the result of the uncertainties caused by the change of headteacher in that year. Careful targeting of resources has ensured that standards in English and mathematics have recovered already and science is a current focus for development. The targets set for attainment in English and mathematics for 2001 were exceeded. Those for 2002 are lower and represent a realistic assessment of the attainment of the current Year 6 group. The findings of this inspection are that standards are above average in English, mathematics and science and average in all other subjects, except information and communication technology where they are below average. Standards in science are already improving as a result of the focus being put on the subject. At Key Stage 1, in the national tests and teacher assessments in 2001, pupils achieved above average standards in reading, writing and science, and average standards in mathematics. The findings of this inspection are that the current Year 2 group is achieving similar standards to those in the tests. Standards in most other subjects are satisfactory. However, standards are below average in information and communication technology across the school because pupils have had lack of access to a sufficient number of computers and a progressively taught curriculum.

Children in the Foundation Stage reach standards that are similar to those found in most schools in all areas of learning, except in their personal, social, and emotional development where achievement is above that expected. Pupils with special educational needs and those with English as an additional language make good progress and reach good standards in relation to their previous levels of attainment.

Overall, pupils achieve well. The achievement of children in the Foundation Stage is satisfactory, whilst that in Key Stage 1 and Key Stage 2 is good.

### PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good. Pupils are interested in their work and show commitment to, and enthusiasm for, their learning.  |
| Behaviour, in and out of classrooms    | Very good. Pupils behave very well in class and around the school. They show respect for their teachers, other adults and their peers. Playtimes and lunchtimes are important social occasions. |
| Personal development and relationships | Very good. The school develops a strong sense of community where pupils look after each other very well. The 'buddy' system is very effective. The very   |

|            |  |
|------------|--|
|            | positive relationships established are a strength of the school.   |
| Attendance | Attendance is good. It is now above the national average. The good attendance and the prompt start to morning lessons improve the effectiveness of pupils' learning. |

### TEACHING AND LEARNING

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

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

Teaching across the school is good. During the inspection, over half of the teaching observed was good or better and, in over one in ten lessons, teaching was very good. None of the teaching observed was unsatisfactory. The strongest teaching was seen at Key Stage 1 where over three-quarters of the lessons were good or better, and a fifth were very good. In Key Stage 2, half the lessons observed were good or better. The quality of pupils' learning mirrors the findings on teaching. Across the school, teaching is good in English, mathematics and science and satisfactory in most other subjects, except that it is good in music at Key Stage 1 and in design and technology at Key Stage 2. Teaching is unsatisfactory in information and communication technology. Specific concepts and skills are not taught progressively and pupils have not had sufficient access to computers to reinforce what they have learnt. Strengths in teaching across the school which influence on pupils' learning positively are the careful way in which lessons are planned, the clear identification of the specific learning intended to be covered in the lesson, and the very positive way that pupils are managed. These features ensure that pupils are fully engaged in their own learning, teachers are well prepared and pupils feel valued and respected and are keen to learn. Minor shortcomings are where the pace of lessons drops and teachers do not give sufficient direction on how pupils can improve the presentation of their work. The quality of teaching of literacy and numeracy is good. The quality of teaching and learning of pupils with special educational needs and English as an additional language is good overall.

Across the school, the needs of pupils are met well. The needs of pupils in the Foundation Stage are met satisfactorily, and those in Key Stages 1 and 2 are met well. The needs of pupils in the mixed age class in Key Stage 2 are not fully met in history and geography.

### OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Satisfactory overall. The National Literacy and Numeracy Strategies are being implemented well, and literacy and numeracy skills are used well across the curriculum. Curriculum planning is now good. Provision for extracurricular activities and the contribution of the community are good. Work in information and communication technology is insufficiently developed.    |
| Provision for pupils with special educational needs   | Good. Pupils' individual learning plans are carefully targeted. The match between withdrawal and the support of pupils in the classroom is managed well. Parents are appropriately involved.   |
| Provision for pupils with English as an additional language                                 | Good. Pupils, except those at an early stage of language development, gain full access to the National Curriculum and their language skills are not a barrier to their learning. Parents of pupils are not sufficiently involved with their children's work at school.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | This is very good. Pupils' spiritual awareness is developed through interesting worship areas in classes and during assembly times. Pupils demonstrate empathy to those who suffer and are made aware of their social responsibility in the school and wider community. They have a good appreciation of the culture and lifestyle of the different ethnic groups in the school. |

|  |   |
|--|---|
| How well the school cares for its pupils | The school has good procedures to ensure the care and well being of its pupils. A significant strength here is the procedures to monitor and promote good behaviour. Assessment procedures are satisfactory overall. They are good in English and mathematics, but less well developed in other subjects. |
|--|---|

The school's partnership with parents is good and parents have a very positive view of the school. Parents attend a good range of different school functions and their involvement impacts positively on the standards pupils achieve.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

| <b>Aspect</b>  | <b>Comment</b>  |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides very good leadership. Since her recent appointment she has moved quickly to assess the needs of the school and now gives it clear educational direction. The school improvement plan is very good and it is at the heart of the school's work. The headteacher is well supported by the deputy headteacher and other senior staff. The role of the co-ordinators in subjects other than English and mathematics is underdeveloped. |
| How well the governors fulfil their responsibilities             | Governors give good support to the school's management. The work of the governing body is supported well by the enthusiasm and commitment of individual governors. The governors have managed the recent change of headteacher very well.   |
| The school's evaluation of its performance                       | This is done very well. The headteacher undertakes a detailed analysis of the trends in standards and has responded positively to secure improvements. Careful monitoring in English and mathematics has enabled high standards to be maintained.   |
| The strategic use of resources                                   | The school makes good use of its financial resources, including money allocated for special educational needs, English as an additional language and staff training. Development priorities are carefully costed and the procedures for managing the school's finances are secure. Governors ensure that they get value for money when major purchases are made or building improvements are carried out.   |

The school has a good number of teaching and support staff and its accommodation and learning resources give sound support to the curriculum and the standards that pupils achieve. Pupils' annual reports are detailed but they only show how they can make further progress in English, mathematics, science and their personal and social development.

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

| <b>What pleases parents most</b>   | <b>What parents would like to see improved</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>• Children attain good standards.</li> <li>• Behaviour is good and children enjoy coming to school.</li> <li>• The school is continuing to improve.</li> <li>• The new headteacher has involved parents more in the school's work.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of activities provided outside lessons.</li> <li>• Information about pupils' progress.</li> </ul> |

The findings of the inspection confirm parents' positive views of the school but not their areas of concern. The school provides a good number of extracurricular activities. Satisfactory information is provided about pupils' progress.

## **PART B: COMMENTARY**

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

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

1. When they enter the school, most children are attaining standards that are those expected for their age. There was no clear judgement about attainment on entry at the last inspection. Analysis of the Borough's assessment on entry to the school programme indicates a variation in standards in some year groups, including some which are below the average for the Borough. By the time they leave the Reception year, most make at least satisfactory progress in all areas of learning and meet the Early Learning Goals in communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. Most children make good progress in mathematics and in their personal, social and emotional development where they are on course to achieve standards that are higher than those expected nationally. At the last inspection, children made good progress in all areas of learning except knowledge and understanding of the world where it was sound.
2. In the end of Key Stage 1 tests in 2001, when compared with all and similar schools, standards were above average in reading and writing and average in mathematics. The assessments made by teachers in science were also above average. Trends in attainment since 1996 indicate that standards have been generally above and well above average, except for a slight dip in 1998 and a more significant all round dip in 2000. This latter dip was the result of staffing changes, uncertainties caused during the process of changing headteachers and a higher than average proportion of pupils with special educational needs in the 2000 group. There have been some variations between boys' and girls' performance in mathematics at this key stage, but this has been identified by the school and plans are in place to rectify this matter. Across the school, there are no other significant differences in the attainment of boys and girls.
3. The findings of the inspection are that pupils in the current Year 2 achieve above average standards in reading, writing and science, average standards in mathematics and in all other subjects except information and communication technology where standards are below average. In this subject, pupils have insufficient access to computers and to a progressively taught curriculum for average standards to be achieved. Standards in literacy are good whilst those in numeracy are sound. Since the last inspection, standards have improved in the speaking and listening element of English and have been maintained in all other subjects. Insufficient improvement has been made in raising standards in information and communication technology.
4. In the end of Key Stage 2 tests in 2001, when compared with all and similar schools, pupils achieved well above average standards in English and mathematics and standards that were below average in science. Trends since 1996 show that standards have been consistently above, and well above average, except for dips in attainment in 1998 and in 2000. The most recent dip was caused by staff changes and by the uncertainties caused by the change of headteacher in that year. Standards in both English and mathematics have recovered in 2001 because they have been particular areas of focus by the school. This had not yet been achieved in science, but raising standards in science is an important priority in the current school improvement plan. The school has set realistic but challenging targets for the proportion of pupils achieving Level 4 and above in English and mathematics in the 2002/2003 tests and is on course to meet them.
5. The findings of the inspection are that the current Year 6 pupils reach above average standards in English, mathematics and science and average standards in all other subjects except information and communication technology where standards are below average. These judgements are similar to the standards pupils achieved in the 2001 national tests in English and mathematics except that standards are above average rather than well above average. The difference is explained by the abilities of the pupils concerned. Standards achieved in science have improved significantly as a result of the

curriculum and management initiatives which have been introduced this year. Standards achieved in literacy and numeracy are good. Since the last inspection, standards have been improved in the speaking and listening element of English and mathematics and have been maintained in all other subjects. Insufficient improvement in raising standards has been made in information and communication technology.

6. Overall, pupils achieve well and make good progress as they move through the school. Most children achieve standards that are those expected for their age when they enter the school and most make satisfactory progress as they move through the Foundation Stage. Their progress is accelerated in Key Stage 1 as a result of the strong teaching they receive and this is maintained into Key Stage 2. By the time they leave the school, pupils' achievement in English, mathematics and science is good. The achievement of all pupils in information and communication technology and of higher attaining pupils in science is not high enough. Older pupils in the mixed age classes in Key Stage 2 are not sufficiently challenged. The good overall achievement of pupils in the school has been secured against a background of a steadily increasing proportion of pupils with special educational needs and those with English as an additional language. Since the last inspection, this latter proportion has almost doubled.

7. In both key stages, pupils with special educational needs generally make good progress. This is achieved as a result of the carefully targeted learning plans and the good level of support and encouragement provided by teachers and support staff. These pupils make good progress and achieve well.

8. Pupils with English as an additional language achieve good standards according to their previous ability. A group of five girls, as part of a friendship group, worked together using different media to create an exciting project based on the book *The Masai and I*. New pupils with English as an additional language are given a learning mentor in their class so that they soon become well integrated into the school.

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

9. Pupils show very good attitudes. This is a strength of the school. Pupils are very enthusiastic about their school and parents confirm that they want to come to school. They are interested in lessons and have very positive attitudes towards their learning. Pupils listen very attentively, follow instructions and settle quickly to the tasks given. Children of all abilities and backgrounds are eager to learn; they concentrate hard and work well independently and in differing situations. Pupils handle resources very well and there were no instances of damage or graffiti during the inspection. Loaned national costumes have been displayed in the junior school in a public corridor and remain in perfect condition.

10. The school successfully promotes very positive values. All pupils are polite and courteous to teachers, their peers and to visitors. They form orderly queues, wait their turn and open doors for others. When pupils are given the opportunity to work in groups, they share views and opinions, value each other's work and work co-operatively very well. In a science lesson in the Church, pupils from Year 6 co-operated very effectively when they were creating identification keys.

11. Throughout the school, pupils' behaviour is very good and has improved since the previous inspection. Most pupils enjoy and are interested in the life of the school. This is an important reason for pupils' very good behaviour. Pupils comply readily with school and class rules that they have helped to devise. They are well aware of what is right and wrong. There was no evidence of any disruption during the inspection and, if problems arise, the staff handle them very well and limit the effects. Behaviour in the dining hall, during assembly and while they move about the school is very good. Pupils form relationships with their peers and adults and are caring in their support for those with special educational needs. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection and most pupils clearly understand the impact of their behaviour on others.

12. The opportunities for pupils to take personal responsibility and to display initiative are very impressive. There are numerous ways that pupils are able to involve themselves in school activities and add to the richness of life in the school. There is a school council, house prefects are elected, there is a head boy and head girl and monitors to assist in school. Pupils in both the juniors and infants support the “buddy” scheme. The red caps for the juniors and the yellow bibs for the infants, which identify the ‘buddies’, are very distinctive features of both playtimes and lesson times in the school. Older pupils act as mentors to younger ones and they are involved in collections for charities. Pupils delight in assisting and supporting others and readily accept any challenge.

13. Children in the Foundation Stage show good attitudes to their work. They behave and concentrate well and enjoy any new challenges in their daily lessons. They are confident and are able to initiate simple ideas in their role-play activities and creative work. They are forming good, trusting relationships with adults and their peers.

14. The school is a harmonious community where pupils from different countries and ethnic groups learn and play together in a warm, welcoming environment. Pupils with English as an additional language usually work with enthusiasm and purpose and delight in their successes. They take an active part in every aspect of school life and benefit fully from the education it provides.

15. In the previous inspection, pupils’ attendance was judged to have been in line with the national average. In this inspection, attendance is good as it is above the national average. The school is working hard with pupils and parents to improve pupils’ timekeeping. During the inspection, there were few instances of lateness. The registration of pupils at the start of sessions is handled efficiently and pupils settle down promptly, enabling a smooth start to the day.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16. Across the school, the quality of teaching and pupils’ learning is good. There has been a significant improvement in the quality of teaching since the last inspection. At the last inspection, teaching was judged to have been satisfactory overall and now it is good. Then, five per cent of the teaching was very good or better and 17 per cent was unsatisfactory. Now 11 per cent is very good and there was no unsatisfactory teaching. At the last inspection, the teaching of information and communication technology was unsatisfactory. This remains the same. The quality of the teaching of literacy and numeracy skills across the school is good.

17. Several important strengths in teaching across the school have a major influence on the quality of pupils’ learning. Teachers consistently identify the learning intended in the lesson in their planning and this is shared with the pupils at the beginning and end of lessons and sometimes during the lesson too. This has rectified a weakness noted at the last inspection. This has also improved the effectiveness of lessons as teachers remind pupils of the key areas that they are expected to know and learn. A further strength in teaching is the very positive way in which pupils are managed. Teachers treat pupils with respect; they find imaginative ways of interesting and involving them and they consistently value their response in class discussion. This approach settles and motivates pupils well and helps to secure their interest and enthusiasm. These are also areas that have been improvements since the last inspection.

18. Other strengths in teaching which influence the pupils’ learning positively are teachers’ good subject knowledge, the careful timing of each part of planned lessons and the use of imaginative resources. Minor shortcomings in otherwise satisfactory lessons are where the pace of lessons is allowed to drop and pupils are asked to sit and listen for too long, and where teaching assistants are not actively deployed during the course of a whole lesson. Sometimes, teachers give insufficient guidance to pupils on how to improve the presentation of their work.

19. Teaching in the Foundation Stage is good overall and children make good progress in their day-to-day lessons. At the last inspection, the quality of teaching was judged to have been satisfactory, so good improvement has been made since then. In the lessons observed in the current inspection, two out of five were good and none was less than satisfactory. The teacher and full time support assistant

work well as a team and have a good knowledge and understanding of the needs of young children. Strengths in teaching are the high expectations of behaviour by the teacher and support assistant and the warm, friendly, welcoming environment which they establish in the classroom. This ensures that children feel safe and secure and are ready to learn. Resources are used well and activities are provided that interest and challenge all the children. The quality of teaching and children's learning is good in all aspects except in their communication, language and literacy and their physical development where it is satisfactory.

20. At Key Stage 1, the quality of teaching and pupils' learning were good and they were enabled to make good progress. During the inspection, 20 lessons were observed. Four were very good, 11 were good and five were satisfactory. This means that three-quarters of the teaching was good or better, and, in one in five lessons, it is very good. At this key stage, the quality of teaching and learning is good in English, mathematics, science and music and satisfactory in all other subjects except information and communication technology where it is unsatisfactory. Since the last inspection, the quality of teaching has improved in English, mathematics, science and music and has remained the same in other subjects. During the inspection, teaching was consistently strong across the key stage with some examples of very good teaching. Their normal class teacher did not teach pupils in Year 2.

21. A literacy lesson to older pupils at Key Stage 1, where they were being encouraged to investigate letter sounds and to sequence events in a story, illustrated several features of good and very good teaching. Pupils' interest in the lesson was secured immediately with an effective introduction. Pupils were given a letter as they entered the classroom and, using their knowledge of letter sounds, they had to identify groups of 'noisy sounds'. The teacher had a very good subject knowledge and appreciation of how pupils learn and the lesson was based on a very detailed lesson plan. The teacher maintained a very good relationship with pupils in the class and as a result they were relaxed and learned effectively. Their continued interest and motivation was secured by the clever use of imaginative pictures to draw out feelings of characters, such as anger, seriousness or being cross.

22. At Key Stage 2, the quality of teaching and pupils' learning was also good. These pupils make good progress, especially in English, mathematics and science. During the inspection, 40 lessons were observed. Three were very good, 17 were good and 20 were satisfactory. No unsatisfactory teaching was observed. This means that half of the teaching was good or better and in nearly one in ten lessons, teaching was very good.

23. At this key stage, teaching is good in English, mathematics, science and design and technology and satisfactory in all other subjects except for information and communication technology where it is unsatisfactory. Since the last inspection, teaching has improved in English, mathematics, science and design and technology and has remained the same in other subjects. Across the key stage, taking into account the lessons taught to these year groups by all teachers during the inspection, the highest proportion of good and very good teaching was in Years 5 and 6 and the lowest in Year 4.

24. A science lesson to older pupils at Key Stage 2, illustrated several features of good, effective teaching. The focus of the lesson, to help pupils classify objects by recognising similarities and differences between them, was identified in the detailed planning and shared with the pupils. The introduction to the lesson was interesting and challenging and secured pupils' interest well. Imaginative resources were provided, including childhood photographs of members of staff which the pupils had great enjoyment in identifying and analysing. The group activity tasks were carefully explained and well thought out. The teacher's careful questioning extended pupils' understanding as far as possible. Work in the lesson was linked well with previous and new homework.

25. The teaching of pupils with special educational needs is good. Class teachers and teaching assistants have good access to the individual education plans of those pupils that have them. Good liaison exists between teachers and teaching assistants through regular discussion about the needs and progress of pupils. A formal system to record the observations of teaching assistants is being established so that closer analysis of pupils' needs and progress can be made. Because teaching and

learning support is well organised, pupils understand what they are meant to do in their lessons. However, a weakness in some lessons is that teaching assistants or support teachers do little when the whole class is taught except watch and listen. When pupils are withdrawn from lessons, this is effective because teaching is focused clearly upon their particular identified needs.

26. The quality of specialist teaching for pupils with English as an additional language is good. The specialist teacher liaises effectively with class teachers and planning meets pupils' individual needs well. She supports pupils calmly and unobtrusively in class and enables them to take a full part in the lesson by constantly boosting their self-esteem. In a Year 3 lesson, two pupils with English as an additional language actively contributed to class discussion with a good degree of confidence and using a sound range of words. The specialist teacher used lots of praise to reward their efforts which made them strive even harder. There was a good focus on language and extending pupils' ideas and speaking skills and her lively approach led to a good pace without undue pressure. As a result, the lesson was packed full of learning for both pupils. The friendly, caring ethos of the school where pupils have trust and confidence in those who support them provides a safe environment for pupils with English as an additional language where effective learning can take place.

27. Overall, the school meets the needs of all its pupils well. The needs of children in the Foundation Stage are met satisfactorily, whilst the needs of those in Key Stages 1 and 2, and those with special educational needs and those with English as an additional language are met well. The needs of pupils in the mixed age class in Key Stage 1 are also met well. Here the teacher is well aware of the different ages and abilities of pupils in her class and the thoroughness of her detailed planning shows clearly how tasks and activities are matched to the pupils' different needs. The needs of the mixed age classes in Key Stage 2 are not so well met, particularly in history and geography. Here teachers' planning and class organisation do not always show clearly how work is matched to the needs of pupils of different ages and abilities within the classes and ensure that all topics are taught to an appropriate depth.

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

28. The quality and range of learning opportunities provided by the school are satisfactory and make an appropriate contribution to its overall aims. All subjects of the National Curriculum are taught. The breadth, balance and the relevance of the curriculum are satisfactory overall and includes Italian for pupils in Years 5 and 6. This means that some subjects have slightly less time allocated than that recommended nationally. This is partly explained by an emphasis upon literacy and the time allocated to physical education. The school has successfully implemented Curriculum 2000 in all subjects. All requirements of the statutory curriculum are met.

29. Good progress has been made since the previous inspection in the development of an appropriate curriculum. Detailed schemes of work are now established and give good guidance to teachers. The curriculum is planned on a two-year cycle to ensure that all pupils, and particularly those in mixed age classes, have full access to their entitlement. However, in Key Stage 2, curricular planning for mixed age classes in history and geography does not always take sufficient account of the need to provide appropriate levels of work for the wide age range and capabilities of pupils. Improvement has been made in the teaching of information and communication technology because the subject now meets National Curriculum requirements, but the limited space available in the new computer suite presents the school with some difficulties in the organisation of lessons.

30. With the establishment of two raising achievement co-ordinators, the school has begun, this term, to implement provision for pupils in Years 4 and 6 who have a particular aptitude or need for expression in literacy and numeracy. Co-ordinators are continuing to develop this provision and teach the pupils identified. However, it is too soon to judge if the initiative is successful in raising achievement in the long term.

31. The curriculum for children in the Foundation Stage is appropriately planned around the new Early Learning Goals and covers all the required areas of learning. It is broad, appropriate and balanced and makes suitable provision for purposeful play both in and out of doors together with opportunities for child initiated activity. This has maintained a strength identified at the previous inspection when curricular planning was also judged to have been good.

32. Curricular provision for pupils with special educational needs is good. Pupils' individual learning plans are detailed and provide teachers with clear targets for pupils to attain. A strength of the provision is that the special educational needs co-ordinator works with pupils in class as well as with those that are withdrawn. Throughout the school, the balance between class support and withdrawal is carefully arranged so that pupils have the most effective input for their particular needs.

33. The school provides pupils with English as an additional language with a sound variety of learning experiences and an environment which reflects positive attitudes to their languages, traditions and countries. Pupils, except those at a very early stage of language development, have full access to the National Curriculum and their language skills are not a barrier to learning. Drama is used effectively to develop language skills and confidence through play scripts, puppets and role-play but information and communication technology does not adequately support teaching and learning. The school gives pupils a wealth of opportunities to learn about different cultural traditions in art, music, drama and literature. In assembly, pupils listened to 'The Orange Tree' by a Black Caribbean poet and infant pupils sang a song from Zimbabwe in the local Shona language. However, links with the parents in the ethnic minority community are not sufficiently developed.

34. The National Literacy Strategy is being implemented well and literacy skills are being developed well across the curriculum. Younger pupils use sounds expressively in music to illustrate a story such as *Peace at last*; older pupils write letters about a Victorian invention and compose prayers for world peace. There is a good programme of links with information and communication technology especially pupils' work on a research based biography. The effectiveness of strategies for teaching numeracy skills is good, resulting in a trend of rising standards in numeracy throughout the school since the previous OFSTED inspection. The National Numeracy Strategy has been introduced into all classrooms and all teachers are confident in teaching the subject. Teachers' plan their 'numeracy hours' well and the content of lessons is generally well matched to most pupils' abilities. Numeracy is used soundly across other areas of the curriculum including history, geography, science, and information and communication technology by all year group classes. The charts, graphs, data collection work in other subjects, other than mathematics, are presented using pupils' numeracy knowledge and understanding as well as that of data handling.

35. At various times of the year and for different ages, the school provides a good variety of activities for pupils, especially for those in Key Stage 2. Older pupils can take part in football, netball, science, information and communication technology and homework clubs. Opportunity for younger pupils to take part in clubs is more limited. A residential school journey to the Isle of Wight for pupils in Year 6 provides many opportunities for them to broaden their education. School day visits to support pupils' learning in subjects such as history and geography are arranged. For example, good use has been made of the Horton Kirby field studies centre and museums such as the Horniman, Science, Maritime and Bethnal Green Museum of Childhood. Further opportunities to enrich the curriculum have included Japanese drummers, cricket and hockey coaching, and the fire and police services. Pupils can learn to play musical instruments, take part in dance and French, the latter also in Key Stage 1. Parents pay for these activities.

36. The contribution made to pupils' learning by the local community is good. The school is an integral part of the local community and visitors are welcomed into the school and to assemblies. The school's 'International event', to raise funds for the victims of the tragedies in the United States of America, was enriched by the contributions of local businesses, people from the community and parents. The local museums and library give support to curricular events in the school and the school takes pupils on

at least one outside visit per term. The links with the neighbouring Church are very strong. The school and Church share premises and the priest contributes significantly to the spiritual and cultural experiences of the children. Other priests and religious leaders are invited to the school and enrich the curriculum. Theatre groups visit the school, music teachers provide instrumental tuition, professional sports coaching is provided at school, museum curators bring artefacts into school and the school welcomes members of the caring and emergency services to support the school personal, social and health education.

37. The good relationships with partner schools help significantly when pupils transfer from one stage of education to another. Strong links exist with the pre-school group and the local cluster of primary schools and there is good co-operation with the secondary schools to which pupils transfer. There are sporting links with primary schools in the area and the school sports teams compete with other schools. Music students are welcomed into the school from local colleges as are students on teaching practice. The school is currently liaising with Forest Hill School in order to develop a reading challenge scheme for gifted and talented pupils.

38. The provision for pupils' personal, health and social education is good. Pupils are prepared well for citizenship and their life in the outside world. There are good curriculum plans and resources available and the co-ordinator is working hard to support teachers in the implementation of this important aspect of the pupils' educational experience. Pupils are able to join in a range of experiences that will contribute to their personal development including a week long residential trip for Year 6 and some Year 5 pupils. Good opportunities are provided for pupils to take responsibility for their own learning and other avenues where they can contribute individually to the success of the school and the care of fellow pupils. There is a school council, house prefects are elected, pupils devise rules for school and class and pupils can act as "buddies" caring for fellow pupils. As well as caring for others they are taught how to ensure their own well-being and health and safety. Appropriate attention is given to sex education and the dangers of drugs misuse.

39. A strength of the school is the very good provision for the spiritual, moral, social and cultural education of all its pupils. This is done successfully through the curriculum, the school's ethos and its treatment of pupils. This represents very good improvement since the last inspection when the provision for pupils' spiritual and cultural development was satisfactory but with important weaknesses.

40. The spiritual development of pupils is promoted well. This is a significant improvement since the last inspection when the provision was a key issue in the report. The pupils' spiritual awareness is enhanced by opportunities to reflect and to obtain insights into the Christian religion as well as other cultures and beliefs. Every classroom has displays of a spiritual nature and all feature areas which encourage a reflective attitude. There are books in which pupils can enter prayers and other prayer areas in the school. Assemblies have a strong spiritual element: pupils are encouraged to pray, candles are lit and religious artefacts are used. Grace is always said before lunch and prayers were reflective, for example, when Year 6 pupils considered world peace and any conflicts that may exist in school. The school is able to use the resources of the adjacent parish church and members of the clergy make a significant contribution to this aspect of the pupils' education.

41. Pupils' moral development is very good with much emphasis on helping others, linked by opportunities for prayer and discussion. Pupils are made aware of the suffering and difficulties of others throughout the world and the backgrounds of pupils in school and the hardships they may have suffered. 'Circle' time, assembly themes and the personal and social education curriculum support this aspect very well. They are made aware very well of the benefits and the responsibilities of belonging to a community.

42. Through the opportunities for responsibilities taken up by pupils throughout the school, their social development is also very good. Some pupils contribute by their membership of the school council, by election to house captains, acting as head boy and head girl and by being "buddies" caring for other

pupils, as well as taking on many other roles. Pupils are responsible for collecting for charities and, during the inspection, pupils were seen collecting for the Poppy Appeal. Pupils are given many opportunities to join team and individual activities and Year 6 are able to take part in a residential visit. Pupils are encouraged to work in different groups and to help one another. They listen to staff and their peers attentively and rarely interrupt when others are speaking. Pupils behave very well, are polite and move about the school in a very orderly way. Parents confirm that they have few worries about bullying and that pupils behave very well. There are many opportunities for pupils to receive praise and reward as well as times when sanctions may be applied, for example, the use of golden time as a reward for good behaviour.

43. The school provides very well for pupils' cultural development with many opportunities to reflect upon and learn about the backgrounds of pupils in the school and peoples throughout the world. There have been events, lessons and presentations on Jamaican history, black history, black scientists and inventors, a refugee week, an international food event, use of ethnic musical instruments and ceremonial masks. The school features many displays of cultural artefacts, including several examples of national dress, loaned by members of the local community. Theatre groups and storytellers have visited. Museums have brought in artefacts, there have been visits to museums in London and elsewhere, a residential visit, field trips and pupils have sung in the local library to unemployed people and in a residential home for the elderly.

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

44. The school has improved the care for its pupils since the last inspection and this aspect is now good. The environment is safe and members of staff care for pupils well. The quality of information kept on each pupil is detailed and comprehensive and members of staff know pupils and their medical and personal needs very well. External agencies including the health professionals and social services also support this aspect of the school. The school identifies and deals well with any hazards found on site and health and safety checks and inspections are regularly undertaken. The school has a detailed health and safety policy, which describes responsibilities, routines for safety checks and actions to be taken. Members of staff are trained to administer first aid and procedures are good for the care and treatment of pupils, despite the lack of a dedicated first aid room on either site. The school's policy and procedures follow the guidelines of the local committee for the protection of children. The headteacher is the designated person responsible for child protection and other members of staff understand well the school's arrangements and procedures.

45. The school has very good procedures in place for encouraging good behaviour. The school uses house points, golden time and other rewards and sanctions very well. 'Circle' time is used to support this aspect well when the staff encourage the pupils to reflect on their behaviour and relationships. The school is good at monitoring and eliminating oppressive behaviour, and monitors specific pupils who might be at risk from oppressive behaviour. Parents and children confirm that the children feel safe in the school. Parents also confirm that there are few incidents of bullying or racism and that the school deals with these issues speedily and sensitively.

46. The procedures for monitoring and supporting pupils' personal development are good. The teachers and support staff have good knowledge of pupils' needs, and they continue to work hard to improve the pupils' personal development.

47. The school has been successful in improving pupils' punctuality and attendance. The school complies with statutory requirements for registration and the coding and the recording of attendance. The procedures for analysing, monitoring and following up absences are good and have resulted in an improvement in the school's attendance statistics. Members of the staff are working on initiatives to improve further pupils' punctuality.

48. Overall, procedures for assessing pupils' attainment and progress are satisfactory. The previous inspection reported that, although statutory requirements were met, assessment opportunities were

underdeveloped and there were no written assessment, recording or reporting policies in place. Since that time, the quality of assessment and data analysis has improved soundly, an assessment co-ordinator has been appointed and there are draft assessment and marking and feedback policies which set out aims and procedures very clearly. There are good assessment procedures in English and mathematics where careful evaluation is helping to guide whole school improvement but they lack the same rigour in science. Assessment in information and communication technology is satisfactory. However, in all other subjects it is unsatisfactory as there are no whole school systems based on clear and agreed criteria. In the last inspection, assessment in these subjects was 'weak or lacking' and insufficient work has been done since that time to match the good practice in English and mathematics. However, the school is aware of these weaknesses and assessment procedures are a current focus for development.

49. Assessment procedures in the Foundation Stage are good. The local Borough assessment on entry to the school programme is used to assess all children at the beginning of the autumn and spring terms. This is used to identify children with special educational needs and those of above average ability. It is also used to start the school's individual pupil tracking in English and mathematics. Effective systems are in use for assessing children's attainment and progress and these systems are also used to inform curricular planning. This has maintained a strength from the last inspection when assessment and record keeping procedures were also judged to have been good.

50. The school has good procedures to identify those pupils that have special educational needs. The recently appointed co-ordinator has identified the necessity to update the assessment process and track pupils' progress with the use of a computer system. This will enable the school and its governors to closely monitor the progress of pupils and thereby determine the success of the special educational needs policy. At present, such monitoring is not clearly established.

51. Data, such as the results from national tests and assessments, termly levelled writing samples, and other internal testing are analysed methodically to give the school much useful information. They are used to set clear and appropriate targets for pupils, to find out those who need extra support and to group pupils in sets for mathematics. A computerised tracking system is designed to provide an exact profile of pupils' achievement in reading, writing, science and mathematics as they move through the school. This information is passed on to the next teacher in September so that a record of concern can be put in place, if necessary, and pupils' needs, at whatever level, can be quickly addressed. Data from tests are also monitored by gender and ethnicity but there have been no significant concerns. Careful analysis of the national tests in English and mathematics and the Year 5 Lewisham transfer tests enable the school to identify weaker areas and those that require further emphasis. There is good liaison with co-ordinators who are able to use the information for monitoring the subject and tracking pupils' progress. Careful records of pupils' personal and social development are maintained.

52. The use of assessment to inform teachers' planning is satisfactory. In the last inspection, it was reported that, except in English and mathematics, assessment was unable to inform teachers' lesson planning sufficiently. Information from the analysis of tests in English and mathematics has enabled the school to incorporate weaker elements of those findings into the planning of lessons and teachers modify future teaching and learning as a result of notes on their weekly literacy and numeracy planning sheets. However, the school does not have a consistent approach to assessing and recording the progress made by pupils through the National Curriculum in subjects other than English and mathematics. Teachers' own records are variable in quality and usefulness for planning work to meet pupils' needs. All teachers share the goals of the lessons well with pupils and, at the end, they usually review what has been achieved. Target setting enables pupils to focus their attention on the quality of their own learning and these are shared well with parents. Self-evaluation and paired work are being developed but pupils are not yet ready to be 'critical friends'. Marking is variable: some only consists of ticks, and praise for mediocre work, but other comments challenge pupils to correct their work and extend their ideas.

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

53. Parents have very positive views of the school. The headteacher has worked hard to ensure that good links are established with the parents. The impact of their involvement on the work of the school is good. The parents raise good sums of money to purchase materials and resources for the school and organise social events. Parents are invited to attend assemblies, performances, social and curriculum events, briefing meetings, parents' evenings, sporting events and special festivals held in church. They come in to school and assist in a variety of ways helping with valuable repairs to the school fabric, decorating and helping with the outdoor resources. Parents accompany pupils on visits and trips and when pupils are taken to sporting venues. Several new initiatives introduced by the headteacher since her appointment have been valued by parents. Parents are now able to communicate with the school through their consultation group, when two parent representatives from each year group meet the headteacher and deputy headteacher to discuss school issues. Parents at their pre-inspection meeting commented on how much they appreciated the new end of school-day arrangements and the availability of class teachers and the headteacher to share any comments and concerns informally at the end of each day. Parents are able to communicate with the school on a daily basis by writing in the pupils' home/school diaries. Parents were also confident that the school would respond positively to any suggestions or complaints they made.

54. The quality of information provided for parents is now satisfactory. Several shortcomings identified at the previous inspection have been addressed. Parents are provided with information on work that can be done at home, newsletters and day-to-day class and school information. Parents have opportunities each term to discuss children's progress with teachers and parents of pupils with special educational needs are kept very well informed of pupils' progress. The information in pupils' annual reports is detailed, and shows that teachers know their pupils well. The reports list pupils' achievements, but do not always include information on how pupils can make further progress, especially in subjects other than English, mathematics and science. There were also weaknesses in the pupils' annual reports at the time of the last inspection. The school's documentation for parents is informative, the 'learning journey' booklets, are especially worthwhile, however, the governors' Annual Report to parents does not fully satisfy all the legal requirements.

55. The parents of pupils with special educational needs are appropriately involved with the school. The prospectus gives parents clear information about provision for pupils with special educational needs. They are invited to meetings that are planned to review the progress of their children, but not all attend. Those who attended the pre-inspection meeting expressed the view that the school makes good provision for pupils with special educational needs. Many parents of pupils with English as an additional language have lived in the country for longer than their children and there are no communication difficulties with the school. However, interpreters are provided when necessary for parents but newsletters are not translated. A new induction pack for parents and children is nearing completion. However, opportunities are not taken sufficiently to involve parents from ethnic minorities in the education of their children.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The leadership provided by the headteacher is very good. Since her appointment in September 2000, she has very quickly assessed the needs of the school and introduced a range of effective procedures to secure its continued improvement. Several of these areas were identified at the last OFSTED inspection as key issues requiring attention and the headteacher's leadership here has been very positive and has resulted in very good improvement. At the last inspection the school development plan lacked detail and precision. The current school improvement plan is very good. It provides clear areas for development in aspects such as personnel, curriculum, planning and assessment, defines time scales and areas of responsibility well and makes useful reference to the school's mission statement. A detailed plan for the current year is supplemented by outlines up to 2003. The plan is clearly focused on raising standards and is firmly at the heart of the school's work. The relationship between the

headteacher, the deputy headteacher and the senior management team is effective and is an important reason for the improvement of the school.

57. At the last inspection, there were weaknesses in the procedures for monitoring the effectiveness of the school. These have been addressed well. The headteacher has completed a thorough analysis of recent national test data and has a clear view of the trends in standards across the school, including those of different gender and ethnic groups. These data are beginning to be used to set more detailed attainment targets for pupils. The headteacher has introduced clear and rigorous procedures for monitoring the work of the school. Work done on the monitoring of literacy and numeracy, the analysis of test data and the samples of pupils' work in English and mathematics has been brought together well. A useful review cycle has been set up which involves attendance, behaviour, planning and assessment and teaching and learning. This is very good, proactive management and is helping to ensure that the school continues to forward move purposefully. At the last inspection, procedures for monitoring teaching and learning were insufficiently rigorous. Currently, the procedures for monitoring literacy and numeracy are good, but less well developed across other subjects. The headteacher's monitoring of teaching when she was first appointed was sensibly focused on getting a view of the quality of teaching across the school and then concentrated on literacy and numeracy. This work helpfully involved both the respective co-ordinators but also specialist support from the local education authority. The school's initial concentration on literacy and numeracy was wise and was a good response to the 'dip' in the Key Stage 2 national test results in 2000 in English and mathematics.

58. Several other leadership and management issues identified at the previous inspection have been addressed at least satisfactorily. The whole curriculum is now more tightly managed. Schemes of work have been introduced and several policies have already been revised and others are due to be considered as part of an agreed timetable. At the last inspection, statutory requirements for the appraisal of teachers were not being met. Currently, performance management procedures are being implemented very well. The headteacher has ensured that teachers' objectives have been set, monitored and reviewed and her own targets have been set and monitored. The whole performance management process has been carefully and cleverly linked with the developmental needs of the whole school and has had a positive impact on staff morale and improving the quality of teaching and its impact on pupils' learning. The responsibilities given to staff have been appropriately reviewed and specific job descriptions agreed.

59. The governing body now makes a good contribution to the leadership and management of the school. Through the work of the full governing body and the several active committees, governors gain a good view of the school's strengths and weaknesses which enables them to give the school appropriate strategic direction. Their work is supported well by the involvement of individual governors. The chair is well involved and provides a good link between the school and the work of the local parish. The chair of the premises committee has been involved well in the oversight of two recent classroom building extensions and is helpfully vigilant over health and safety issues. The governor with responsibility for special educational needs ensures that these issues are prominent in governors' discussions. These strengths have enabled the governing body to manage successfully the recent change over of headteacher and to provide effective support to the new headteacher as she took over her post. The governing body ensures that all its statutory responsibilities are fully met.

60. The management of the school's finances is secure. There is a close match in the school improvement plan between priorities and costings and helpful evaluation criteria enable the school to assess the effectiveness of money spent. Best value principles, ensuring that the school gets the value for money on its spending, are attended to well. The headteacher, who is well supported by the bursar and the governors' finance committee, maintains a careful and pragmatic view of current spending patterns. Specific grants for teacher training, school improvement, special educational needs and English as an additional language provision are used well. The most recent office audit in February

2000 judged that the school's financial procedures and standard of record keeping were good. The school indicates that the minor recommendations made have been fully implemented.

61. The work of the Foundation Stage is co-ordinated well. The overall management of this phase of learning is the responsibility of the deputy headteacher who is also Key Stage 1 co-ordinator and a member of the senior management team. This ensures that relevant issues are discussed across the whole school. Management closely involves the class teacher and her support assistant. The school has worked hard to produce long, medium and short term curricular plans that are comparable with the relatively new national recommendations for the very youngest children. Staffing is appropriate and both the teacher and support assistant are experienced and well qualified to teach the Reception class. The only issue in the previous OFSTED inspection concerning children aged under five was the finding that planning was not sufficiently related to the then current Desirable Learning Outcomes. This issue has now been fully resolved by the present planning.

62. The newly appointed co-ordinator for special educational needs is enthusiastic and has begun a systematic review of the provision with the aim to improve its various elements, particularly the monitoring of pupils' progress. Good liaison between the co-ordinator, teachers and teaching assistants has a positive effect on pupils' progress. Governors take a keen interest in the provision and are appropriately involved in its operation and development. However, because the school does not sufficiently analyse trends in the attainment of identified pupils, governors are not sufficiently informed to determine how successful is the policy. There are some omissions in the policy of which the school is aware. The school intends to rewrite the policy to reflect the new Code of Practice when that is published.

63. Provision for pupils with English as an additional language is managed well. The specialist teacher is committed to providing targeted support for pupils, some of whom are traumatised by their previous experiences, with a secure and caring environment to assist their learning. A sound policy is being drafted. Resources are adequate and the school is now expanding its range of bilingual books and materials focusing on the languages spoken by the new arrivals. Good attention is paid to monitoring pupils' stages of fluency; they have individual education plans and targets are reviewed half-termly. Detailed pupil profiles support and record language proficiency and personal development. Pupils are monitored by ethnicity which revealed that the results of the largest ethnic groups Black Caribbean and Black African generally match those of their peers.

64. The accommodation available for children in the Foundation Stage during the time of the inspection was appropriate, but potentially cramped for a full intake of children. There is no separate, outdoor activity area for these young children, but they have easy access to the playground and to an appropriate range of outdoor toys and equipment which they can use. Overall, the provision of resources is good. Resources are well used by children and staff to provide many activities to enhance all aspects of the curriculum. Outdoor provision is due to be supplemented soon by further climbing and balancing equipment and by the construction of a canopied area adjacent to the classroom to provide shelter during outdoor activity times.

65. Overall, the school's accommodation is satisfactory. Difficulties are created as the Key Stage 1 section is a building separated by a road from the main school. This poses problems when younger pupils have to be brought to the main site for whole school assemblies, lunches and some physical education activities in the hall. The governors have recently worked hard to secure the building of new classroom extensions and new toilet units in the main school. The improvement of accommodation in the Key Stage 1 site is their next priority. The premises are clean and maintained well on a day-by-day basis. Outside accommodation is cramped. There is a small hard surfaced area which is supplemented by a smaller grassed area next to the church which is used in the summer. There is no separate activity area for children in the Foundation Stage. This is a minor weakness as good use is made of the whole infant playground. The library area in the junior school and the new information and communication technology suite are small. Welfare, office and storage space in both the school

buildings is limited and there is no first aid or welfare room on either site. The outside fabric of the school buildings is in a fair condition apart from the school hall, which is poor externally. Some surfaces in the playground are cracking and its slope limits its use for games and play. The school makes good use of nearby sports facilities and is able to use the parish church and church hall for lessons.

66. The provision of resources to teach the curriculum overall is satisfactory. In literacy, mathematics and the Foundation Stage, the provision of resources is good. The range of artefacts to support cultural diversity on display is impressive with costumes lent by parents and members of the community and masks and musical instruments loaned by museums. There is a richness in these displays that reflects well the backgrounds and cultures of the pupils at school as well as the subjects taught.

67. There is a good match of teachers to the demands of the curriculum. Co-ordinators are in place for all subjects. There are good induction procedures for new staff and effective support is provided for newly qualified teachers. Learning support staff members are highly motivated and well qualified. The school makes efficient and effective use of these valuable members of staff. Members of the administrative staff are effective in their roles and provide the headteacher with good support. Lunchtime is supervised well and the catering and supervisory staff contribute positively to the care and welfare of the pupils

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to continue to improve the quality of education offered to the pupils the headteacher, governors and staff should:

(1) \* **Raise the standards achieved in information and communication technology across the school by:**

- reviewing and revising the use of the computer suite;
- continuing to improve the confidence of teachers and learning support assistants;
- making clearer how this subject can support work done in other areas of the curriculum.

See paragraphs 3,5,6,16,20,23,29,33,93,100,103,106,115,116-120, 125

(2) \* **Fully implement the new strategies for raising the attainment of more able pupils in science, particularly at Key Stage 2.** See paragraphs 4,6,27,97-100

(3) \* **Improve the co-ordination of subjects other than English and mathematics, in order to continue to raise the standards pupils achieve, by enabling co-ordinators:**

See paragraphs 57, 100, 103, 106, 111, 115, 125, 131

- to give a clearer lead in shaping the development and direction of the subject;
- to have a clearer view of the work done in the different phases in the school;
- to be more aware of the quality of pupils' work and standards achieved.

(4) **Develop agreed procedures for assessing and recording the attainment and progress that pupils make in all National Curriculum subjects, other than English and mathematics.** See paragraphs 48, 52, 106, 115, 120, 125

\* identified in the School Improvement Plan

## OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Refine short term planning in Key Stage 2 to ensure that work in the mixed age classes is more closely matched to pupils' needs, especially in history and geography.  
See paragraphs 27, 29, 110, 114
- Continue to develop links with parents of pupils with English as an additional language.  
See paragraphs 33, 55
- Ensure that the minor omissions in the governors' Annual Report to parents are redressed.  
See paragraph 54

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 65 |
| Number of discussions with staff, governors, other adults and pupils | 23 |

### *Summary of teaching observed during the inspection*

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 7         | 30   | 28           | 0              | 0    | 0         |
| Percentage | 0         | 11        | 46   | 43           | 0              | 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 more than one percentage point.*

### *Information about the school's pupils*

| <b>Pupils on the school's roll</b>                                    | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 287     |
| Number of full-time pupils known to be eligible for free school meals | 36      |

*FTE means full-time equivalent.*

| <b>Special educational needs</b>                                    | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 1       |
| Number of pupils on the school's special educational needs register | 75      |

| <b>English as an additional language</b>                | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 37           |

| <b>Pupil mobility in the last school year</b>                                | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 19           |
| Pupils who left the school other than at the usual time of leaving           | 13           |

### *Attendance*

#### **Authorised absence**

|             | %   |
|-------------|-----|
| School data | 4.5 |

#### **Unauthorised absence**

|             | %   |
|-------------|-----|
| School data | 0.2 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

### Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 21   | 23    | 44    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 18      | 20      | 21          |
|   | Girls    | 21      | 22      | 21          |
|   | Total    | 39      | 42      | 42          |
| Percentage of pupils at NC level 2 or above | School   | 89 (93) | 95 (93) | 95 (95)     |
|   | National | 84 (83) | 86 (84) | 91 (90)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 19      | 21          | 21      |
|   | Girls    | 22      | 21          | 22      |
|   | Total    | 41      | 42          | 43      |
| Percentage of pupils at NC level 2 or above | School   | 93 (91) | 95 (95)     | 98 (98) |
|   | 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 | 18   | 18    | 36    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 17      | 16          | 17      |
|   | Girls    | 18      | 17          | 18      |
|   | Total    | 35      | 33          | 35      |
| Percentage of pupils at NC level 4 or above | School   | 97 (84) | 92 (74)     | 97 (93) |
|   | National | 75 (75) | 71 (72)     | 87 (85) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 14      | 14          | 16      |
|   | Girls    | 16      | 15          | 18      |
|   | Total    | 30      | 29          | 34      |
| Percentage of pupils at NC level 4 or above | School   | 83 (93) | 81 (86)     | 94 (95) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

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

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 34           |
| Black – African heritage        | 27           |
| Black – other                   | 18           |
| Indian                          | 3            |
| Pakistani                       | 1            |
| Bangladeshi                     | 0            |
| Chinese                         | 2            |
| White                           | 147          |
| Any other minority ethnic group | 0            |

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 14   |
| Number of pupils per qualified teacher   | 20.5 |
| Average class size                       | 28.7 |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 11  |
| Total aggregate hours worked per week   | 203 |

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 4.2 |
| Number of teachers appointed to the school during the last two years   | 4.6 |
| Total number of vacant teaching posts (FTE)  | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0   |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 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   |
|  | £      |
| Total income                               | 726900 |
| Total expenditure                          | 727893 |
| Expenditure per pupil                      | 2418   |
| Balance brought forward from previous year | 18145  |
| Balance carried forward to next year       | 17152  |

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

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 289 |
| Number of questionnaires returned | 72  |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 65             | 32            | 3                | 0                 | 0          |
| My child is making good progress in school.  | 44             | 47            | 3                | 0                 | 6          |
| Behaviour in the school is good.   | 56             | 43            | 0                | 0                 | 1          |
| My child gets the right amount of work to do at home.                              | 44             | 42            | 11               | 1                 | 1          |
| The teaching is good.  | 61             | 36            | 0                | 0                 | 3          |
| I am kept well informed about how my child is getting on.                          | 33             | 43            | 19               | 1                 | 3          |
| I would feel comfortable about approaching the school with questions or a problem. | 61             | 32            | 6                | 0                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 68             | 29            | 0                | 0                 | 3          |
| The school works closely with parents.   | 33             | 51            | 10               | 3                 | 3          |
| The school is well led and managed.  | 54             | 42            | 1                | 0                 | 3          |
| The school is helping my child become mature and responsible.                      | 49             | 43            | 3                | 0                 | 6          |
| The school provides an interesting range of activities outside lessons.            | 25             | 35            | 31               | 4                 | 6          |

### **Other issues raised by parents**

- Children attain good standards.
- Behaviour is good and children enjoy coming to school.
- The school is continuing to improve.
- The new headteacher has involved parents more in the school's work.

## **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**

69. At the time of the inspection, the school had one Reception class, with 20 children who had been in school for just over half a term, all of whom were full time. A further 25 children are due to start school at the beginning of the spring term. Most children attend the adjoining play school before starting in the Reception class. It is considered, by discussion with staff, observation of children and analysis of baseline assessment, that the majority of children enter school attaining standards that are those expected for their age. No equivalent judgement was made by the previous OFSTED inspection in 1997 but overall progress in the areas of learning was generally good. The judgement of this inspection is that nearly all children are on course to achieve expected standards in all areas of learning by the time they leave the Reception class. Most children are expected to achieve all aspects of the social and personal area of learning before they leave the Foundation Stage. The finding is approximately in line with that of the previous inspection. The few children with special educational needs attain good standards according to their prior learning.

70. The class teacher and full time learning support assistant work well together and have a good knowledge and understanding of the needs of young children. The children have a safe and secure environment both indoors and outdoors including a double classroom and direct access to a fairly large playground. Although the children do not have their own enclosed area, they use a section of the playground frequently for their physical development sessions, including the use of large apparatus and large wheeled toys. A canopied area outside the Reception classroom is envisaged in the near future to widen the opportunity for children to participate in outdoor activities. Children also have the use of the school hall in the junior section of the school. The teacher and support assistant work well together, planning, assessing and recording as a team, ensuring that all children receive a well planned, safe, happy and appropriate start to their school life. Teaching is good, overall.

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

71. The quality of teaching and the quality of children's learning are good. The national guidelines for the teaching of the very youngest children have been introduced well both in planning and in everyday classroom practice. All staff expect high standards of behaviour and this results in a quiet working atmosphere in all activity areas for most of the time. The teacher and learning support assistant act as good role models for the children's social development and, even at this early stage in the term, the effect of this can be seen in children's good behaviour. All available space both in and out of the classrooms is used to organise a broad and stimulating range of activities in order to develop good progress in the personal and social development of children of all abilities. Nearly all children make good progress in this area of development and all are on course to meet national standards before they leave the Reception class. At the beginning of their Reception class year, all children show a thorough, developing confidence in choosing and trying new activities. They show a good capability to initiate simple ideas, especially in their role-play activities in their home and supermarket corners and in their outdoor activities. All children concentrate well on their lessons and activities and sit quietly and listen to their teacher when required. They are also well prepared to take their turn before talking or answering a question and most listen very attentively to their classmates without interruption. All children, including those with special educational needs, are beginning to form good, trusting relationships with adults and their peers and this leads to good progress in their personal and social development. Children are already able to work as part of a group or a whole class and taking turns, sharing fairly and they understand the need for a code of good behaviour to enable them to work harmoniously. They react well to the classroom rules and behave accordingly. When required to leave the classrooms and move around the school, for example, to physical education lessons and assemblies, they act sensibly and move quietly, showing good awareness of pupils working in other

classrooms. This ability is especially noticeable when Reception class children are included in the whole school assembly in the junior school. Nearly all children are prepared to speak out confidently in any large or small discussion group at this early stage of their learning. Most children are able to put on their coats independently for playtime and going home and nearly all change quickly and sensibly when changing for physical education lessons. They also manage their own personal hygiene like, washing their hands after visiting the toilet, without being reminded.

### **Communication, Language and literacy**

72. The quality of teaching and learning is satisfactory. Staff encourage children to speak by asking questions, responding positively and giving encouragement to their answers. Literacy work is appropriately structured and the format of the literacy hour is being appropriately used in a shortened form. The teacher used flash cards at the beginning of one lesson and most children paid good attention and read the words carefully. They co-operated well when forming a circle and were able to select different items from a basket and give the names of the items. They all listened carefully and quietly when other children were speaking. The teacher's calm and quiet manner and her encouraging, supportive comments created a secure climate for learning. In the 'swap shop' activity, clear instructions were given so that all children knew what was expected of them. They swapped scissors, saucer, sock, seeds, soap and sweets and the teacher took the opportunity to emphasise the importance of holding scissors safely and correctly. One child thought that 'fox' had a 's' sound and the teacher handled this sensitively and used it as a learning point for the rest of the class. When they had exchanged all the objects, most children could say the names of the new items clearly and confidently with only a little prompting from the teacher. When they had to re-group on the carpet at the end of the lesson, a few children took a short time to settle but they listened attentively afterwards. Most were well behaved and interested in the activity and there was a good sense of fun and enjoyment in the game which ensured a brisk pace to the session. Some effective questioning by the teacher about the rhyme, 'Jack and Jill' was well rewarded by children giving relevant answers. When the class recited the nursery rhyme, they did it accurately but without indicating real enjoyment. They knew that the crown is the top of the head and one child suggested that Jack would feel like Humpty Dumpty. The teacher led this activity naturally to the next activity concerned with writing 'get well' cards to Jack and the class paid close attention when the teacher showed them different kinds of 'get well' cards. In their 'talk to partners' session about messages for the card, most talked excitedly to each other and no children were left out of the discussions. They told the rest of the group about their messages in well formed sentences for their age and used a sound range of words.

73. Children are on course to meet the Early Learning Goals in this area of learning as a result of the teacher's sound basic skills teaching and her calm management of the class. However, there is a lack of pace and vitality in some lessons so that children are not fully motivated and learning is not maximised. Stories are used well during the literacy time and at the end of the morning and afternoon session to develop the children's awareness and interest in print. Staff also share books with individuals or small groups to encourage children to enjoy books and handle them carefully. Opportunities are provided in the role-play area and at the beginning and end of the morning and afternoon sessions for children to develop their ability to talk about their experiences. Staff sometimes use this opportunity to participate in the role-play, without over direction, for example in the outdoor activity using large boxes and balancing beams. Children make sound progress in this area of learning.

### **Mathematical Development**

74. The quality of teaching and learning is good. The sound progress children make in their learning is due to the organisation and management of mathematical sessions which allow them the opportunity to practise 'hands on' what they have learned in whole class or group lessons. Learning resources are organised well to give all children the opportunity to participate in the various planned activities, including those involving mathematics, in sand and water. Children are encouraged to talk about their work and use their mental abilities to develop their early numeracy skills. A mathematics lesson is

introduced by the class counting to 20 and back using the technique of clicking fingers to encourage everyone's involvement and to support their learning. Nearly all children can count to 20 but most had difficulty in counting back.

75. Children's understanding of 'one more' and 'one less' is developed well as the teacher holds up large number cards and the children hold up the appropriate number of fingers up to ten. A wide range of resources is used to interest and motivate children, including 'elephant cards' and the use of a counting stick to encourage children to identify and match numbers to coloured spaces. The learning planned for the main activity is shared with the class and children are brought to the front of the class to compare heights leading to an understanding of 'taller' and 'shorter'. The planned activities also increased children's understanding of these terms, for example, by drawing tall and short buildings, constructing tall and short towers and marking and comparing heights. The learning support assistant was used well in the latter activity. In their mathematics development at this stage, the vast majority of children are on course to meet standards similar to those found in most schools by the end of the Reception class. Most children count to 20 confidently and can recognise some larger numbers. Children are also introduced well to other numbers as they listen to the number of children in the class during registration. Their use of mathematical language is encouraged well and their use of specialist vocabulary is developing orally. Pupils' participation in their 'home corner' gives them the opportunity to lay the table for two, three or four guests. In their work on sorting, nearly all children can identify different colours and most are beginning to develop the ability to recognise simple two-dimensional shapes, like squares, rectangles, triangles and circles, in their classroom and school environment.

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

76. The quality of teaching and learning is good and children of all abilities make sound progress in this area of learning in relation to their ability. Planning is already linked very well to the national guidelines and children are provided with a range of opportunities to explore their class and school environment. A wide selection of objects, materials and equipment is provided for children to use and handle in their everyday activities, including computers and tape recorders, to further their knowledge and understanding of their immediate locality and the world about them. Most children have some general knowledge and experience of the world about them on entry to the Reception class. At present, nearly all of them are on course to achieve the recommended targets by the time they leave the Reception class in this area of learning. Displays and role-play areas in the classroom indicate a useful range of activities organised to stimulate and motivate children's interest in the world around them. These include work on autumn and the changing face of their local environment during this time of the year. A role-play counter containing artificial fruit has been constructed after a recent fruit tasting visit to a local supermarket. In a lesson observed during the inspection, the teacher used the current topic of Guy Fawkes to discuss with the children the reason for firework displays on and around November the Fifth before proceeding to a creative development session. Groups of children, accompanied by the learning support assistant, left the classroom to cross the road to visit the junior school, giving children the opportunity to talk about where they live and the local school and adjacent environment. Most show a sound use of the computer 'mouse' and some are able to operate tape recorders to listen to their favourite stories.

### **Physical development**

77. The quality of teaching and learning is satisfactory and appropriate use is made of the available resources, equipment and materials. This enables children to make sound progress. Children are managed well when using tools and equipment and staff show a sound awareness of health and safety factors when the class is performing any physical activity. During a physical education lesson in the hall, most of the children were able to change quietly and quickly and moved from their classroom showing good consideration for other working classes en route. The teacher used the story, *'The Hungry Caterpillar'* appropriately to stimulate the children's imagination and encourage them to use

it in their movement around the hall. The importance of safety was emphasised to the class especially as it involves crossing a road to the junior hall. On arrival at the hall, the children found their own space indicating a good awareness of spacing in their physical work. Children learn to follow instructions, for example, 'Caterpillars return to their homes when it is night-time' and all the children moved accordingly. They all move confidently and purposefully around the hall. However, no opportunity was provided for the children to demonstrate their dramatisation of the story to the rest of the class. All staff teach, support and work with children who are using tools and equipment to help them gain confidence in using the space and equipment imaginatively and safely. By the time they leave the Reception class, most children are on course to attain expected standards. Even though there is no small enclosed area outside the Reception classroom, children have ample opportunity to use the Key Stage 1 playground for outdoor activities with large wheeled toys and large building blocks. These resources are due to be supplemented very shortly by the provision of climbing and balancing apparatus for Reception children. The manual dexterity of most pupils in using pencils, crayons, paint brushes and simple tools like scissors is developing well.

### **Creative development**

78. The quality of teaching and learning is good and the many activities for this area of learning are well resourced and organised to ensure that children of all abilities have the opportunity to participate in creative work. Both staff give good demonstrations of the required activities before the children commence their tasks, without being too prescriptive. All children make sound progress in developing their creative skills and nearly all are on course to achieve the recommended level of attainment by the time they leave the Reception class. This is due to good use of plentiful resources and opportunities for independent work, for example, in their use of sand, water and large and small construction kits. Nearly all show the ability to initiate and use role-play to stimulate their imaginations in their classroom play areas and in their dance sessions with a dance instructor. There are good examples of the children using paintings to express their own ideas in the colourful displays of work in the classroom. They have also explored texture, shape and form in using different materials and paints in their art work, for example, when encouraged to use black paper and pastel crayons to demonstrate the colours and shapes of fireworks that they had seen or imagined. In this lesson, the teacher invited children to talk about their firework experiences with an emphasis on the colours and shapes they had seen. A good emphasis is put on the safety aspects of using fireworks, including 'sparklers', and bonfires. All children welcome the opportunity to work with a variety of construction kits and they represent their ideas well by designing their own vehicles and building differently sized towers in conjunction with their mathematical work. The teacher's and support assistant's calm, quiet, manner creates a good atmosphere for promoting the creative development of children of all abilities.

### **ENGLISH**

79. In all aspects of English, standards are above average in Year 2 and Year 6. This appears to show a decline in standards from those attained in the recent 2001 national tests at both key stages. However, the present Year 2 has a higher number of pupils with special educational needs and there are more pupils of average ability in the current Year 6. This is reflected in the school's target for 86 per cent of its pupils to reach Level 4 and above in the 2002 Key Stage 2 national tests although it comfortably exceeded its target of 93 per cent this year. The judgement of the previous inspection about reading and writing was not clear enough for accurate comparisons to be made with the findings of this inspection. Pupils enter Year 1 at average levels and achieve well as they move through the key stage. At Key Stage 2, they also achieve well as the present Year 6 have maintained their high standards in reading and have improved them in writing. Standards in speaking and listening have also improved well across the school as they were judged to be average at both key stages during the last inspection. When compared with their earlier attainment, pupils with special educational needs achieve well especially in withdrawal groups under the good guidance of the specialist teacher. The percentage of pupils with English as an additional language has doubled since the 1997 inspection but

these pupils also achieve well as a result of sensitive, focused support and good liaison with class teachers. There is good inclusion of all pupils in the subject and no variations in attainment between different ethnic groups or between boys and girls were noted during the inspection.

80. In both Year 2 and Year 6, standards in speaking and listening are above average. In Key Stage 1, teachers constantly reinforce the importance of good listening skills – ‘Let’s put our listening ears on!’ As a result, pupils listen carefully and are aware of the importance of taking turns and valuing the contributions of others. In a Year 1 ‘chatty pairs’ session, the teacher stressed that pupils should hear what their partner was saying and not just talk themselves. Pupils take a keen interest in stories, rhymes and explanations and most answer questions thoughtfully and confidently and like contributing their views during class discussions. However, some need encouragement from the teacher to develop simple and appropriate responses. This was evident in a Year 2 lesson when the teacher focused on a picture of a crying boy and, by astute questioning, drew out pupils’ ideas about the reasons for his distress: ‘He’s lost his toy’ ‘His Mum and Dad have gone to work’. By building on, and valuing pupils’ own experience, the teacher sensitively enabled all pupils to contribute at their own level.

81. In Year 6, pupils continue to be careful and reflective listeners and to develop their confidence as speakers and communicators. In an assembly based on the theme of Remembrance, Key Stage 2 pupils listened attentively when the teacher gave a thought-provoking account of his grandfather who had served in World War I. As the story unfolded about how the initial excitement of war had been replaced by its pain and squalor, pupils were enthralled and continued to listen respectfully. Some pupils find difficulty in using precise words to talk about their responses and to analyse a piece of text but most speak clearly with good expression when responding in class and build on others’ ideas constructively. When giving paired presentations of their biographical research, Year 6 pupils used language in a considered and balanced way and answered questions maturely and confidently. Drama is well represented across the school and pupils have opportunities to take part in a variety of activities from hot-seating, freeze framing and role play to productions such as *Fantastic Mr Fox*. This is an area of improvement since the previous inspection.

82. Pupils’ reading skills are above average in both Year 2 and Year 6. In general, they are enthusiastic readers who understand and respond to what they read. In Year 2, pupils join in the teacher’s reading of the shared text with gusto and with evident enjoyment of the sound and expression of vivid language. More able pupils read simple texts accurately and fluently and use a range of strategies to tackle unfamiliar words. Some less able pupils make sound attempts to read repetitive texts but they cannot relate events in the story. Many pupils can talk about simple aspects of stories they have enjoyed and a few identify favourite authors.

83. In Year 6, most pupils read widely and with obvious enthusiasm. More able pupils use their voices expressively to convey emotion and build a sense of drama, talk easily about their response to characters and predict possible outcomes. Most pupils read with growing accuracy and confidence and have a sound understanding of characters, events and ideas but less able pupils do not automatically use their phonic knowledge to help them and make frequent guesses. All pupils read their books thoughtfully and are able to discuss texts with increasing insight and skill. In a Year 6 group reading session, pupils reading *Boy* by Roald Dahl showed perception and a good degree of maturity when they were able to identify how the author’s father had lost his will to live after his daughter’s untimely death. In general, pupils do not use the library sufficiently to help them develop their information, research and retrieval skills.

84. Standards in writing are above average in Year 2 and Year 6. Although some older pupils lack the skills and stamina to tackle extended pieces, a striking feature of the school is the confidence with which pupils approach their writing and their interest in organising their ideas in more exciting and imaginative ways. In Year 2, many pupils have a growing awareness of the structure of a story and can write simple instructions, rules and directions. More able pupils have a lively sense of language

and fill their stories with vivid images. Less able pupils can write simple phrases and sentences but they use a narrow range of words and their stories often lose momentum. Encouraged by their teachers, pupils enjoy using adventurous words as was evident in their work on 'Food glorious food!' Some pupils use capital letters and full stops with complete accuracy and spelling is usually sound. The handwriting of many pupils is clearly formed but others have limited control over the size and shape of letters. Even at this early age, pupils are beginning to take a pride in the presentation of their work.

85. In Year 6, pupils write in an interesting and challenging range of forms and they make good use of the knowledge gained through studying texts to improve their own work. Tasks include writing in the style of different authors, analysing moods and feelings in poetry, autobiography and manipulating language by using two narrators. Most pupils successfully adapt styles of writing and show greater confidence in exploring ideas and experimenting with language. However, the work of some pupils is immature in style and content and output is frequently small. More able pupils write with flair and originality and use language with a sense of adventure and energy. In general, pupils have a good grasp of spelling and punctuation rules and grammatical conventions but, in some cases, spelling is weaker, punctuation is inconsistent and handwriting is unjoined and untidy. There is good evidence of pupils drafting, evaluating and adjusting their work before the final draft.

86. Overall, the quality of teaching and learning is good at both key stages. In the 1997 inspection, it was good at Key Stage 1 and satisfactory at Key Stage 2. Last term, the school provided training for staff on writing and sharing clear learning objectives with pupils. This was evident in all lessons as pupils knew at the outset what was expected of them which quickly secured their motivation and commitment to their own learning. In a Year 3/4 lesson about writing an effective middle to a story, pupils settled at once following the teacher's precise instructions and, in no time, a working silence descended on the room. Teachers' calm and skilful management of behaviour actively draws in all pupils and they work hard to build up self-esteem by valuing pupils' efforts. 'We are all good writers!' proclaims a notice in Year 4 and the teacher carefully emphasised the worth of building on their own experiences in their writing. Teachers in Key Stage 1 are particularly good at creating a sense of fun and excitement in lessons which enhances pupils' enjoyment of language. Pupils in Year 1 and Year 2 joined spontaneously in the reading of *We're going on a Bear Hunt* and laughed with delight at their attempts at saying 'squishy, squashy' and 'squelch, squelch'. Teachers are also unafraid to introduce a note of humour to refocus or promote learning. The Year 3 teacher shared one of her embarrassing moments with pupils who were very amused by the anecdote so that learning became relevant and enjoyable.

87. Some teachers have a spirited style which motivates pupils and fires their imaginations but some lessons lack drive and pace so that pupils, who are usually keen and responsive learners, lose interest as the lesson progresses. Modest expectations sometimes undermine good progress as, in Year 3/4 and Year 5, teachers told pupils inappropriately 'spelling doesn't matter'. Teachers in Key Stage 2 generally do not place sufficient emphasis on pupils using interesting and innovative vocabulary to enliven their story writing and frequently ignore opportunities for exploring the richness of language.

88. A stimulating pace and very thorough planning were the hallmarks of a very good Year 1/2 lesson about story sequencing which illustrated many of the strengths of English teaching across the school. As a result of the teacher's perceptive questioning about characters in *Jamaica and Brianna*, pupils were bursting with ideas about happy endings and dramatic pictures, used as a stimulus, effectively drew out their responses and the sequence of events. Pupils were caught up in the air of excitement created by the teacher's dramatic reading of *We're going on a Bear Hunt* yet all read more slowly and quietly to depict the increasing tiredness of the characters. As a result of her confident, dynamic style, the teacher had enabled pupils to thrive in a happy but challenging environment and had successfully communicated to them her own enthusiasm and love of language.

89. The curriculum in English is broad and balanced and meets the requirements of the National Curriculum. The Lewisham Literacy Strategy is firmly embedded in the school's practice and is being adapted constantly to meet its changing needs. It is being supplemented by the Early Literacy Support, Further Literacy Support and Additional Literacy programmes. Good use is made of literacy skills in other subjects, such as geography and history where pupils write letters about a Victorian invention. Useful work has been recently consolidated to use information and communication technology to support pupils' literacy work. The subject is well led and resourced. The co-ordinator shows considerable initiative in bringing new ideas into her work and in shaping the direction of the subject. A programme of monitoring teaching and learning in the classrooms is to take place this term. Pupils' books are reviewed and planning is monitored weekly. Targets for development, outlined in the subject action plan, are appropriate. Assessment procedures are good which was not the case at the last inspection. Marking is variable: some gives good guidance in helping pupils to improve but some consists simply of ticks and praise. Suitable targets are given to pupils to motivate them but some teachers do not raise pupils' awareness of them regularly enough to make them an integral part of learning. The library is adequately stocked but it is not an interesting or exciting environment to develop pupils' skills and allow them to browse and enjoy books. The subject is enhanced by book weeks, poetry afternoons, World Book Day, a story teller, drama club, school productions such as *A Christmas Carol*, visits from theatre groups and Wells Park for creative writing. Attractive and thoughtful displays such as Year 6's prayers from 'Thoughts on World Peace', work on Black role models in 'Little Fish Big World' and Year 4's 'Find the Treasure' make a good contribution to pupils' spiritual, moral, social and cultural development and help to maintain the high profile of the subject in the school. The school has adopted a self-critical and analytical approach to the subject and is constantly striving to raise standards even further by focusing on specific aspects of the curriculum, analysing data meticulously and testing new initiatives. A very positive step is the close liaison with a local Beacon school, Eliot Bank, to develop a strategic and comprehensive literacy action plan with emphasis on guided reading, setting up a reading carousel and Early Literacy Support. Other developments include focused support from literacy consultants for each planning team to improve creative writing, a range of workshops for parents and the Raising Achievement project.

## **MATHEMATICS**

90. The judgement of this inspection is that pupils in Year 2 attain average standards in all areas of the mathematics curriculum. The judgement of this inspection is also in line with the findings of the previous OFSTED inspection in 1997 when standards were also found to be broadly in line with national expectations. Results in performance in the years from 1998 to 2001 indicate fluctuations between below, well above and at the level of the national averages. However, the introduction of the National Numeracy Strategy, more settled staffing and standards in Year 1 indicate that pupils are on course to obtain better results in the future. There have been some variations between boys' and girls' performance in mathematics in this key stage but this has been identified by staff and plans are in place to rectify this. Pupils with special educational needs make good progress towards their own learning targets. Other pupils make sound progress at Key Stage 1 and good progress at Key Stage 2.

91. The strengths of the pupils' achievement include their knowledge and understanding of two-dimensional shapes and their ability to sort these shapes into sets and use the appropriate mathematical vocabulary. Their ability to recognise odd and even numbers is also well developed. They are able to order two digit numbers and count on in fives and tens. When using money, they recognise coins up to a pound and use this knowledge to calculate simple problems concerning the addition of three coins. They are beginning to use estimation techniques to check the answers to problems. Comparative weaknesses are their use of mental strategies linked to their mathematical understanding to solve problems and their understanding of quarters of numbers in their fraction work. Some pupils find the sequencing of larger numbers difficult. Their use of information and communication technology is relatively underdeveloped at this stage of the school year.

92. Standards in Year 6 are above the national average. This judgement is an improvement on the standards found in the previous OFSTED inspection when attainment was broadly in line with national expectations but is the same as the results achieved in the 1997 national tests. In the past, boys have attained better than girls but, in the latest national tests, there is no significant difference and no difference in performance was observed during the current inspection. Progress and achievement, including that for pupils with special educational needs, are good at this key stage. Performance targets have been set to maintain the standards of mathematics in Year 6 and these are on course to be achieved in 2002.

93. The strengths of pupils' achievement include their ability to use strategies in multiplication and division like doubling and halving, to mentally solve numeracy problems and their understanding of place value to multiply and divide whole numbers by ten, 50 and 100. They also use this understanding to order four digit numbers and can also add decimals to two decimal places. Most convert improper fractions to mixed fractions and back accurately and identify equivalent fractions. Most pupils use fractions and percentages to describe proportions and convert fractions to equivalent percentages. Nearly all Year 6 pupils have a good working knowledge and understanding of their multiplication tables to ten. Pupils' weaknesses in this age group are their relatively limited use of mental strategies in solving problems. Some pupils also find difficulty in understanding mode, range, median and mean in their work on handling data. The use of information and communication technology is limited but this shortcoming has been identified as a priority for development.

94. At Key Stage 1, the quality of teaching and learning is good. During the inspection, good teaching was observed in all three classes. In a good Year 1 lesson, planning was detailed and in line with the National Numeracy Strategy format and the mental warm-up activity was well paced and well timed by the teacher using a blank counting stick to encourage pupils to count on in ones and tens. The teacher assessed very quickly that this was not challenging many pupils so she moved on to counting in twos. Pupils were brought out to the front of the class to demonstrate missing numbers by holding up large cards for the rest of the class to identify the missing number. Pupils in the Year 1 and 2 class held up number fans to answer the teacher's questions like 'Show me an odd number, show me a number that is larger than 20, show me a number that is two less than fifteen.' Pupils moved to the addition of three numbers and the teacher introduced the idea of beginning with the largest number by using pupils holding up cards. The use of number fans, the fast pace to the mental numeracy introduction and teacher's high expectations led to very good progress in pupils' mental work in this lesson. The Year 2 class was organised into activities to enable all pupils to use their knowledge and understanding of money to add three amounts. Each pupil collected three cards with different amounts of money to record in a trio grid and calculate the total. There is a good emphasis on pupils explaining their strategies but this is still comparatively under developed. All teachers have a good knowledge and understanding of numeracy is evident from their questioning and introductory exposition. They manage pupils well and use resources appropriately to give all pupils the opportunity to participate in practical, 'hands on' activities to practise what they have learned. Support assistants are also used well to assist pupils with special educational needs, by working with a group in the classroom. A scrutiny of past work in this key stage indicates untidy presentation of pupils' work. However, all the relevant mathematics attainment tasks are covered and appropriate work is evident for pupils of different abilities including those with special educational needs.

95. The quality of teaching and learning in Key Stage 2 is also good overall with examples of very good teaching in some Year 5 and Year 6 sets. This judgement is broadly the same as that of the previous OFSTED inspection when teaching was found to be predominantly sound or better. In the Year 6 lower set lesson, very good pace and challenge were provided by the introduction of a stopwatch and timed tasks in a doubling exercise. The teacher asked, 'How many doubling sums can we do in two minutes, let's see if we can go right around the group?' This ensured that every pupil in the group participated. In the main activity about finding the perimeter of simple regular shapes, the teacher introduced the topic by asking pupils to visualise the shape after saying, 'I'm thinking of a

shape with four equal sides and four equal angles.’ This led to a good emphasis on mathematical vocabulary by revising pupils’ knowledge of other shapes like a parallelogram and a rhombus. The idea of perimeter was given to pupils as imagining a fly walking around the outside of the shape. The main strengths in teaching in this key stage are that all teachers are using the format of the National Numeracy Strategy in their mathematics lessons. Teachers’ planning is good and comprehensive, containing tasks which are well matched to most pupils’ abilities, and assessment opportunities which cover all areas of the mathematics curriculum. Pupils are organised and managed well during their numeracy lessons to ensure their concentration and good progress. Teachers’ knowledge and understanding of the subject are generally good which is evident from their introductory exposition and their questioning. Practical and mental activities in class lessons are generally well related to pupils’ everyday experiences, for example, the price of a meal, plus extras in a pizza takeaway. However, sometimes the pace and challenge of lessons are slow and expectations are not high enough for pupils’ performance especially those pupils with above average ability. Also, not all teachers encourage pupils to explain their strategies and methods of working.

96. The subject is managed well and has made a good improvement since the school’s previous OFSTED inspection. An experienced, enthusiastic senior teacher has assumed the role of mathematics co-ordinator and has recently been instrumental in managing mathematics during its period as a priority subject. The National Numeracy Strategy has been successfully introduced into all classes and this has led to greater confidence for members of staff in teaching the subject. Numeracy is used soundly to support work done in other areas of the curriculum, such as in history, geography, science, and information and communication technology. The co-ordinator has produced a good, comprehensive action plan for the continued development and improvement of the subject. An appropriate subject policy is in place and long, medium and short term plans are used well to enable teachers and the co-ordinator to refine or revise the curriculum and individual pupils’ progress to the best effect. These documents are well linked to the Numeracy Strategy and the National Curriculum to ensure full coverage of the statutory requirements for the subject. Individual pupils’ progress in the subject is also tracked through the various year groups starting from the initial assessment on entry to the school. These tracking documents have been computerised and are used appropriately to identify pupils’ lack of progress or to forecast appropriate targets. Learning resources are good, are well used and are appropriately situated mostly in the classrooms to ensure satisfactory and good achievement for pupils of all abilities. Learning support assistants are used especially well in numeracy lessons to support and assist pupils with special educational needs and those with English as an additional language.

## **SCIENCE**

97. In Years 2 and 6, pupils reach above average standards. This is similar to the judgement at the last inspection which noted that pupils’ attainment at both key stages was ‘mostly above the national average’. Good standards have, therefore, been maintained. Analysis of the national test results for 2000 showed that, although the overall attainment of pupils in Year 6 has been raised, this had not been achieved for higher attaining pupils. However, the school has a current focus to address this situation by carefully targeted teaching in Year 6. Across the school, pupils with special educational needs achieve well for their abilities and make good progress, particularly where work is carefully matched to their needs. This inspection finds no significant difference in the performance of boys and girls. Pupils from minority ethnic groups achieve well as do those with English as an additional language because teachers are aware of their needs.

98. The overall quality of teaching and learning is good at both key stages. This is an improvement since the last inspection which judged that teaching across the school was sound. At Key Stage 1, the improvement has been partly secured through better planning. A very good lesson to the mixed Year 1/2 class, where pupils were exploring light and dark, showed several features of very good teaching which improved pupils’ learning. Pupils achieved well because of excellent organisation and the

carefully planned work which was matched to the needs of pupils of different ages and capabilities. The teacher presented the lesson in a lively and challenging manner, used very good questioning techniques and had high expectations of pupils' responses. The lesson was characterised by a high level of pupils' interest and the sustained manner in which they worked on the practical activities. Pupils' learning was also enhanced by effective support from the teaching assistant. A good lesson in the Year 2 class was also well presented and, therefore, drew a good response from pupils. They contributed to discussion with a good level of interest and this helped them to gain knowledge about the different uses of battery and mains electricity. The lesson was carefully developed, appropriate vocabulary was introduced and pupils learned to classify a range of objects into those powered by mains or battery.

99. At Key Stage 2, pupils make good progress because of the effective teaching. Several features of good teaching were observed in a lesson to Year 6 exploring the use of 'keys' for scientific classification. The teacher presented and reinforced the learning intended in the lesson, new concepts were introduced enthusiastically and good use was made of instruction and demonstration. This approach provided pupils with a high degree of motivation in the practical activity that followed and they worked with very good concentration and engaged in productive group discussion. Higher attaining pupils were suitably challenged by work matched to their capabilities. A good lesson in Year 3/4 on the use of thermometers in the measurement of temperature, provided pupils with important experience of a structured approach to scientific enquiry in a simple investigation. Therefore, they developed skills of scientific prediction and recorded their findings with descriptive comments and data. This lesson was successful because the pupils knew what to do, scientific vocabulary was used effectively and there was a good emphasis upon independent investigation, but with appropriate support by the teacher. Shortcomings in teaching include too little emphasis given to the need for good presentation in pupils' recorded work and insufficient opportunities provided for them to raise questions and plan their own investigations related to the learning intentions.

100. A scheme of work for science is now established and this marks an improvement, because the previous inspection found that no schemes of work existed. A science club provides useful curriculum enhancement. The school has begun to assess pupils' work to establish and track their attainments. This is a current development and intended to ensure that high quality teaching is provided. The co-ordinator's leadership is satisfactory, but there is insufficient monitoring of pupils' work or of teaching to ensure that high quality is consistently achieved. The school is aware of this. Overall, leadership and management have been improved because the previous inspection described it as 'underdeveloped'. There are some links with numeracy, but these are not well developed and insufficient use is made of information and communication technology in the subject. Good use is made of homework and this provides a valuable extension to the work that pupils do in school. The subject meets the requirements of the National Curriculum.

## **ART AND DESIGN**

101. In Years 2 and 6, pupils achieve standards that are average for their age. This is similar to the judgement made at the end of the previous inspection. Because of the way in which the timetable is organised, it was only possible to see a single lesson at Key Stage 1, so judgements have been made from a scrutiny of pupils' previous work, work on display, discussions with teachers and pupils and an analysis of documentation. Across the school, pupils achieve soundly and those with special educational needs attain standards that are similar to those reached by other pupils.

102. The quality of teaching and learning at both key stages is satisfactory. This was also the case at the last inspection. Teachers' planning ensures that pupils have opportunity of using a sound range of media and techniques. At Key Stage 1, pupils use pencil drawings to show portraits of historical characters, such as Louis Braille and Samuel Pepys. This work shows a good appreciation of facial proportions and involves some attempt to use shading features. Paint, fabric and a variety of paper are used effectively to illustrate the stories of Elmer the Elephant and the Teddy Bears' Picnic. This work

is presented as an attractive classroom display. Pencil and wax crayons are used to illustrate 'Our Favourite Book' titles. At Key Stage 2, pupils complete clear self-portraits and portraits of their friends using pencil and charcoal. Care is taken to produce well finished work. Useful links are made with their history projects on the Tudors as older pupils sketch people and costumes from that era and a Tudor rose. Younger pupils contrast strong and wash colours as they observe and paint different flowers. In the single lesson observed at Key Stage 1, the quality of teaching and learning was satisfactory. Pupils were encouraged well to observe and draw different facial features. The playing of appropriate background music created a helpful learning atmosphere. This settled the pupils well, and improved their concentration and learning.

103. Teachers are supported in their work by a brief policy statement which includes reference to appropriate aims and objectives. However, there is insufficient further guidance on the development of themes in the subject, such as the expectations for drawing and painting or planned links with information and communication technology. Leadership of the subject is satisfactory. The co-ordinator has a sound understanding of the resources available in the subject but does not have a sufficient appreciation of the subject across the separate phases of the school or of the standards pupils achieve in different classes. In the last academic year, useful staff in-service training has been organised covering topics such as observation drawing and print making. Planning in the subject is sound. The school uses the nationally recommended scheme of work which is supplemented by aspects from the Local Education Authority's scheme and units written by the school. Wherever possible, links are made with the topic work being undertaken in each class. Across the school, insufficient recognition is given to the work of other artists and the impact of art displays is limited by a lack of consistency in approach between classes and phases across the school.

## **DESIGN AND TECHNOLOGY**

104. In Years 2 and 6, pupils of all abilities achieve average standards. This was broadly the same judgement as the previous inspection. Across the school, pupils of all abilities achieve well and make good progress.

105. The quality of teaching and learning is satisfactory at Key Stage 1 and good at Key Stage 2. Although no teaching was seen in Key Stage 1, judgements have been made from the limited evidence available in pupils' work and from teachers' planning. A scrutiny of teachers' planning shows design work linked to religious education and in the mixed Year 1/2 class, pupils have made simple card figures with jointed limbs. At Key Stage 2, in Year 6, pupils worked well to evaluate different types of design for shelters. This good lesson was well presented so that they were able to engage quickly in practical design work and generate ideas with the use of information provided. The challenge was appropriate because they understood the purpose of the activity and worked with good concentration and interest to meet the stated learning intentions. A good lesson in Year 3 was the result of good planning and clear presentation to pupils. The teacher involved them in discussion about design criteria for a photograph frame and helped them to acquire the appropriate technical understanding, for example, the need for stability in construction if the product was to be successful. Because the lesson was well managed and pupils were well aware of the learning intentions, they made good progress. In work seen and the lessons observed, teachers give too little emphasis to the quality of design or of products. The previous inspection reported that teaching was 'sound' in both key stages.

106. Planning is based upon Qualifications and Curriculum Authority guidance and provides good support to teachers. This is an improvement since the previous inspection when the report noted an absence of a policy or scheme of work for the subject. Because of this, teaching was often poorly planned. There are currently no assessment procedures to support the work of teachers in the planning of appropriate work for pupils and this is a weakness because it cannot be known what needs to be improved. However, there are plans to remedy this situation. The co-ordinator has a useful action plan for the subject, which includes plans to collect samples of pupils' work and to introduce

evaluation records to be completed at the end of each unit. There is little use of information and communication technology.

## **GEOGRAPHY**

107. Standards of attainment in Years 2 and 6 are average. This judgement is the same as that made by the previous inspection at Key Stage 1, when the standards of attainment were in line with national expectations, but is an improvement at Key Stage 2 where standards were in line with national expectations but had inconsistencies between classes and years. Across the school, pupils with special educational needs and English as an additional language are effectively supported by learning support staff and this helps to consolidate their achievement over time and their progress in individual lessons. Overall, they make good progress. There are no significant differences between the attainment of boys and girls.

108. Pupils in Year 2 identify features in their local area like where people live and the activities that are available to them. Using a good link with mathematics, they have discussed how pupils travel to school and have planned the individual routes they take. Their moral and cultural development is enhanced by the whole school projects on International Day when parents and friends of different nationalities prepared their national foods, and the costume display and topic, 'Little Fish, Big World'. Younger pupils also participated in a French Day recently involving 'Eurostar', French food and costume. These projects and topics have served to give all pupils a sound awareness of localities beyond their own. Nearly all pupils ask and answer questions about different places using selected information from books, pictures and artefacts and they are beginning to use appropriate geographic vocabulary. They use their speaking and listening skills from their literacy lessons well in this respect.

109. The strengths of pupils' achievement, in Year 6, include their ability to respond well, verbally, to a range of questions about their forthcoming field trip to Horton Kirby. They use their geographical skills soundly to justify some of their observations and judgements of places. The pupils understand the importance of location and can start to describe geographical patterns in their local area. They are beginning to identify symbols on an Ordnance Survey map, work out distance and use their map reading skills before their field trip later in the week. Most pupils use an atlas index and a four-figure reference grid to find places in the United Kingdom like Penzance and Norwich. They show a sound capability to compare their own urban locality in Sydenham to that in the rural area of South Darenth in Kent. A comparative weakness is in pupils' ability to participate in independent learning and research without their studies being too directed by the teacher.

110. The quality of teaching and learning is satisfactory in both key stages. This judgement is in line with that of the previous OFSTED inspection. Strengths in teaching at this key stage are where teachers use questioning effectively, as in a Year 1 lesson which began by the teacher questioning pupils carefully on the story of 'Barnaby Bear in Dublin'. Good links are made with pupils' literacy work and teachers' insistence on good behaviour and putting up hands leads to active learning and good development of pupils' knowledge of places other than their own. A shortcoming in teaching includes lessons where pupils sit on the carpet and listen for too long. This leads to a slowing down in interest and concentration. At Key Stage 2, the teacher was preparing Year 5 and 6 pupils well for a visit at the end of the week to an environmental study centre in Kent. The teacher used appropriate questioning like, 'What do we need to know about South Darenth?' and 'What is the purpose of the visit?' 'What do you think the village will be like compared with Sydenham?' A sound knowledge of the subject is evident from the teacher's exposition and questioning, especially in the summing up at the end of lessons. Resources, especially maps and atlases, are used well to revise what pupils know about map reading. A shortcoming is that planning, especially in the mixed age classes, does not show sufficiently clearly the work planned for pupils of different ages and abilities. Thus, appropriate work for all pupils is not always provided.

111. Leadership and management in the subject are sound. The co-ordinator is experienced and has had responsibility for the subject for just over a year. The subject is monitored and evaluated

mostly by scrutinising teachers' planning and looking at classroom displays. There has been no opportunity for the co-ordinator to monitor and evaluate class teaching in the subject but future opportunities have been built into the school improvement plan. Assessment in the subject is underdeveloped. There are no whole school procedures for assessing and recording the progress that pupils make. The subject policy has not been updated to take account of Curriculum 2000. A new scheme of work for all year groups has been introduced, based on the Qualifications and Curriculum Agency recommendations. Improvement since the last inspection has been satisfactory due to more consistency between classes and years in Key Stage 2 and curriculum planning providing continuity and progression for pupils throughout the school. Resources are good, and these are enhanced by field trips and visits to places of geographical interest and a residential trip for the older pupils to the Isle of Wight.

## **HISTORY**

112. In Years 2 and 6, most pupils attain average standards. This is broadly the same as the judgement made at the previous inspection which found that standards were at least in line with national expectations but with some pupils achieving higher standards. Across the school, most pupils achieve satisfactorily and make sound progress. However, at Key Stage 1, the achievement of older pupils in the mixed Year 1/2 class exceeds that of those in the Year 2 class. In the former, there is a much greater range and quantity of work and the better progress pupils make here is mainly because the teacher's expectations are high and planning is more detailed. Pupils with special educational needs make satisfactory progress and no differences are apparent between the attainment of pupils with English as an additional language, those from minority ethnic groups and other pupils.

113. The quality of teaching and learning is satisfactory at both key stages. The previous inspection judged teaching 'always satisfactory and half good'. In a satisfactory Year 2 lesson, the teacher presented the idea of past and present well and made good use of artefacts and an adult volunteer to help pupils learn about how the past was different from the present. They took part in discussion about the Coronation of Elizabeth II with the help of good questioning from the teacher and the memories of the volunteer. Pupils were attentive and eager to learn, but the whole class session was too long and some began to lose concentration. Overall, pupils showed a developing idea of the sequence of time and an ability to observe and use primary sources of information.

114. In Key Stage 2, analysis of pupils' work on the Tudors in Year 6 shows that they have used the skills of note making effectively to produce written accounts of historical events. They have acquired knowledge and developed their ideas about history. Higher attaining pupils exhibit a wider range of writing. In a good Year 4 lesson, pupils worked with good concentration to understand that the Victorian period was one of significant change. They examined photographs to learn about domestic appliances such as the telephone. They then wrote letters to a friend in which they imagined that they lived in the time and how they felt about these 'new inventions.' The same lesson content in the mixed Year 3/4 class was carefully presented, but there was no difference in the actual activities that pupils of different ages did. They showed interest and were challenged to use skills of observation. This helped them to develop their understanding of the inventions, but in this lesson pupils had a limited grasp of chronological time. Pupils in Year 5 and the mixed Year 5/6 class cover the same content as those in Year 6. However, there is insufficient difference in the level of work that pupils achieve because teachers do not provide activities that are sufficiently suited to the range of age and capability that are present. In some of these classes, there is too much colouring of worksheets and too little research by pupils. However, they have created some good pastel reproductions of famous Tudor people. In almost all of the work produced by pupils in Key Stage 2, there is an insufficient emphasis by teachers upon quality of presentation.

115. A scheme of work based upon Qualifications and Curriculum Authority guidance has been implemented. This is a satisfactory improvement because the previous inspection reported that the current curricular planning could not meet the future needs of the school. Pupils' learning has been

enhanced by visits to places such as the Maritime museum, Hampton Court, the Tower of London and the Imperial War Museum. Pupils in Year 6 have a residential visit to the Isle of Wight and learn about historical events and facts when they visit Osborne House and Carisbrooke Castle. There is little use of information and communication technology in the subject. Assessment procedures are undeveloped and, therefore, have little effect upon the improvement of the subject. The co-ordinator is enthusiastic, but because there is no monitoring and evaluation of pupils' work or of teaching, future development is not well organised.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. In Years 2 and 6, pupils achieve standards that are below average. There has been some improvement in the subject since the last inspection, when National Curriculum requirements were not being met. They are currently being met, however, there has been an insufficient improvement in standards achieved since the last inspection. Across the school, pupils are not achieving sufficiently high standards. Pupils with special educational needs and English as an additional language achieve similar standards to other pupils.

117. In Year 2, pupils have a satisfactory appreciation of some of the uses of computers and demonstrate a keen interest in their work. They print their own names using different sized fonts and in different colours. Pupils are made aware well of some of the technical vocabulary associated with the subject, such as scroll, menu, mouse, screen and tool-bar. However, pupils' ability to enter and retrieve stored information, to give instructions to enable things to happen or to explore imaginary situations is below average for their age.

118. In Year 6, pupils have had some opportunity to use the computer for a variety of purposes. There has recently been a focus on developing more effective use of information and communication technology to support pupils' literacy work. This has been done well. Evidence from the current Year 6 work shows that they have used the Internet to find information about famous historical people, such as Elvis Presley and Nelson Mandela. They were using this information to write their own biographies of these people and, during the inspection, using word processing functions as they compiled a series of questions which they might have asked each famous character. This activity demonstrated that most pupils were confident with some basic word processing skills but several were insufficiently aware of other functions, such as centring words or the use of the spell checker. Younger pupils write newspaper style articles and put them in a variety of fonts and colours and other pupils make interesting patterns and designs using an art program. Although pupils in Years 3 and 4 have drawn line and pie graphs to show the most popular crisp flavour of pupils in the class and looked at data showing the birth place of members of their families, overall, pupils' understanding and appreciation of databases and spreadsheets are poor.

119. Overall, the quality of teaching and pupils' learning at both key stages is unsatisfactory. Reference to a single lesson observed at each key stage clearly illustrates some reasons for these weaknesses. In a lesson to older pupils at Key Stage 2, the teacher introduced 'cut and paste' techniques to the whole class. Pupils were managed well, and instructions and explanations were given clearly by the teacher, who demonstrated satisfactory subject knowledge. The main weakness was that the explanation was done without reference to a 'real' computer and became a simple cutting and sticking exercise using photocopiable sheets. No attempt was made to use the classroom computer and pupils did not have any opportunity to reinforce immediately new skills by using computers. In a lesson to younger pupils at Key Stage 1, pupils were being encouraged to use computers to write profiles of characters in a book they were reading. The teacher introduced the topic satisfactorily to the whole class before lunch and then, during the afternoon, six pupils were taken to the computer suite by a learning support assistant to develop the lesson further. During this time, these pupils were supported soundly, made good progress and achieved satisfactory standards. However, this group would not be using the computer suite for another five to six weeks, and some other pupils in the class would have to wait this long for their turn. The effect of these limitations across the school is that insufficient

attention is given to the progressive teaching of specific skills in the subject during the teacher's whole class introduction. Teachers and support assistants have insufficient knowledge, expertise and confidence in the subject and how it is organised and pupils have insufficient access to computers to reinforce their newly learned skills.

120. Teachers are supported by an up-to-date policy with appropriate aims and objectives. Planning follows an overall curricular plan which shows how elements of the subject are taught over both key stages. This represents an improvement since the last inspection when the subject had no policy and minimal planning. The subject is managed satisfactorily. Resourcing is also satisfactory, although resources to enable Key Stage 2 pupils to refine sequences of instructions, to monitor events and to investigate simulations and models are less well developed. The co-ordinator has recently introduced assessment sheets to each class in which pupils' coverage of elements of each unit taught are recorded. These are not sufficiently matched to National Curriculum requirements. All classes have their own computers and printers. However, the use of these machines in conjunction with those in the computer suite has been insufficiently recognised and planned. The co-ordinator has developed a useful subject action plan for the current year. Across the school, in some year groups, information and communication technology skills are used well to support other cross curricular work. For example, Year 4 pupils retrieve maps of the local area and details of the 1891 Census from the Internet to support their study of the local area. However, this is not done consistently across the school and opportunities to use information and communication technology, particularly in mathematics and science, are not sufficiently taken.

## MUSIC

121. As in the previous inspection, standards in music are average in Year 2 and Year 6. There is no music specialist for class teaching but the school provides pupils with a sound range of musical experiences which ensures that they enjoy their music making. Achievement across the school is satisfactory including that of pupils with special educational needs and those with English as an additional language who take a full part in all musical activities. The school draws widely on the traditions of different cultures in music and this promotes inclusion well.

122. Overall, the quality of teaching and learning is good at Key Stage 1 and satisfactory at Key Stage 2. Teaching was satisfactory at both key stages in the last inspection but planning was identified as a weakness. It is now satisfactory and the structure of the taped programmes allows pupils to receive a balanced curriculum. However, teachers do not always have sufficient time, or realise opportunities, to develop some of the musical ideas. In Key Stage 1, teachers emphasise the importance of being good listeners to be real musicians whilst investing their lessons with fun and energy which ensure pupils' enthusiastic response. In Year 1, pupils enjoyed the rhythm and sound of expressive language as they explored sounds in their story *Peace at last* and developed their ideas with a range of percussion instruments. 'Let's start off with our favourite song!' exclaimed the Year 1/2 teacher and thus captured her pupils' interest from the outset. Pupils could identify changes in pitch and echo the rhythmic patterns set by the teacher. When she challenged them to improve their work, they effectively combined and selected subtle differences in the sounds made by the instruments. Friendly relationships with the teacher meant that pupils in the infants' singing class were happy to tackle new songs and old favourites like 'The Funny Circus Clown'. The teacher stressed the high quality expected of their performance and pupils, who knew the words to many tunes, were able to add rhythmic actions and keep a steady beat. However, pupils' knowledge of early notation is insufficiently developed and there is not enough reinforcement of basic musical vocabulary.

123. In Key Stage 2, pupils have a sound understanding of basic musical structure and of how elements of music can be used to create moods and effects. Pupils in Year 3 explored and adapted

'natural' and 'found' sounds because of carefully planned and well-paced teaching. Year 4 pupils listened to dialogue pieces such as 'Get the Message' and then improvised their own duets to accompany the ostinato. 'I know that music can feed the imagination' – This set the scene well for Year 5's lesson when they listened to 'Mars, the Bringer of War' by Holst and, helped by the teacher's well-pitched questions, analysed how the composer had recreated the cycle of war and death in the human condition. Some pupils were mature and reflective but others did not listen carefully even when the music rose to a crescendo. In Year 5/6, after a lacklustre start to their lesson on seasonal songs, pupils sang expressively in 'Do you hear what I hear?' to convey the shivering child in contrast to the warmth inside the palace. However, the teacher did not encourage them to appraise their work and, throughout the key stage, there is not enough emphasis on pupils evaluating their work to refine the quality of performance. Pupils also do not have sufficient opportunities to develop their knowledge of musical notation and technical vocabulary.

124. In assemblies and in class, pupils across the school have a sound repertoire of songs which they sing tunefully with accurate pitch and good appreciation of rhythm. They participate in rounds without accompaniment and often change from singing a lively action song such as 'The Building Song' to a reflective hymn like 'Spirit of God' and perform both with complete conviction and equal enjoyment. In a whole school assembly, infant pupils cheerfully performed a song from Zimbabwe in the local language Shona. In a gesture of appreciation, older pupils joined in spontaneously by clapping in rhythm.

125. The subject is satisfactorily led but the co-ordinator does not carry out classroom observations. The existing scheme of work provides teachers with support to develop pupils' musical skills in a structured way as they move through the school. The policy is out-of-date. Assessment is unsatisfactory as it is left to individual teachers and there is no whole school format to track the development of skills. Music is not a focus for development until summer 2003. There is an adequate supply of percussion instruments, ethnic instruments and listening music for pupils to widen their skills in musical appreciation. Information and communication technology is not used well enough to support teaching and learning. Pupils have the benefit of tuition by peripatetic teachers in flute, clarinet, guitar and violin. The subject is enriched by school productions such as 'Musical Bonanza' and visits by student musicians from the Blackheath Conservatoire and Croydon Music School and by teachers from the Horniman Museum to show pupils a range of instruments from around the world. Music makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development when they reflect about the feelings evoked by hearing 'Venus, Bringer of Peace', arrange simple compositions together and listen to music from other cultures such as 'Maywa' from Bolivia.

## **PHYSICAL EDUCATION**

126. Pupils achieve average standards in Year 2 and Year 6. This is in line with the judgements made at the last OFSTED inspection. The progress and achievement of pupils of all abilities and needs are also satisfactory. In the lessons where pupils are coached by specialist instructors, like swimming, dance and hockey, most pupils reach higher standards. There is no significant difference between the attainment of boys and girls.

127. The strengths of the pupils' achievement in Year 2, is that most are able to demonstrate simple games skills in throwing and catching an assortment of small equipment like small balls, bean bags and quoits both individually and with a partner. They are beginning to link their throwing and catching ability to suit a particular games activity. Nearly all have a sound awareness of safety in their lessons and they are beginning to understand the effect of exercise on their body by checking on their heartbeat at the beginning of the lesson. Nearly all pupils show a good awareness of spacing in a large space like the playground. They are willing and able to demonstrate their achievement to the rest of the class but are not always given the opportunity. A comparative weakness is a lack of opportunity for pupils to comment on and evaluate the performance of others.

128. Year 6 pupils show a sound ability to practise and improve their performance in games. In their hockey activity, they demonstrate good skills in using a hockey stick and hard ball. They also achieve a good standard of precision passing in co-operation with a classmate passing from long and short distances. This leads to a sound understanding of tactics in small and larger team games. All show a sound awareness of safety aspects and are able to perform safely while working in small or larger groups. The weakness for this age group is their ability to observe and evaluate their own and others' work, and use it to improve their own performance. Approximately, 94 per cent of Year 6 pupils are on course to be able to swim for 25 metres by the time they leave the school for secondary education.

129. Across the school, the quality of teaching and learning is satisfactory. Very good teaching was observed when specialist instructors led lessons, for example, in dance and hockey. Strengths in these lessons include a much livelier pace and greater challenge to pupils and very good subject knowledge to motivate and interest them well. Other teachers' knowledge and understanding of the main aspects of the subject are sound and lessons are planned appropriately to ensure continuity between pupils' age groups especially in the mixed age classes. In a lesson at Key Stage 1, the teacher demonstrated a good awareness of health and safety factors by using a 'warm up' and 'cool down' period at the beginning and end of the lesson. The lesson was well paced and the teacher constantly reminded pupils about safety measures in the playground. Teachers at Key Stage 1 make good use of quiet music while pupils are changing for their lessons.

130. Comparative weaknesses in teaching are that pupils are not always given the opportunity to demonstrate their performance to the rest of the class and very rarely are asked to evaluate and comment on their work. Also pupils do not always know the reason for 'warm up' and 'cool down' activities. Although the school receives very valuable expertise from outside agencies, this expertise is not always transferred to teachers in their everyday lessons.

131. The subject is well managed by keen and enthusiastic co-ordinator, who manages the soccer club, and has been responsible for the introduction of much professional coaching in the school, both for curricular and extracurricular activities. She has only taken over the role recently. A subject policy is in place and is due to be revised shortly incorporating guidance on health and safety and the re-introduced full coverage of the National Curriculum requirements. The co-ordinator has already begun work on a whole scheme of work using two commercial schemes covering dance, gymnastics and games activities. She monitors teachers' planning and although she has not had the opportunity to monitor teaching in the subject, this is built into her action plan for spring 2002. Assessment in the subject is underdeveloped. There are no whole school procedures for assessing and recording the progress that pupils make in all elements of the subject. The subject is well resourced and specialist coaching both in and out of lesson time considerably enhances the progress pupils make. These include soccer coaching for boys, with a girls' club envisaged in the near future, cricket coaching by a coach from the Marylebone Cricket Club, hockey instruction for the older junior children and dance instruction for the Key Stage 1 and Reception class. Year 6 pupils also work with the dance coach to perform a dance routine for the local Lewisham Dance Festival. Year 5 and 6 pupils benefit from specialist coaching in swimming for at least a term during the year. Parents in the junior school run a netball club, and the school has also benefited from a skipping work shop, with a donation of free skipping ropes, from the British Heart Foundation. The school has the use of two hard surface playgrounds, one for each set of buildings and the use of a nearby park for activities on grass.

