

INSPECTION REPORT

LUCAS VALE PRIMARY SCHOOL

~~Thornville Street,~~ Deptford, London

LEA area: Lewisham

Unique reference number: 100695

Headteacher: Fiona Notman

Reporting inspector: David Marshall
27681

Dates of inspection: 4th – 7 June 2001

Inspection number: 196538

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Thornville Street,
Deptford,
London

Postcode: SE8 4QB

Telephone number: 020 8692 4660

Fax number: 020 8692 4660

Appropriate authority: Governing body

Name of chair of governors: Ms R Fooks

Date of previous inspection: 30 June - 3 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	Information and communication technology Music Foundation Stage English as an additional language	How high are standards? How well are the pupils taught? How well is the school led and managed?
19322	Judy Bedawi	Lay inspector		How well does the school work in partnership with parents? Pupils' attitudes, personal development and attendance
14563	Graham Pirt	Team inspector	English Religious education Special educational needs	The school's staffing, accommodation and learning resources
3942	Keith Sanderson	Team inspector	Mathematics Geography Physical education Equal opportunities	How well does the school care for its pupils?
26514	Amanda Tapsfield	Team inspector	Science History Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lucas Vale is a larger than average primary school, with 290 pupils on roll, housed in a three-storey Victorian building. The nursery offers 35 full and part-time places for which there is always a long waiting list. Pupils entering the school are generally well below the national average in their overall attainment. There are 103 pupils on the special educational needs register, 35 per cent of the school roll, and 55 per cent of the pupils on the school roll are eligible for free school meals. Both figures are well above the national average. Three pupils have Statements of Special Educational Need. The proportion of pupils with English as an additional language is very high at 37 per cent and most are at early stage of English acquisition. There are 43 languages spoken by pupils in the school. The proportion of pupils supported through Ethnic Minority Achievement Grant funding is very high and well above the national average. There have been a number of exclusions this year, but none have been permanent.

HOW GOOD THE SCHOOL IS

Lucas Vale is now a good school that effectively raises the level of achievement of all pupils. By the age of 11 years, pupils' attainments are well above average in English, mathematics and science when compared to those of pupils in similar schools. The overall quality of teaching is good. Pupils respond positively and the quality of their learning is good. The governors, headteacher and key staff work together well and provide very effective leadership. The school now provides good value for money.

What the school does well

- Pupils do well in national tests by the time they leave school.
- The quality of teaching is good overall and enables pupils of all abilities to make good progress.
- The leadership and management provided by the headteacher and key staff are very good.
- The quality of provision in the Foundation Stage is good, and pupils make a good start to their education.
- The governing body is very well involved and makes a very significant contribution to the effectiveness of the school.
- The provision for the pupils' spiritual, moral, social and cultural development is good. They form very good relationships and there is a high degree of racial harmony.
- Provision for pupils with special educational needs and for those with English as an additional language is good; these pupils have access to the full curriculum and make good progress.
- Staff accurately assess pupils' achievement and use the information effectively to ensure the best progress.

What could be improved

- The curriculum is not well balanced, and pupils in different classes but in the same year group do not receive the same amount of subject coverage.
- The scheme of work for personal, social and health education has not been fully developed.
- The overall quality of information provided for parents is unsatisfactory.
- Pupils' attendance is poor and the school's current procedures for improving this are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of their full inspection in September 1997 the school was judged to be failing to give its pupils an acceptable standard of education and was, therefore, made subject to special measures. The report at that time gave the governors and staff a number of key issues for action. Thanks to the hard work and dedication of the staff and the leadership of the headteacher and governors the school made a substantial improvement on all the key issues. This meant that an inspection by an HMI and additional inspector in July 1999 concluded that the school no longer required special measures. Since then the school has continued to make improvements on the key issues from that report. Pupils' attainment in reading, writing, mathematics and science throughout the school has continued to rise. The quality of teaching, through the raising of teachers' expectations, has continued to improve. The new systems for the assessment of pupils' academic achievements are now used effectively to inform teachers' planning. The roles and responsibilities of the headteacher and the senior managers, especially with regard to the monitoring of the quality of teaching and learning, have developed further. The overall improvement since the last inspection has been good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	E	D	A	well above average A above average B average C below average D well below average E very low E*
Mathematics	E	E	D	A	
Science	E	E*	C	A	

In the most recent national tests and assessments for pupils aged seven, in 2000, standards achieved in reading and writing were well below the national average for all schools. However, standards were above average for reading, in line with the average in writing and well above average in mathematics when compared with results from schools with a similar proportion of pupils eligible for free school meals. Considering that many pupils come into the school with English as an additional language and, therefore, with low skills in reading, speaking and listening, the school is successful in raising levels of achievement. In the national tests in 2000 for pupils at the end of Key Stage 2 they achieved results in English and mathematics that were below the national average for all schools. In science their results were in line with expectations for their age. When these results are compared with those of pupils in similar circumstances they were well above average results in all three subjects. In the last four years the school's improvement in all core subjects of the curriculum has followed the upward national trend. They have successfully met all targets set for improvements in English and mathematics because systematic assessment procedures are used effectively and teachers match tasks more closely to pupils' needs. Standards seen during the inspection were generally in line with expectations in English, mathematics and science and improving as pupils make good progress. In all other subjects pupils achieve standards in line with expectations for their age by the time they leave school.

Pupils with special educational needs and those with English as their second language make good progress and reach sound standards in their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy learning and have good attitudes to work. Their personal development is good.
Behaviour, in and out of classrooms	Pupil behaviour is satisfactory overall, with that of the younger children often being good.
Personal development and relationships	The quality of relationships is a significant strength, being very good, as is the respect shown to pupils from different backgrounds, ethnic groups or cultures.
Attendance	Despite the school's efforts, pupil attendance and punctuality are poor, as at the time of the 1997 inspection, and require further urgent action.

The school is successful in meeting the needs of pupils regardless of their ability and background. They are made to feel welcome and their efforts are valued and rewarded. As a result, pupils' attitudes, values and relationships have a considerable impact on the quality of their learning and the progress they make.

TEACHING AND LEARNING

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

The quality of teaching is good overall. During the inspection the teaching observed was good or better in 60 per cent of lessons. In 11 per cent of the lessons observed it was judged to be very good or excellent. Only four per cent of lessons were unsatisfactory. Teachers plan lessons well so that they are interesting and provide activities that inspire and motivate pupils effectively. They are particularly careful to set work at the right level for pupils of differing ability. Most teachers have high expectations of pupils, which results in the overall good behaviour and good progress. As a result, pupils with special educational needs receive strong support. Extra work at a higher level challenges the brighter pupils. The teaching of pupils with English as an additional language is also well planned and effective. The teaching of literacy and numeracy is good because teachers provide challenging tasks. A significant strength is the way teachers ask questions to encourage pupils and challenge their thinking and bring them all into the discussions. Pupils' responses are valued and this helps them feel good about themselves. They begin to concentrate well, work independently and listen carefully to their teachers and to each other. In most lessons the class discussions are lively and challenging, and lessons are consistently of a good pace. Teachers relate very well to their pupils and they manage classes well. Pupils, therefore, learn to listen carefully and sustain their concentration for longer periods of time as they get older. Literacy and numeracy are now being included well in other subjects and taught effectively across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school plans a broad curriculum that provides a range of opportunities that encourages pupils to be involved in their own learning. However, the school does not plan a balanced curriculum. Children of the same age but in different classes are not given similar learning opportunities.
Provision for pupils with special educational needs	Good - pupils with special educational needs are given the same opportunities as other pupils. The targets on individual education plans are well defined and appropriate.
Provision for pupils with English as an additional language	Good overall. Care is taken to make sure that pupils are given equivalent access to a broad curriculum.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. The provision for the pupils' spiritual, moral, social and cultural development is good. The provision for pupils' personal, social and health education lacks focus due to the lack of a clear scheme.
How well the school cares for its pupils	Procedures for monitoring and assessing pupils' academic progress and personal development are now sound overall. Procedures for assessing pupils' academic progress in the core subjects of English and maths are good.

The school has a satisfactory partnership with its parents and enables them to be regularly involved in school life and activities. The quality of information provided to parents about their children's progress is unsatisfactory overall. However, they receive regular and informative newsletters about school and community events.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff give very good leadership overall. They have a very clear view of the way ahead and are committed to continuing the process of school improvement.
How well the governors fulfil their responsibilities	Governors are very involved in the management of the school. They are very supportive of the headteacher and staff, have been instrumental in improving the school's finances and are rigorous in discharging their statutory responsibilities.
The school's evaluation of its performance	There is frequent monitoring of the quality of teaching and learning by the headteacher, key staff and governors. This has had a positive impact on the school's development and improvements.

The strategic use of resources	The school's priorities are supported through effective financial planning. The school uses its budget and all other specific grants effectively and now provides good value for money.
--------------------------------	---

All staff are deployed well and cover the requirements of the National Curriculum satisfactorily. Resources for learning are good overall and used effectively to enable all pupils to make progress. The accommodation of the school is generally satisfactory, although some classrooms are rather small and there is no easy access to an outside play area for the reception class. The headteacher, finance officer and governors take care to acquire value for money in all purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress and they are expected to work hard. • Children's behaviour is good. • The teaching is good. • They feel welcomed when they come into school. 	<ul style="list-style-type: none"> • The amount and type of homework. • The range of activities outside lessons.

The evidence from the inspection confirms the overall positive views of the parents. The inspection team does not agree with some parents' comments about the homework their children are given. The tasks given as homework are linked with the work being covered in lessons, parents are well informed so that they can help, and pupils' progress is enhanced as a result. The quality and number of additional activities are good, particularly music and drama, and again make a significant contribution to pupils' overall development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school initial assessments show that their attainment is well below that expected for their age. Children in the nursery and reception classes make good progress in their learning as a result of effective teaching. When they leave the reception class many children are ready to move on to the National Curriculum. By this time they achieve standards in line with those expected by the end of the Foundation Stage in knowledge and understanding of the world, physical development and personal, social and emotional development. Their standards are still below those expected in communication, language and literacy, and mathematical and creative work. The nursery and reception class teachers, nursery nurse and support assistants work closely together in planning and assessing pupils' achievements. This helps to promote the good progress the children make.
2. In the national statutory tests for pupils aged seven in 2000, the proportion attaining the levels expected in reading and writing were well below the national average. When compared with those of pupils from similar backgrounds the reading results were above average, and the writing results were average. Of pupils aged 11 in 2000 the proportion attaining the levels expected in English were below average nationally, but well above the average for pupils from similar backgrounds. There was little difference between the results of boys and girls at both key stages. The pupils who are on the special educational needs register make good progress in English and are a testament to how carefully the school now assesses their individual needs in this subject and plans appropriately. Results of tests over the last three years show that the overall trend is upwards at the end of Key Stage 2 and in line with the national trend of improvement.
3. The year 2000 national assessments in mathematics for seven year olds showed that the proportion of pupils reaching the expected attainment Level 2 was below the national average. However, the proportion gaining the higher Level 3 was above the national average. In the year 2000 tests for pupils at the end of Key Stage 2, the proportion of 11 year olds achieving the expected Level 4 was well below the national average, and it was average for those gaining the higher Level 5. Comparisons with schools in similar social circumstances indicate that these results were well above average for both seven and 11 year olds. Results over the four year period to 2000 show that the school is raising levels of attainment in line with the national trend of improvement.
4. In 2000 the results of teacher assessments in science for Year 2 showed that standards were below average, but well below average when compared with those in similar schools. This was partly because relatively fewer pupils reached Level 2, which is the average level, but mainly because no pupils achieved the higher Level 3. At Key Stage 2 the results last year were close to the national average overall but well above average for similar schools. There was little difference between the results of boys and girls and the school is raising levels of attainment in line with the national trend of improvement.
5. The target for pupils in the year 2000 national tests, tasks and teacher assessments at the end of Key Stage 2 in reading and writing was for 62 per cent of pupils to reach

Level 4 and above. Reading was well above that target at 77 per cent, and the target in writing was achieved with 72 per cent of pupils achieving Level 4 and above. The targets in mathematics were also exceeded.

6. Inspection evidence shows that pupils make good progress in their learning in both key stages. The standards they are achieving in the core subjects of English, mathematics and science are steadily improving. Pupils are interested in their work and most work hard and try to please. Their ability to recall mathematical facts, for instance, has improved markedly since the introduction of mental mathematics sessions in every lesson. They acquire new skills, knowledge and understanding through a good range of interesting activities and varied opportunities for investigating aspects of mathematics and science. More-able pupils make good progress through work that is carefully planned to challenge and extend their knowledge and understanding. Proof that this is occurring is in the way pupils in Years 4, 5 and 6 talk about and compare their results in investigations in such a mature way.
7. Inspection evidence showed that levels of attainment in information and communication technology are average at the end of both key stages. Key Stage 1 pupils use a computer mouse competently to load and to draw using a number of functions connected with different art packages. They also use word-processing programs to write simple stories and make labels for classroom displays. Key Stage 2 pupils access the Internet and store data in word-processing programs and databases. Information and communication technology is also being used in other areas of the curriculum. For instance, during the inspection pupils in Year 4 were researching information in geography, and CD-ROMs and the Internet were just two of the sources available to them.
8. In art and design, design and technology, geography, history, music and religious education standards achieved by pupils at the end of both key stages are in line with what could be expected for their age. In most aspects of physical education standards are also in line with expectations. However, achievement in dance is above that expected and pupils make good progress due to very effective teaching.
9. Pupils with special educational needs at both key stages are making good progress, and they achieve well in relation to their prior attainment and against the targets set for them in their individual education programmes. Of the 103 pupils on the register of concern, three have Statements of Special Educational Need. Work for all pupils on the register matches targets set in individual education plans, and their progress is reviewed rigorously and measured against these goals each term. Good support from classroom assistants enables pupils to complete tasks successfully. The school's policy documents contain a good statement and checklist relating to the identification of children with specific gifts or talents. The co-ordinator for special educational needs has undertaken some in-service training in this area and discusses individual pupils with class teachers to good effect as the need arises.
10. The attainment and progress of learning of pupils from different ethnic minority communities and those with English as an additional language match that of the school as a whole. Those who enter the school with weaker English skills receive support appropriate to their needs and with such support make good progress overall.

Pupils' attitudes, values and personal development

11. Pupils enjoy learning and have good attitudes to work. Their behaviour is satisfactory overall, with that of the younger children often being good. The quality of relationships

is a significant strength, being very good, as is the respect shown to pupils from different backgrounds, ethnic groups or cultures. Pupils' personal development is good overall. However, attendance and punctuality are poor, as at the time of the 1997 inspection, and require urgent and sustained improvement.

12. The youngest children are settled happily into daily routines, with well-planned activities and good participation in school life. They enjoy the play and learning experiences offered. Nursery children are enthralled listening to Year 5 pupils reading to them in paired lessons. This encouragement and love of reading continue in the reception class when the teacher sits on the floor with the children, sharing and passing on her enthusiasm as they enjoy books together. The children's level of involvement and concentration develops well and their listening skills improve as they move through the foundation years. The older children are able to remain interested, concentrating on activities for a considerable time, particularly if one of the staff joins in, for instance, in playing untuned percussion instruments. The children relate very well to each other and to the adults around them, usually playing sensibly when not directly supervised. Children's behaviour is almost always good; they sit quietly when required and do their best to follow their teacher's instructions because they value the approval and praise of adults. When children sometimes forget, they are quietly and gently reminded. The children's confidence, self-esteem and independence are encouraged very well. A good example was the poise, assurance and delight of all reception children, involved in their assembly, when performing with considerable style to parents and older pupils.
13. Older pupils, too, have good attitudes to lessons and enjoy learning, especially when the work motivates and challenges them. This was seen when they were finding out about electrical appliances in science, or being excited and stimulated by discovering the wide range of information, such as the NASA website on the Internet, when investigating rainfall. All pupils enjoy question and answer sessions, eagerly responding when requested, for example, to punctuate a sentence on the whiteboard in a literacy lesson. The pupils are sometimes noisy when moving to different lesson activities such as writing, but once settled the majority produce appropriate work in relation to their ability. Pupils work well together co-operatively, often offering friendly help to others who may be unsure or not as confident. An excellent example of collaboration was seen when a group of boys participated in a dance lesson, working closely and imaginatively to present an inspiring demonstration to their class. Older pupils have opportunities to work with increasing independence to develop their organisational and learning skills.
14. Pupil behaviour is satisfactory overall. Pupils are well aware of the school rules and expectations of behaviour, with the majority doing their best to meet them. They enjoy receiving certificates for good behaviour, actions or work. However, there is a small minority that does not respond as well. This is most frequently seen in the very small minority of lessons where teachers do not implement the school's behaviour policy effectively, or when work does not challenge or hold pupils' interest, so that they stop listening and become noisy, attempting to interfere with others wanting to learn. Pupils move around the school sensibly, treating their environment well. At play the majority of pupils are sensible and behave well, playing happily together. But there is a significant minority of older boys and sometimes girls, often immature for their age, who do not always behave well. Staff deal promptly and effectively with any incidents they see. The sometimes challenging pupil behaviour is reflected in the very high number of fixed-term exclusions, that has increased since the last inspection. Despite positive strategies, including the introduction of play equipment at break and

- learning mentors, there is little reduction in fixed-term exclusions. There have been no permanent exclusions in the last year.
15. The quality of relationships in the school is very good and has a positive impact on its ethos, because everyone is valued. Staff provide positive role models, showing pupils how to build their own relationships and respect others. This is successful because pupils are very tolerant, able to be proud of their own heritage and appreciate different cultures. There is racial harmony, with pupils mixing easily. Relationships between staff and pupils are particularly strong. Adults' first names are used, but pupils never abuse this privilege and there is a very high degree of mutual respect. Pupils know that they will be listened to and value the opinion of their teachers. The pupils are polite, helpful and proud of their school.
 16. Personal development, including pupil responsibility and initiative, are good. Pupils have a good understanding of how their actions affect others, including the minority who sometimes behave inappropriately or unkindly towards others. The emphasis that the school places on valuing individuals reinforces the message that unsatisfactory attitudes or behaviour are not tolerated, which, for the majority of pupils, works well. Staff offer clear informal support, enabling pupils to develop increasing confidence and self-awareness. However, formal planned opportunities for pupils' personal development are not strongly emphasised. There is a school council, and pupils readily undertake the usual monitor duties, but planned opportunities for responsibility and initiative are limited. When they occur, seen in the running of the 'fruit shop', pupils enjoy and manage responsibility well. The regular residential trips for pupils from Year 2 upwards provide positive opportunities for social development that often reveals pupils' hidden strengths.
 17. Attendance and punctuality are poor with no overall improvement since the 1997 report. Much weekly and daily attendance is unacceptably low, often far below 90 per cent. The previous very high level of unauthorised absence has been successfully reduced, but now authorised absence is at an equally high level. A significant proportion of authorised absence is agreed by the school or, in the case of term-time holidays, authorised rather than unauthorised, particularly where absence lasts several weeks or builds over time. There is a pattern of increased absence on Mondays. Pupil punctuality is also poor with many often arriving very late each day, and disrupting lessons. Parents are not supporting the school or fulfilling their legal responsibility to ensure that their children attend regularly and on time. This has a very negative impact on the progress that pupils make because far too many are not in school regularly enough to gain maximum benefit from the good education offered. Sustained action, building on the work already in place, is required to improve attendance and punctuality.

HOW WELL ARE PUPILS TAUGHT?

18. The teaching observed during the inspection was judged to be good or better in 60 per cent of the 73 lessons seen. There were 11 per cent of very good or excellent lessons at different places in the school. Only four per cent of lessons were judged to be unsatisfactory, which shows a substantial improvement on the number of unsatisfactory lessons at the time of the inspection in 1997, and reflects the hard work and continued improvement since the HMI inspection of 1999.
19. The good quality of teaching enables pupils to make good progress throughout the school. Most teachers are aware of the very differing needs of pupils. The deployment of classroom assistants is good. Most teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very

apparent in a number of literacy sessions when the teachers took great care with their language work with the whole class and how it was developed in the subsequent group work. The aim and philosophy of the teaching and learning policy of the school are best illustrated in the teaching of pupils in the reception class. Many of these pupils have very low levels of attainment when they start school and considerable learning and behaviour problems. The care, patience, understanding and firm discipline exhibited by the teacher, nursery nurse and support assistants are exemplary. The teaching observed was consistently good and often very good. As a result pupils are making considerable progress.

20. The teaching in the nursery was sound overall. The adults are very aware of the differing needs of the children on entry and provide a rich and rewarding curriculum. They rightly emphasise language, physical and social skills and the children make good progress in these aspects. The nursery is organised well and all lessons are planned to meet the needs of the children and the requirements of the Foundation Stage. The care taken to support and motivate children who occasionally exhibit challenging behaviour and come to school with well below average attainment is impressive.
21. The teaching in the reception classes was never less than good in the lessons observed, and often very good. This reflects the hard work of the teacher and nursery nurse since many children exhibit challenging behaviour. Planning clearly identifies what pupils are to learn, which means that all activities selected are a good preparation for the pupils' start to the National Curriculum. The teacher and nursery nurse carefully identify what is needed to build on what children already know. Children of all abilities are given appropriate support and so their progress is good. Classroom organisation is good and all adults use the good resources well to achieve the Early Learning Goals for pupils of this age.
22. The good teaching at Key Stage 1 reflects the good subject knowledge across the curriculum. Teachers have implemented the literacy and numeracy initiatives well. Planning is generally good and identifies clearly how groups of pupils of differing abilities are to be taught. For example, the work of the special educational needs and English as an additional language teachers is very well planned and organised. This means that the pupils who are most disadvantaged get very good support and all financial resources are used well. Classroom organisation is generally good and the activities selected are appropriate to the identified aims in teachers' plans.
23. The teaching in Key Stage 2 is good, with some strengths in the provision for English and mathematics. This effective teaching is characterised by good subject knowledge and understanding, and very clear day-to-day planning. Lessons are usually well paced and the dialogue with pupils is well focused and designed to produce thoughtful and pertinent responses, which pupils provided. Pupils generally learn well. Again the work planned for pupils with special educational needs and those learning English as an additional language is good.
24. Teachers use a good range of methods and groupings that are well matched to their lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Throughout the school, class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers lead these discussions well, introducing new ideas with care and clarity. All teachers are good role models, and the most effective teaching ensures that other pupils share their skills and show their examples to others.

25. Teachers have very good relationships with their pupils. They use praise well to modify behaviour and reward good work. They give very clear instructions to pupils, listen carefully to their replies and questions, and show that they value them all. Teachers manage pupils very effectively, which results in increasingly good behaviour. In most lessons, the teachers were careful to use the completed work of pupils as good examples. This meant that the best responses and work were constantly reinforced and all examples of challenging behaviour kept in check. This kept all pupils' attention focused and resulted in good progress.
26. Teachers use assessments to gauge pupils' understanding in many lessons. This is particularly effective in the reception class. Groups of pupils are also targeted suitably for assessment, and these assessments are generally used accurately and lessons are appropriately challenging. Marking is generally effective. Teachers try to discuss pupils' results, rather than just write comments in their books, and this is particularly effective since pupils then know how to improve their work. Homework is used appropriately and well to support pupils' progress throughout the school.
27. There is a good level of awareness amongst all teaching and support staff of the needs of the full range of pupils with special educational needs, and in-service training has enhanced this. Teachers and assistants work closely together to plan support in the classroom as well as to plan work for pupils when they are withdrawn. Assistants in some classes are given prompt sheets that effectively direct pupils' observations in withdrawal groups and so no time is wasted. A particular strength in provision is the work done by assistants with pupils who have behaviour problems and with those who have Statements of Special educational Need. They provide discrete support that enables these pupils to play an active role in class, and make notes on their pupils' achievements to feed back to teachers.
28. The effective teaching of pupils with English is an additional language, particularly those at the early stages of learning English, enables them to make good progress, due to the number who receive effective support. Where additional staff are able to support pupils in small groups, in or out of the mainstream classroom, the teaching is always good. The school has made sure that these staff have appropriate qualifications and relevant experience of teaching English as an additional language. As a result they employ some effective techniques. Younger pupils, and those who have recently arrived in the school, derive great benefit from sessions where a learning support assistant has been given responsibility for working specifically with them. Class teachers are very aware of the specific needs of pupils who are learning English. Their interaction with pupils and the work they prepare reflect this awareness. Where English as an additional language pupils have come from troubled areas of the world or their learning is hindered by difficult social circumstances, teachers and support assistants demonstrate a high level of expertise in helping them to settle to their work. This is achieved through establishing very positive relationships and a reassuring atmosphere.

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

29. The quality and range of opportunities are good in the Foundation Stage. The school plans a broad and enriching curriculum for both Key Stages 1 and 2, and statutory requirements are met. It provides a range of opportunities that excite pupils of all ages, interests and abilities, and encourages them to be involved in their own learning. Pupils with special educational needs are cared for well and their learning

needs are addressed successfully. Pupils for whom English is an additional language make good progress because of the good support they receive.

30. However, the school does not at present plan a balanced curriculum. Children of the same age but in different classes are not given similar learning opportunities. For example, Year 3 pupils in the mixed Year 4/3 class do not study the same topics in science as their peers in the Year 3 class. Although pupils in parallel classes are taught the same elements of each subject, the way the curriculum is delivered does not ensure that they receive similar levels of challenge. Additionally, the amount of time allocated each week to a subject can vary significantly between two classes. For instance, of the two parts of Year 4, during the inspection one class was time-tabled to receive more than two hours more English, whilst spending considerably less time studying science.
31. Although appropriate schemes of work are in place for all subjects, in practice the education pupils receive is dependent on individual teachers' expertise and preferences. For example, some teachers are more confident with computers, and their pupils receive challenging and stimulating provision for information technology. In music, although all lessons are satisfactory, some teachers lack confidence. Their lessons tend to develop pupils' skills less effectively.
32. The school has adopted the nationally recommended strategies for teaching literacy and numeracy and these have a positive influence on pupils' attainment in English and mathematics. The use of the nationally recommended support materials such as the Additional Literacy Strategy materials and the Best Practice Phonics materials has supported the development of literacy skills well.
33. There is a good range of extra-curricular activities that enhance the quality of education for those who participate. These include a range of sporting activities such as football, cricket and kick-boxing. Pupil 'coaches' work with their peers during lunchtimes on games skills for activities such as hockey, basketball and skipping. The dance and singing club is currently working on a good quality production of West Side Story and pupils talk with a great deal of enthusiasm about this initiative. The prescribed curriculum is enhanced by regular trips to a range of localities that support pupils' learning, such as to the Maritime Museum as part of their study of the Tudors, and the Tate Gallery to support work in art. Residential trips are organised for several year groups, with Years 2, 3 and 4 visiting Gaveston Hall for two nights away, and older pupils going away for longer and catering for themselves, learning skills of self-reliance. A good number of older pupils have chosen to attend the voluntary booster classes for mathematics and English, and this has enhanced their progress as a result.
34. Provision for pupils' spiritual, moral, social and cultural development is good overall. This is principally because the moral and social aspects are good and the atmosphere created in the school is one of sharing and making things better for all concerned. The school's aims clearly express the values and attitudes it wishes to promote and the provision of a climate in which all staff and pupils are valued.
35. Written guidance promotes a shared understanding of the provision for pupils' spiritual development and how it can be planned in the curriculum. Opportunities to develop the spiritual side of life are usually taken in acts of collective worship. A good example of this was in the assembly led by the headteacher based on the evocative poetry the pupils had written. All pupils were fully involved and could be seen

answering thoughtfully and with understanding when asked to give reasons why they had enjoyed a particular poem and why it was special.

36. Provision for moral development is good and is underpinned by a positive discipline policy that rewards good behaviour. In practical terms this plays a powerful part in the pupils' moral development. These awards, given for good behaviour, are highly valued by all. The headteacher and staff provide the pupils with good role models, and actively foster the values of honesty, fairness and justice. Staff training provides the teachers with time to develop their class management and 'circle time' skills. Teachers encourage pupils to take responsibility for their actions and deal sensitively with incidents of misbehaviour. Shared knowledge of expectations and sanctions allows the process to be carried out calmly and in a non-judgmental way. Good attitudes, such as making an effort, manners, caring and helpful actions, are encouraged. Bullying is frowned upon and systematic and supportive systems have been developed to prevent it. These are consistently applied and the procedures are known to all. The procedures in place are enabling pupils to feel more secure within the school and developing a more responsible, caring environment.
37. Provision for pupils' social development is good. They are taught to take responsibility for their actions and work together with respect and tolerance for each other. Older pupils have responsible attitudes and are considerate and thoughtful; for example, generating ideas for playground markings and giving their time to play with younger children. Assemblies are well used as opportunities to celebrate achievement and to contribute effectively to the pupils' social development. They are a source of enjoyment and promote a sense of community and partnership. After-school clubs such as football, netball, cricket and drama provide ideal situations for social development. Teachers have positive relationships with the pupils and all enjoy the occasions.
38. The pupils' cultural development is good. The school provides a range of opportunities for pupils to appreciate and respect other cultures through a celebration of their own cultures, and the displays of rules and signs in different languages are evident throughout the school. The school encourages visitors and parents to talk about their culture, and regular events are held to celebrate the many different cultures when everyone enjoys and appreciates their differences.
39. The staff have a good awareness of their pupils' individual personalities and development. They make every effort, for instance, in lessons to praise and raise pupils' feelings of self-esteem, and in this they are successful. Teachers provide detailed summaries of individual pupils' personal development in their annual reports. However, formal personal, social and health education, to promote pupils with an awareness of citizenship and their own strengths and weaknesses, and offering strategies to improve, is not yet firmly established. The school is aware that this is an area requiring development.
40. Links with the community make a sound contribution to pupils' learning. The police liaison officer works with the school to facilitate good links with other services working with young people. Local sports organisations such as Milwall Football Club and the London Cricket Club give coaching after school. Different community groups hire the school building, and community volunteers have assisted in the school's redecoration programme. The school hosts an adult literacy project that has successfully run four courses so far. Senior citizens from nearby sheltered housing are invited regularly to school concerts and celebrations, and some members of that community contributed as story-tellers during the school's 'Black History Month'.

41. Links with partner schools are satisfactory overall. Links with the receiving secondary schools are satisfactory. Staff from these schools visit Lucas Vale during the term before pupils transfer, and pupils then have a familiarisation day at their new school before the summer holidays. Children also benefit from the contributions made by college students on placement in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The pupils receive a satisfactory level of care, welfare and guidance, enhanced by the quality of relationships and the commitment of the staff to their pupils. At the time of the last inspection, the range of assessment procedures and their use were judged to be weak, and a key issue from the inspection involved the school developing the curriculum to 'incorporate clear assessment procedures'. The school has made good progress towards achieving this, and procedures for monitoring and assessing pupils' academic progress and personal development are now sound overall. Procedures for promoting positive behaviour and preventing bullying are satisfactory. The support and monitoring of pupils' personal development are good. Arrangements for child protection and health and safety are satisfactory. Attendance monitoring is unsatisfactory.
43. Procedures for assessing pupils' academic progress in the main subjects of English, mathematics and science are good. The school has developed a comprehensive 'calendar' for assessment, monitoring and evaluation. As part of this programme, the assessment co-ordinator administers termly tests assessments in language, mathematics and science. The results of these, along with spelling and reading test results, are collated and analysed by a commercial firm working on behalf of the local authority. The school receives a detailed 'breakdown' of results. This information is then available to help the school track pupils' progress, set new targets and plan different work for different ability groups. A detailed analysis of results also enables the school to target groups of pupils and highlight 'gaps' in their education. This is especially relevant for a school that welcomes a high number of pupils from other schools and other countries. The school is now developing its assessment programme to include more fully other subjects of the curriculum. Because planning is monitored and teachers routinely identify what they want pupils to learn in lessons, and because the school now has in place a comprehensive, developing programme of assessments, the school is now better placed to judge the effects of its teaching and the extent of pupils' learning.
44. The staff work effectively to meet pupils' needs through their knowledge of individual pupils and their families. The quality of support offered to pupils with English as an additional language is a significant strength, with work carefully matched to meet their level of skill in mastering the English language. This is particularly important with regard to the level of pupil mobility and the number of refugees attending the school.
45. The promotion and monitoring of behaviour and the prevention of bullying are satisfactory. The behaviour policy is appropriate and incorporates the school's aims with regard to harassment. The policy is used consistently and known to staff, pupils and parents. Informal monitoring and knowledge of pupils' behaviour are good. However, the school has inconsistent recording systems for monitoring behaviour. Teachers keep some notes and the headteacher also has some notes in her logbook; standard letters are sent to parents when there are difficulties. There is no formal behaviour incident book, so systems for monitoring pupils' progress are unclear. There is a racist incident book with very few incidents, all involving language. Helpful details such as the full name and year of those involved, together with ethnic group information, are not included, making monitoring difficult. There have been a very high number of fixed-term exclusions over the last year. Parents of pupils involved are correctly informed of the reason for exclusion, but the process of governor involvement for longer exclusions of more than five or six days is not clearly explained. Governors have not convened any panels to discuss individual fixed-term exclusions.

46. Attendance monitoring is unsatisfactory. Attendance and punctuality are a major concern for the school. A number of successful initiatives have been introduced, including pupil certificates presented in assembly and letters to parents when there are problems. Despite these attempts to improve, attendance and punctuality remain poor. The school had no education welfare officer for six months, until March. The current education welfare officer tries to visit fortnightly, but this is not always possible due to the many curriculum commitments of the attendance co-ordinator. The school uses an effective computerised system for attendance and registration and a late book is kept, but reasons for lateness are not usually recorded. Attendance is raised in some newsletters, but there is no sustained and rigorous initiative to remind parents, not only of their legal responsibility, but also the impact of poor attendance on their children's education. Parents are not helping their children to develop good attendance habits or supporting the school's efforts to improve.
47. Arrangements for child protection are satisfactory. The designated person is due to have updated training soon. Teachers have received two information sessions about child-protection issues, which has helped them to keep up to date. Local authority guidance and policy are followed, and updated documentation received. Records of children at risk are kept securely and separately with restricted access. There are good relationships with external agencies such as the police, and informal advice is available if it is needed.
48. The attention paid to health and safety is satisfactory. The school has a clear policy. Trained first-aiders deal promptly with minor injuries and accident books are kept. The school does an annual risk assessment, now due, as are the electrical appliance tests. Fire-fighting equipment is checked. Fire drills are held and pupils remember them, but the school does not keep any record as required. There are no written records for weekly fire bell tests, which is unsatisfactory. A few minor health and safety issues were noted and the headteacher was informed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school works hard to develop its good links with parents and this is appreciated. The newly-refurbished entrance lobby is warm and welcoming, often used by parents to meet, whilst waiting for their children, or to talk to a teacher. A family literacy project has recently started to encourage parents with limited English language skills, so that they can be more involved in their children's learning. Although there is no parents' association, a number of parents help on visits. Others are helping to improve the school environment. For example, a group of parents have built raised brickwork water and sand play areas for the youngest children, and during the inspection were putting the finishing touches to an excellent walled, raised pond. Many parents attend events such as class or achievement assemblies, but are not involved in helping in class.
50. Parents generally feel good about the school. They appreciate the improved quality of communication between home and school and believe that the school has improved since the last inspection. They are positive about teachers' efforts to improve their children's self-esteem and the impact this has on their children's progress. However, parents feel that there is not enough art and music. Inspection evidence shows that the amount of time devoted to music and art is satisfactory and pupils make sound progress. Parents agree that their children like school.
51. Parents feel that pupil reports could be better. Inspection evidence supports this and the quality of information provided for parents is unsatisfactory. In addition, neither the

prospectus nor the annual governors' report meets statutory requirements. For instance, the prospectus has no summary of the special educational needs policy or national test data. The annual governors' report to parents fails requirements because the May 2000 report covers the period for the 1998/99 academic year, not the last 12 month period, which was also the case in the 1999 report when the year starting in September 1997 was covered. Pupils' reports are unsatisfactory. In the sample provided virtually no information is given about what children can or cannot do in different subjects. Instead parents are told what was taught over the year. Some reports are identically worded for pupils of different abilities; in others, only a few subjects such as mathematics, reading, writing and physical education are reported. Targets to help pupils to improve are not usually provided. Individual attendance data is sometimes forgotten but in most reports information about pupils' personal development is better. Newsletters have improved since the last inspection and are now easy to read and informative.

52. Parents make a satisfactory contribution to their children's learning. Homework is provided regularly and appropriately in most classes. Parents are aware of what their children will learn over the term. There is particularly close liaison between staff and parents of children acquiring English language skills, and also for children with any special educational needs, to support their learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Overall, the leadership and management of the school are now very good and the school is effective. This is a very significant improvement on the position noted at the time of the last full inspection in July 1997, and continues the improvements noted in the HMI report of June 1999.
54. The headteacher provides strong leadership in all aspects of the school's work. She has a clear vision of the purpose of education and the direction of the school and has a commitment to achieving high standards. She is an effective manager and since the inspection of 1997 has had a good understanding of the school's needs and of what had to be addressed in order for standards to improve. The teaching staff are very aware of their particular roles and responsibilities and support all school developments with a commitment that is impressive. They are fully aware of the school's aims, values and policies that they helped to formulate and were particularly effective in supporting the necessary changes since the last inspection.
55. The headteacher meets regularly with the chair and other governors to review the progress of a range of issues on both an informal and formal basis, and governors are now acting as the necessary critical friend, which is very much appreciated by the head and teaching staff. Governors are also fully aware of the school's aims, values and policies and support them well, and have made a significant contribution to the school's recent improvements. However, they do not meet all statutory requirements with regard to the information they make available for parents. For instance, neither the prospectus nor the annual governors' report meets statutory requirements.
56. As co-ordinators, individual teachers consider and discuss all curriculum provision and most are now confidently taking an increasingly important role in the monitoring of their subjects. Since the last inspection their hard work to prepare policies and a number of schemes of work has had a positive impact upon provision for the pupils and the quality of teaching. At the moment they not only monitor teaching in their subjects through carefully evaluating teachers' plans and pupils' work on a very regular basis, but are also given time away from their class to monitor the teaching

and overall provision in their subjects effectively. All this has had the effect of raising the expectations and morale of all staff. The implementation of the National Literacy and Numeracy Strategies has been ably led by the co-ordinators with the support of particular governors. All staff are committed to the implementation of the strategies in order to raise standards and achieve the targets they have set for themselves. The school has a very clear sense of purpose and direction in meeting its aims, values and policies. This is reflected throughout in all aspects of work and leisure. The school's aims and requirements are clearly understood by staff, parents, governors and pupils and can be seen in the day-to-day life of the school. Other teachers, with whom the headteacher shares a very good relationship, support her in all aspects of the school's life. This is reflected in subject areas and the day-to-day support given to individual pupils. The resulting positive and effective learning environment based on good relationships and pupil behaviour allows all pupils direct access to all learning experiences in an enjoyable and supportive environment.

57. The quality of the school development plan, which is determined through consultation with all teaching staff, is good. All co-ordinators provide up-to-date information in their own action plans. This provides carefully identified targets and deadlines. Planning is appropriately forward looking and governors consider initiatives that extend beyond the current year. The headteacher and the governors carefully monitor the development plan, and they review the financial considerations and evaluate the school's progress towards meeting its targets.
58. The management of the school budget has improved significantly from the time of the inspection in 1997. The governors and headteacher work together closely to identify the needs of the school and plan the budget accordingly. Financial planning is very firmly linked to the need to raise standards and the school evaluates the effectiveness of all decisions made. The governing body receives regular reports on the state of the budget and analyses these carefully. The close attention to value for money given by the governors, especially the chair of the finance committee, and senior management team is enabling the school to move forward quickly. Resources are used effectively and best value is sought in purchases. The effective leadership and management have been responsible for the significant improvements that the school has made since the last inspection. When all factors are taken into consideration the school gives good value for money.
59. Taking into account the way that governors, headteacher and staff have worked together to secure the improvements since the last inspection and the school's successful drive towards raising standards and meeting its own targets, the capacity for further improvement is judged to be good.
60. Resources for learning are good overall. There are good resources for English, mathematics and information and communication technology across all of the stages of the school and also for pupils whose first language is not English. Resources for physical education are good for pupils between the ages of seven and 11, and for those pupils in the Foundation Stage resources are good in art and design and technology. In other subjects and stages resources are satisfactory. The school has established different library areas appropriate to the age of the pupils. These are well stocked with books. There are other books in class areas and overall there is a good supply of books in the school. This is a considerable improvement since the previous Section 10 inspection.
61. The accommodation is satisfactory overall. The buildings are well cared for and kept in good order by the premises manager, who is very committed to the school. There

has been much redecoration and the school premises are now very pleasant inside. The school is free from graffiti inside and is well cared for by pupils. The overall condition has been improved by the installation of new window frames that have improved conditions and reduced the noise from the very regular passage of trains on the adjacent railway line. At present this is not completed and windows overlooking the line still need to be opened for ventilation until openers have been fitted to windows at the other side of the building. New security provision is good, although access to the playground is simply attained even though there is video surveillance. Some aspects of the premises are unsatisfactory, especially one of the classrooms which is too small for its purpose. The school has plans to extend this room, which would resolve the problem. There are rooms used for groups of pupils with special educational needs and those with English as an additional language as well as one for learning mentors. The school is making good use of other smaller rooms. There is a medical room, but it is not easily accessible and is only used by the school nurse on visits. The school has adequate hard areas for play, with separate areas for younger children. However, access to the secure, well resourced play area for the reception class is currently unsatisfactory. There has been considerable work undertaken to make the grounds pleasant for children to use. Parents and friends of the school have constructed raised flowerbeds and play-walls, as well as a fishpond. There are seating areas for children to use and an adventure playground for the youngest children. Although there has been imaginative use of wasteland in converting it to a wildlife area, there is no access to grassed play areas. Toilet provision based in the playground, for use at playtimes, is clean and well maintained.

62. Staffing levels are good. The staff are fully qualified for the work done in the school and appropriately deployed. The school has a teacher employed to support pupils with English as an additional language through funding provided from the Ethnic Minority Achievement Grant. These arrangements facilitate pupils' learning. The school does not have a high turnover of teaching staff but has trouble in recruiting when the need arises. There are a large number of support staff in the school who are appropriately deployed to work with teachers in the classroom across the school. Support staff work effectively with pupils who have a range of learning needs, and class teachers carefully plan the use of their time. Support staff are valued by the school and share in the training opportunities available to staff. The programme of in-service training is largely based on individual needs and, to a large extent, on the appraisal system in the school.
63. Although the school now has a performance management policy, through which the headteacher has had targets set, it is not yet applied to teachers. However, the previous system is still operating satisfactorily. The induction programmes for newly-qualified teachers are good and provide a useful introduction to the school. There is an induction programme for newly appointed teachers, involving mentoring and shadowing, which is not, however, formalised in a policy. The hours of clerical and administrative staff are in line with the average for the size of school, and their roles have been effectively redefined to meet the needs of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to continue to raise standards of pupils' attainment and extend the school's current achievements, the governors, headteacher and staff should jointly:
- provide careful planning in all subjects to ensure that the curriculum is well balanced. This should secure that pupils in different classes, in the same year group, receive the same and appropriate lessons;
(Paragraphs 30, 31)
 - provide a whole-school scheme for the provision of personal, social and health education to ensure that all aspects are covered in a progressive and organised way;
(Paragraphs 16, 39)
 - make sure that the overall quality of information provided for parents is satisfactory by ensuring that all subjects are covered in pupils' annual reports. They should also provide information on what children can or cannot do in the different subjects, and provide targets to help pupils to improve. The governors' reports to parents should be on an annual basis and include all statutory requirements;
(Paragraphs 51, 55)
 - build on the current procedures to make further concerted efforts to improve pupils' attendance, which currently is poor.
(Paragraphs 11, 17, 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	8	49	36	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	275
Number of full-time pupils known to be eligible for free school meals	0	166

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	134

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	54

Attendance

Authorised absence

	%
School data	9.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	19
	Girls	15	14	16
	Total	30	28	35
Percentage of pupils at NC level 2 or above	School	77 (68)	72 (66)	90 (70)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	19	18
	Girls	15	16	15
	Total	29	35	33
Percentage of pupils at NC level 2 or above	School	74 (64)	90 (72)	85 (79)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	16
	Girls	13	11	13
	Total	22	22	29
Percentage of pupils at NC level 4 or above	School	61 (52)	61 (39)	81 (48)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	8
	Girls	13	11	13
	Total	20	21	21
Percentage of pupils at NC level 4 or above	School	56 (48)	58 (57)	58 (70)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	46
Black – African heritage	54
Black – other	6
Indian	2
Pakistani	6
Bangladeshi	1
Chinese	2
White	83
Any other minority ethnic group	37

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	28	0
Other minority ethnic groups	3	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	20
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	180

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	3
Total aggregate hours worked per week	66

Number of pupils per FTE adult	12
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	709,547
Total expenditure	686,257
Expenditure per pupil	2,343
Balance brought forward from previous year	24,843
Balance carried forward to next year	48,133

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	2	0	0
My child is making good progress in school.	63	32	2	0	3
Behaviour in the school is good.	47	48	2	2	2
My child gets the right amount of work to do at home.	40	39	13	5	3
The teaching is good.	63	31	0	0	6
I am kept well informed about how my child is getting on.	68	24	2	5	2
I would feel comfortable about approaching the school with questions or a problem.	65	31	0	0	5
The school expects my child to work hard and achieve his or her best.	76	23	0	0	2
The school works closely with parents.	53	34	0	2	11
The school is well led and managed.	52	39	0	3	6
The school is helping my child become mature and responsible.	58	35	2	2	3
The school provides an interesting range of activities outside lessons.	37	32	13	5	13

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

65. Overall the attainment of children on entry is well below average. Baseline assessment information shows that children's attainment is below the borough average. Children are admitted on a two-termly basis. At the time of the inspection there were 37 children in the reception class and new children are being admitted on a part-time basis into the nursery. Children in the nursery and reception classes make good progress in their learning as a result of effective teaching. When they leave the reception class many children are ready to move on to the National Curriculum. By this time they achieve standards in line with those expected by the end of the Foundation Stage in knowledge and understanding of the world, physical development and personal, social and emotional development. Their standards are still below those expected in their development in communication, language and literacy, and mathematical and creative work.
66. All children, including those with special educational needs and those with English as an additional language follow a broad curriculum based on the Early Learning Goals relating to personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development. Children are provided with good opportunities to improve standards in all areas of learning. Staff have introduced efficient systems to measure progress in all areas of learning through observations which are shared and documented, and very effective day-to-day assessments. Good home-school links have been developed and, where possible, parents are fully involved in the development of their children's learning through activities at home. The teachers, the nursery nurse and support assistants consult regularly together about needs of individual children and the content of their plans, and all class activities and roles are discussed at the beginning of the session. This helps to promote the good progress the children make.

Personal, social and emotional development

67. Children are given opportunities to work and play together both in groups and in pairs and this ensures good progress in this area of development. They are learning to work together and co-operate with one another in a variety of activities such as role play, taking turns in games and sharing resources. They recognise daily routines such as answering when the daily register is called and are beginning to show their developing independence when hanging up their coats and gathering together on the carpet to begin the day with a special song. They recognise their names when taking their milk at break times, and bookbags are put in a collection box in the corner. Children also work well independently when completing jigsaw puzzles and cooperate well with others when building, using a range of materials. Children are actively involved in clearing up procedures. Teaching and the provision for personal and social development are good, as members of staff are caring and patient, providing good role models for the children. They know and understand children well and use this knowledge and understanding to take the learning forward.

Communication, language and literacy

68. Children are making good progress in the development of skills in speaking and listening, and teachers use effective questioning to develop their vocabulary. Most children are beginning to learn to listen, especially in times such as sharing as a class in a circle with the teacher their activities on holiday. They show growing confidence in joining in discussions, expressing preferences, and are keen to act out the story using their own ideas. They are beginning to listen to instructions and can carry these out with increasing confidence. Children are interested in books and know that the pictures and print have a meaning. In the reception class the children are beginning to recognise initial sounds and some are using them to assist their reading skills. There are good opportunities for children to try out early writing skills. In the nursery children are able to practise letter formations using sand, and in the reception class most children can recognise their names on labels around the room and can move their names on the different wall charts. Staff are sensitive to less confident children and encourage them to take an active part in the discussion.

Mathematical development

69. Overall progress in mathematical development is good. Teaching is planned effectively and children are able to count from zero to ten through using examples such as 'dancing daisies'. Some children are able to order numbers to 20 and are aware that they are ordered from left to right. There are practical tasks such as rolling a dice to load the same number of bricks into a dumper truck, and measuring their height using bigger bricks. Children are able to count the spots on a dice and match this number accurately and use pictures on carpet tiles. Children are able to identify circles and guide each other to draw round a circular shape and cut it out. They are becoming aware of action songs and readily take part in singing.

Knowledge and understanding of the world

70. Children are given opportunities to develop their understanding of the world in which they live. They explore and experiment, as in both classes where they are encouraged to try out different instruments to make a variety of sounds. They use their sense of touch to experience finger painting using a mixture of paint and water paste and are encouraged to describe the texture and feeling. The computer is used to improve fine motor control using a variety of programs. The work in the reception class on which types of drink are healthy and which make the best fruit shakes, was very well resourced and enjoyed by all. There is good evidence of observational skills in work on looking at snails and this was developed by using marbles and paint for the children to make their own snail trails.

Physical development

71. Satisfactory progress is made in fine motor skills and the children are able to use pencils and pens with increasing dexterity. There is good provision for outdoor play for the nursery children, with large play equipment which they use well. The quality of the equipment is good and being enhanced by the building work of a parent. However, access to this area is restricted for children in the reception class. There are opportunities for children to use apparatus in physical education sessions. A very good example of this was the lesson jointly led by the reception teacher and the nursery nurse. The use of music for a 'caterpillar dance' was an outstanding experience for all the children. The way the adults moved the lesson forward so briskly and were able to demonstrate all movements enabled good progress for all children.

Creative development

72. The teachers offer many opportunities for the children to express themselves creatively. In one lesson children were encouraged to look after themselves in the 'jungle'. This is typical of the opportunities for role play, in which staff support children; for instance, joining in with their rendition of the music-man, or encouraging ideas for their stir-fries. Children use modelling materials to explore shape and form, but there is no evidence of objectives for this activity. In the reception class staff use songs on frequent occasions to develop the children's learning, such as 'If you're happy and you know it'. These are introduced throughout the day to keep pupils on task and to improve listening skills.
73. The curriculum provided for the children is good and the activities are well matched to their abilities in order to aid progress. Teaching is good overall and is based on secure understanding and sound knowledge of the learning needs of the children. Teachers are using good assessment strategies, and planning is securely based on the different areas of development. There is an emphasis on taking the children's learning forward, building on previous experience, especially in personal and social development. Staff work well together and value each other as members of a team. The quality of teaching is good and the provision and quality of equipment are also good and provide adequate opportunities to extend the full range of activities included in the Foundation Stage.

ENGLISH

74. At the time of the previous inspection, standards in English by the ages of seven and 11 were judged to be broadly in line with national averages, with attainment in lessons also approaching national standards. Pupils were making satisfactory progress in their reading in relation to their prior attainment, but more-able pupils needed more challenge. Pupils were seen to be making clear progress in writing. Evidence from this inspection shows pupils of all abilities, including those with special educational needs, making good progress and achieving well in all aspects of English.
75. In the national statutory tests for pupils aged seven in 2000, the proportion of pupils attaining the levels expected in reading and writing was well below the national average. When compared with those of pupils from similar backgrounds the reading results were above average, and the writing results were average. In the statutory tests, tasks and teacher assessments for pupils at the end of Key Stage 2 in 2000, standards were above the national average for similar schools in reading and were similar to the national average in writing. Over one quarter of pupils achieved Level 5 by the age of 11, which is close to the average of all schools in the country.
76. The attainment and progress of learning of pupils from different ethnic minority communities and those with English as an additional language match those of the school as a whole. Those who enter the school with weaker English skills receive support appropriate to their needs and with such support make good progress overall. There was little difference between the performance of girls and boys seen in speaking, listening, reading or writing by the age of 11.
77. Across the school pupils have the opportunity to develop their speaking and listening skills. Teachers provide good linguistic role models, encouraging pupils to develop a wide spoken vocabulary. They use a wide range of texts including big books, group readers and information texts to read aloud and be heard by an adult. The study of themes in texts, the examination of grammar clues for characterisation, and rhyme

and rhythm for pace are also investigated when pupils undertake their work on poetry. This is helping their technical language and the opportunity to change their speech to accommodate to the needs of different listeners. Younger pupils use role-play activities where they adopt different characters and select the language they think their character would use. This was seen in a lesson where pupils were making play dough cakes and acted out different members of a family as they made them. Older pupils studied the 'The British' by Benjamin Zephaniah, listened to a cassette of the poem and then interpreted the verse in their own group work, sharing with the class how the effects of rhyming altered their interpretation. All lessons require pupils to listen carefully to instructions. Pupils have the chance to contribute to discussions, answer questions and give their opinions. While teachers lead discussions and give pace to lessons, pupils are encouraged to use more than one-word answers. They construct grammatically correct sentences using both colloquial and standard English in replies and discussions, and are learning to select between these for the most appropriate, considering the topic and the audience. Pupils with special educational needs reach appropriate levels as a result of the support they receive. Pupils who speak English as an additional language are encouraged to participate fully and, because of the support through the school, their achievement is the same as that of other pupils.

78. Reading standards are generally above average overall. A small minority; for instance, more-able pupils across Key Stage 1 and in some classes in Key Stage 2, are attaining high standards. Pupils are generally making better progress as a result of the focus brought about by the National Literacy Strategy. Pupils read a range of material: stories, poems, information texts and worksheets. They identify the characters in stories and recall a plot so far, and many predict what will happen next. Pupils use their knowledge of the alphabet to find information in books using a contents page, and older pupils use an index in developing their researching skills. Pupils read unknown words using the initial letter sound, look through a word for known groups of letters and sounds, and identify smaller words within longer ones. The school reading scheme helps pupils to develop these skills. More-able pupils recognise their errors and generally correct themselves. They are achieving a good degree of fluency and often read with expression. By the time they are aged 11 some more-able pupils are reading a wide range of material, fiction and non-fiction. They are able to express their preferences and have made a good start in developing their independent researching skills using a range of written materials, including CD-ROMs and the Internet. Some pupils are using the context of the passage and inference to make sense of sentences and are developing the skills of scanning a text, skimming for meaning rather than reading each word. Pupils have a range of favourite authors including Jacqueline Wilson, Anne Fine and Roald Dahl and like books about horror, comedy, adventure, science fiction, the environment and history. Younger pupils in particular enjoy books such as 'The Tiger Who Came to Tea' and 'The Foggy Day' as well as those found in the school reading scheme. Given a free choice of reading materials many will choose one of the school's group reading books. Some pupils read at home to an adult or to themselves and to older or younger siblings. Few of the pupils report that they are library users, although some of the older ones know how to use the cataloguing system to locate non-fiction. Pupils adapt their research skills to modern technology, with many able to locate information on the Internet or CD-ROM encyclopaedias.
79. Writing standards are average for their age at the end of both key stages, and their overall progress is good. Pupils order their writing using story sequencing, writing frameworks and paragraphing. They use letter sound patterns in their spellings, building up and using the key vocabulary from the National Literacy Strategy in their

work in Key Stage 1. Key Stage 2 pupils are starting to produce pieces of extended writing, redrafting and editing their work. The literacy hour is helping pupils to use a wide vocabulary and is improving grammar and punctuation, as well as extending knowledge of a range of texts. By the age of 11, pupils write for a range of purposes including stories, letters, poetry and instructions, as well as book reviews demonstrating their comprehension of others' work. They are developing the skills of extracting information from non-fiction texts. Older pupils generally use adjectives, adverbs, nouns, capitals, commas, and exclamation and question marks accurately in their work. Handwriting and presentation skills are variable and, although pupils are encouraged to use a fluid writing style and cursive script, these are not well developed among most pupils.

80. The quality of teaching is good overall across the school and almost half is very good. Where teaching is good or very good, learning is well supported and pupils make good progress. There are effective strategies for teaching literacy, identified by very careful planning, challenging work and high expectations of positive attitudes and behaviour. Progress in lessons is marked, with good learning and the successful completion of planned tasks. Pupils enjoy the texts they are given to read. Teachers use questions skilfully to challenge and guide learning further. In these lessons teachers provide a high proportion of direct teaching: directing, encouraging, explaining and giving examples, and planning for pupils' active involvement in the lesson. Teachers' knowledge of the National Literacy Strategy is good, as is their knowledge of their pupils' abilities, and they combine the two effectively.
81. The National Literacy Strategy has helped in raising standards. Although the school has modified the strategy, by dealing with reading skills separately, this has added to the development of skills acquisition by ensuring that a wide range of texts is studied. The curriculum for English is broad and balanced, and supports the work of other subjects. Day-to-day assessments are used well to define the planned curriculum. This tracking of pupils, by way of analysing test results, helps to deliver work that is targeted on their developing skills. This process successfully addresses the identification of pupils with special educational needs.
82. English is very well led by an enthusiastic and well-qualified co-ordinator. She is actively developing English across the school, and has attended and led training and professional development courses to implement the National Literacy Strategy. She monitors progress, teachers' planning, in-class support, staff training and resources. In particular she has undertaken a reading age analysis, plotting pupils' reading levels against their chronological age. This has led to more effective use of the school's range of reading material and has raised pupils' levels of achievement as a result.
83. Resources for English are good and help to support each area of the English curriculum. The school has spent wisely on reading materials to support the majority of pupils, including fiction, information texts and poetry. Literacy support materials, texts, big books, workbooks and reading posters are accessible. Library resources are less effectively used at the moment. Although books in the library area are coded, it is difficult for pupils to undertake independent research using written texts. However, following its re-organisation there are plans to time-table the use of the library and remedy this current weakness. Each class has a range of factual material to support its general classroom work as well as a range of reading materials appropriate for pupils' ages and abilities. This provision is good and enables pupils to have easy access to suitable reading material and make appropriate progress.

MATHEMATICS

84. The year 2000 national test results show that, by the end of Year 2, the percentage of pupils achieving the expected Level 2 was below the national average, but the percentage of pupils reaching the higher Level 3 was above the national average. In comparison with those in similar schools, results were well above average. For pupils aged 11, the percentage achieving the expected Level 4 was well below the national average, whilst the percentage achieving the higher Level 5 was in line with the national average. However, in comparison with those in similar schools, results were well above average. Trends over time show standards improving, especially at the end of Key Stage 2, and the pattern of results suggests that the school is meeting the needs of higher-attaining pupils. There are no significant differences between the performance of boys and girls. Pupils with special educational needs, and those for whom English is a second language, are well supported and make good progress.
85. Inspection evidence suggests that standards of attainment are broadly in line with those expected at the end of both key stages. By the age of seven, pupils have a sound knowledge of place value to 100, and a minority work confidently with larger numbers. Pupils identify simple two- and three-dimensional shapes and know their properties. They can divide these shapes in different ways to find halves. Many pupils are able to make reasonable estimations when measuring. They are able to check results using standard units. Pupils gather information using tally charts and represent their findings using graphs. By the age of 11 many pupils can work out calculations with speed and precision. They understand fractions, and the quicker pupils are able to interchange vulgar, decimal and percentage fractions. Pupils understand and work accurately with a range of metric measures. They understand area and perimeter, and can calculate the areas of rectangles and triangles. Pupils can use a range of charts and graphs, but throughout the school pupils lack familiarity with applying their mathematical knowledge. The setting of work involving real-life problem solving is not a regular feature of the tasks pupils are asked to do and so their ability to analyse data is underdeveloped.
86. The National Numeracy Strategy has been adopted successfully overall and is having a positive effect on pupils' ability to calculate mentally. Teachers are familiar, and secure, with the required structure, and planning for this is good. Lesson aims are shared clearly with pupils at the beginning of sessions, and they are re-visited in the final part of the lesson so that teachers can reinforce and assess effectively what has been learned.
87. The quality of teaching and learning is satisfactory overall. There was no unsatisfactory teaching observed, and in almost a quarter of lessons teaching was good. This is a more consistent, and improved, picture since the previous inspection. In the good lessons teachers question pupils well to check their understanding. Pupils are encouraged to find their own ways of solving problems. For example, some older pupils were challenged to make an answer either 'one' or 'two', and had to make a calculation using four threes and sets of brackets. The 'open ended' nature of the work made them think. They were challenged and stimulated, and learning was good. Teachers encourage pupils to describe and explain their work, and because of the increased emphasis on developing a range of mathematical vocabulary pupils are very often able to use the correct terminology. Teachers plan work for children with differing levels of understanding; for example, when one teacher very effectively adapted a number investigation, allowing pupils of different abilities to be included.

88. Pupils are interested in mathematics and engage in the activities with obvious enthusiasm and enjoyment. This is particularly so in the often pacy and challenging mental arithmetic sessions at the start of numeracy lessons. They respond well to tasks set and many try hard to be involved in question-and-answer sessions. Pupils have good relationships with staff and peers and this has a positive impact on progress. They appreciate the good support and encouragement given to them by teachers and classroom assistants. Pupils use mathematics to help learning in other subjects. For example, they are involved in numerical work when interpreting graphs showing pulse rates, and when measuring temperature in science.
89. Teachers use informal observations and regular mental tests to assess pupils' attainment. There are also half-termly assessments, for each pupil, on aspects of the mathematics programme, and non-statutory test materials are used for pupils in Years 3, 4 and 5. This new, improved system of assessment is enabling the school to track pupils' progress from each year, to set appropriate targets and identify any 'gaps', especially for the high numbers of pupils who come from other schools and other countries.
90. The school has made considerable improvement since the previous inspection. The role of the subject co-ordinator has been strengthened, the National Numeracy Strategy has been effectively implemented, the quality of teaching has improved and standards are rising.

SCIENCE

91. At the time of the last inspection by HMI in 1999 pupils attained the expected standards in science by the age of seven. By the age of 11 the standards reached by the majority of pupils were below those expected for their age. This inspection found that standards have risen and that, by the age of 11, pupils now attain standards close to those expected for their age.
92. The results of the year 2000 teacher assessments in science for seven year olds at the end of Key Stage 1 show that standards were above the national average at the expected Level 2, but below the national average at the higher Level 3. The results are above the average for similar schools at Level 2 but below average at the higher Level 3. The results of the National Curriculum assessments in 2000 for 11 year olds at the end of Key Stage 2 were close to the national average, with 81 per cent attaining the expected Level 4 or better. The proportion of pupils achieving the higher Level 5 was also close to the national average at 33 per cent. In comparison with those in similar schools, the results were well above the average at the expected Level 4 and at the higher Level 5. These results show a marked improvement on those of the previous two years. This is because the school has worked well to address the gaps in pupils' previous learning.
93. The inspection findings are that, by the age of seven, pupils are attaining standards close to those expected for their age and are making satisfactory progress. The teacher assessments for 2001 have not yet been checked. However, the results at the moment suggest an improvement overall, because a similar percentage attained at the expected Level 2 or above, and the percentage of those attaining at the higher Level 3 is considerably more than that of the previous year.
94. Pupils currently in Year 6 are attaining standards overall in line with those expected for their age. This judgement is in accordance with the school's results in national testing in 2000. The improvement on the standards at the time of the last inspection

is due to the good levels of intensive teaching of the appropriate facts. The success was evident in the national test results last year, and in the number of pupils in the current Year 6 who were entered for the higher level science paper during this year's national tests.

95. Pupils in Key Stage 1 know the principle differences between living and non-living things and identify the characteristics of humans; for example, 'All humans have a brain so they can think'. They have a good understanding of food values and how to stay healthy, and identify and name parts of the human body accurately. They know how to group materials according to their properties and test a range of materials to find the best for a specific purpose; for example, to find the most suitable material for an umbrella. They consider simple forces and their effects, such as, 'The wind makes balloons fly away'. They have a clear understanding of the values and risks of electricity and know that electrical power comes from an electrical socket or from batteries.
96. The oldest pupils in the school have a good understanding of the human life cycle and explain the functions of bones, muscles and organs of the body; for example, 'The cerebral cortex controls thinking'. They use the correct terms for the various parts of a plant and can explain their functions, such as, 'Pollination is the process of getting pollen from the stamen to the carpel'. Pupils show sound understanding of materials and their properties. They know what constitutes a solid, a liquid and a gas and can give good examples of each. Pupils in Year 5 conduct experiments to investigate the insulating properties of different materials, and consider which materials make the best sound insulation. Pupils have satisfactory experience of using simple electrical circuits. They can identify correctly from circuit diagrams which designs will complete a circuit and which will not. They know which materials make a good conductor and consider safety issues and a range of sources of energy. Pupils know about a range of forces and how force can be measured and altered.
97. Pupils throughout the school enjoy practical science and relish opportunities to undertake investigations. They plan and carry out a test using simple equipment and develop the use of scientific language through their observations and findings from their experiments. Most pupils make reasonable predictions as to likely findings from their experiments. They record their findings in words, tables and diagrams, comparing them with their predictions. Older pupils discuss the factors that make a test fair and consider carefully how to alter one variable without affecting another. However, the quality of this work varies with teachers' confidence. Some pupils in both key stages are given insufficient opportunities to design their own experiments. Teachers guide the design of experiments too much, giving pupils insufficient opportunities for open-ended investigation, or the chance to discover why their designs for experiments do not work. This is particularly marked in Year 6, where pupils have spent much of the year revising the factual aspects of science. This has considerably reduced the opportunities for them to design and carry out their own experiments.
98. The quality of teaching is good overall. A quarter of the lessons observed were judged to show very good teaching, and no unsatisfactory teaching of science was observed during the inspection. Where teaching is good teachers make effective use of questioning to assess and develop pupils' understanding. Throughout the school, teachers make good use of 'mind mapping' to review what pupils already know and to help identify where they need to deepen pupils' knowledge. They plan tasks that grab pupils' attention and excite them, and make good use of experiments to develop pupils' thinking and investigative skills. In response pupils listen carefully and

contribute well in whole-class discussions. Teachers encourage pupils to explain their thinking to others to help clarify their understanding and chair lively discussions that extend pupils' thinking and reasoning skills. However, sometimes discussion is led too heavily, with teachers 'telling' pupils rather than allowing them time to deduce concepts from their discussions, or draw conclusions from their findings.

99. Teachers are careful to plan activities in such a way as to promote the full involvement of pupils with special educational needs, through working with more-able colleagues, working with the help of a supporting adult or by simplifying tasks. Pupils for whom English is an additional language are supported well and make good progress. Teachers make good use of key vocabulary, such as 'pollination/germination' and 'insulator/conductor' to promote pupils' accurate use of the correct terminology. However, the school does not promote the accurate spelling of scientific vocabulary specific to a topic, and pupils regularly spell such words as 'evaporation' or 'conductor' incorrectly. Teachers do not yet plan sufficient opportunities for computers to be used to support the recording of evidence or the presentation of results, nor for sensing and monitoring activities. However, the co-ordinator is aware of this and is planning to extend the use of computers in science now that the suite is fully functional.
100. The school has adopted the nationally recommended scheme of work and plans a balance programme for each year group. However, pupils of the same age but in different classes are not given similar learning opportunities. For example, Year 3 pupils in the mixed Year 4/3 class do not study the same topics as their peers in the Year 3 class. It is unsatisfactory for them to be studying the same as the Year 4 pupils if they have not been given the opportunity to cover the required National Curriculum elements for Year 3. Teachers plan for assessment within each topic, but at present this is not systematic and thus has a limited influence on future work. The co-ordinator is aware of this deficiency and is pursuing plans for a more manageable, systematic approach to assessment in science.
101. The co-ordinator monitors standards effectively and supports colleagues well. Resources for science are satisfactory, but insufficient use is made of information technology to support the science curriculum.

ART AND DESIGN

102. It was only possible to see two lessons of art and design during the inspection. Judgements are based on these lessons, an analysis of pupils' work in displays around the school and in their folders and on discussion with teachers, the subject co-ordinator and pupils.
103. Standards in art are close to those expected nationally for seven and 11 year olds, and pupils make satisfactory progress. There is no significant difference between the attainment and progress of boys and girls or of pupils of different cultural backgrounds. Children with special educational needs attain standards similar to those of their classmates and make good progress because of the good support they receive. For children with English as an additional language, support staff use conversation in art lessons well to extend their mastery of spoken English.
104. By the time pupils are seven they mix paint to vary shades and tints successfully. They experiment with a range of techniques and use a variety of media such as coloured pencils, pens and watercolours. For instance, pupils in Year 2 have completed good quality observational drawings of local architecture, studying the

shapes and structure of a range of buildings. Others have worked with collage, combining paint and paper collage effectively; for example, in a large-scale diagram showing the different parts of a plant. Pupils in Year 1 have made attractive sets of prints from polystyrene tiles.

105. By the time pupils are 11 they have experience of a good range of media, selecting the one most appropriate to their subject. For example, pupils in Year 3 mixed colours by overlapping tissue paper within paper 'windows' so that light shone through to show the effects clearly. Pupils in Year 4, prompted by a visit to the National Gallery, worked first with postcards and then with domestic objects to develop their skills in sketching and observational drawing. This work is of a high standard and pupils made good progress during this particular topic. Pupils in Year 5 chose pencil as the best medium for drawing studies of the perspective of buildings. Year 6 pupils mixed watercolour and fine pen work to create attractive studies of flowers.
106. Pupils in both key stages have worked well with textiles and yarn to attain at least the expected standards. For instance, younger pupils combined to make a giant 'dream-catcher', blending woven wool and fabric strips successfully. Pupils in Year 5 have experienced dying techniques, making beautiful batik wall hangings that also investigate repeating patterns.
107. Art is used well both to support work in other subjects and to extend the school's sense of community. For example, within Year 4's study of ancient Egypt pupils worked with clay to make models of pyramids and replicas of the Rosetta Stone. The work in Year 2 in design and technology made good use of pupils' knowledge of colour mixing to create colour spinning wheels. Pupils were then able to predict accurately what they would see when they spun their wheel. The very successful 'Faces of the Millennium' project involved the whole school in creating self-portraits on clay tablets to be mounted on the wall around the school gate. Displays around the school brighten the environment, and teachers use them well to celebrate pupils' efforts and achievements.
108. Pupils are very positive about their art and were keen to show and explain their work during the inspection. They concentrate closely throughout lessons and pay good attention to teachers' instructions and to each other's suggestions. Conversation during art lessons is about the task in hand. However, pupils do not talk easily about the techniques they have used. Nor, although they can name a satisfactory range of Western artists, do they talk easily about their responses to their work or that of artists from other cultures.
109. In the lessons observed, teaching overall was sound, with some examples of good teaching. A positive element noted was that good questioning extends pupils' observation. This promotes their consideration of details within shape and colour and develops well their awareness of the composition of a picture. This was particularly successful in a lesson where the teacher was encouraging pupils to think about how to portray texture and line with paint. The good scheme of work ensures that pupils have satisfactory experience each year of all elements of art - painting, drawing, printmaking, textile work and sculpture. Each year pupils build progressively upon what they already know, understand and can do. Teachers share their own expertise generously to develop and extend pupils' skills.
110. The school does not have an agreed policy on the use of sketchbooks or individual pupils' portfolios. There is therefore nothing that shows an individual's development over time in the levels of skills learned. The co-ordinator has considerable

enthusiasm for the subject and a good degree of expertise. She monitors standards in art through looking at displays and at children's' work, but there has been only a limited opportunity to monitor teaching and learning. She has organised the resources very well such that each class has the necessary equipment to cover their elements of the scheme of work. These resources are used effectively to promote pupils' learning.

DESIGN AND TECHNOLOGY

111. It was only possible to see two lessons of design and technology during the inspection. Judgements are based on these lessons, an analysis of pupils' work, their design notes and discussions with pupils. Pupils enjoy design and technology projects and talk with enthusiasm about their models and how they made them.
112. Provision for design and technology is satisfactory, with pupils at seven and 11 attaining standards expected for their ages and making appropriate progress in acquiring the necessary skills. Pupils with special educational needs also attain satisfactory standards and make sound progress. Pupils for whom English is an additional language are supported well and good use is made of opportunities within design and technology lessons to extend their spoken English.
113. The standards in Key Stage 1 are the result of sound teaching which promotes and encourages pupils to design and reflect upon the successes of their designs. Pupils' proposals show clearly the methods and materials they plan to use and they also consider variations in need from a design. For instance, when creating hand and finger puppets, differences in the sizes of fingers and hands were considered carefully. Pupils use such terms as 'gears' and 'axle' correctly when they evaluate the structure of a 'winding mechanism', and they discuss aspects they find that are effective or otherwise within their design. Pupils have good manipulative skills, as seen in the accurate cutting and sticking used when they were making boxes.
114. In Key Stage 2, pupils use an increasing range of tools, materials and components including textiles and wood. They describe clearly how to construct strong joints; for example, when making box frames which are then adapted to a range of finished artefacts such as a vehicle or a model house. They make moving toys, correctly using terms such as 'body', 'chassis' and 'axle'. Food technology projects emphasise food hygiene and the safe use of kitchen utensils as well as the functions of different foodstuffs, such as fruit and vegetables. The work in design and technology completed by the oldest pupils in the school has been very limited this year as the school has sought to focus upon preparing them for national testing. Intensive work over the last few weeks of the school year is planned to address this imbalance.
115. Teachers plan lessons carefully and give clear instructions so that pupils know what to do. They make good use of commercial products to draw pupils' attention to design features. For example, when making boxes, teachers dismantled ready made boxes to show both nets and techniques for joining. Teachers use questioning well to guide pupils in their evaluation both of commercially produced artefacts and of their own designs, such as when designing and making torches. Design and technology projects include a good balance of investigative, designing and making tasks. Throughout the school these projects support topics in other subjects; for example, Year 4's torch designs make use of their knowledge of simple electrical circuits from their science project, and Year 5's work designing and making musical instruments forms part of their science and music project on 'Sound'.

116. Resources are satisfactory in number and many are of sufficiently good quality to promote the development of pupils' manipulative skills very well. The headteacher is currently standing in as the co-ordinator. She monitors planning and looks at the artefacts pupils produce, but her many other duties prevent her taking a more active role in leading the school's development of design and technology.

GEOGRAPHY

117. Standards of work at the end of both key stages are broadly in line with those usually found. Satisfactory progress is made throughout the school. There was a similar picture at the time of the previous inspection in Key Stage 1, but there has been an improvement at Key Stage 2.
118. By the end of Key Stage 1 the pupils have a sound knowledge of local places. They are able to plan simple routes and develop directional language such as 'under', 'across' and 'straight on'. Their ability to draw accurate plans and read maps increases steadily. Pupils make maps of familiar places such as the playground, and include appropriate symbols in a 'key'. Skilful teaching in a Year 1 lesson, linking a 'Big Book' story from literacy to work in geography on the Isle of Struay, enabled the class to understand the difference between 'island' and 'mainland'. At Key Stage 2, pupils satisfactorily develop their geographical skills. In a study of 'weather', pupils learn how to use a compass to help fix their weather vane. They use mathematical skills to measure temperature, wind direction and force, and employ scientific principles of 'fair testing' to ensure that measurements are taken at the same place and at the same time of day. These are effective cross-curricular links. Pupils develop an awareness of places beyond their locality, and are beginning to be able to compare and contrast other localities with own. After visiting Horton Kirby in Kent pupils recounted impressions such as "The village had more open spaces" and "The houses were bigger, like those in Blackheath" and one pupil, an asthma sufferer, remarked, "I found it easier to breathe - there was less traffic pollution".
119. By the end of the key stage, pupils make sound progress in mapping skills, and show an understanding of various aspects of rivers, settlements and the environment. They learn to obtain information from a variety of sources and to communicate their findings effectively. Older pupils are able to mount effective arguments about the advantages and drawbacks of one way streets in the locality, showing a grasp of issues such as effects on motorists and residents at critical times of the day. Enthusiasm for the subject, carefully selected areas of study and appropriate levels of support help all pupils, including those with special educational needs and English as an additional language, to make sound progress.
120. Pupils enjoy geography, especially the numerous practical activities and field trips organised as part of the geography curriculum. Teaching observed was never less than satisfactory and in three out of five lessons it was good. Teachers display good subject knowledge and their enthusiastic delivery and well-planned lessons contribute to the quality of learning in the classroom. A greater level of consistent teaching is an important factor in the improving standards, especially at Key Stage 2. The subject co-ordinator is relatively new to the role and has a clear picture of future priorities, which include updating resources, and improving the structure of their planning to take account of recent curriculum developments. The school is now assessing pupils each half term so it is better able to guide them in what they should do in order to improve.

HISTORY

121. Pupils' standards of attainment at the ages of seven and 11 are in line with those expected for their age in terms of their knowledge of historical detail. Insufficient teaching was seen during the inspection to make an overall judgement of its quality, although the one lesson observed was particularly good in the way it used artefacts to enhance pupils' empathy for people who lived during the Victorian era. Judgements are based on a scrutiny of pupils' work and discussions with pupils and staff. Pupils enjoy history and were keen to tell inspectors about the projects they had studied.
122. By the age of seven, pupils demonstrate an appropriate knowledge and understanding of the lives of people in the past and the prevailing conditions at the time. For example, when learning about the Fire of London and Samuel Pepys, they considered how the design of the city at that time influenced the extent of the Great Fire; "The fire spread because the lanes were too narrow". Pupils' historical knowledge and understanding are further developed through making comparisons; for example, when learning about Florence Nightingale and Mary Seacole they compared hospitals of the time with those now. Younger pupils have looked at their toys and compared them with earlier versions. Good evaluations of the differences showed an awareness of the materials used as well as differences in the games themselves. For example, when comparing a modern Barbie with a Victorian doll, a pupil identified the porcelain face of the Victorian doll as a significant variation.
123. In Key Stage 2, pupils develop a sense of time, progressing from making a timeline about their own lives to tracing the development of the Tudor dynasty. Teachers make good use of a range of resources to develop research skills and to bring the subject alive. For example, pupils in Year 5 have studied old photographs, copies of newspapers and diary extracts, and researched on the Internet when they learned about the Holocaust. Their independent writing is thoughtful and sensitive. Younger pupils looked at copies of newspapers from the discovery of Tutankhamun's tomb to help them create news reports of the death of the pharaoh many centuries before. Older pupils evaluate evidence carefully, expressing and listening carefully to each other's opinions. Although they do not know the terms 'primary and secondary sources of evidence', they are beginning to understand that the reliability of sources of evidence varies.
124. Teachers are careful to plan activities in such a way as to promote the full involvement of pupils with special educational needs, either through working with more-able colleagues, assisted by a supporting adult, or by simplifying tasks. Good use is made of literacy skills in the guided research undertaken and some teachers also make good use of computers for pupils to research information on the Internet or that stored on CD-ROMs. For example, Year 5 are finding out about people from different cultures who have changed the societies in which they live.
125. The history units selected by the school address a good balance across time and civilisations, extending pupils' thinking and ensuring that assignments build successively upon the skills they acquired in previous years. Assessment opportunities are identified within each topic but are not planned systematically across the school. Literacy skills are developed well in history and pupils regularly undertake extended written assignments such as reviewing ways in which cities are safer now than they were at the time of the Fire of London.
126. The co-ordinator monitors teachers' planning to ensure that the appropriate history topics are being covered. However, she has not been able to monitor the quality of

the learning experiences pupils are given either through observing lessons or through looking at pupils' books. The variations in the depth with which different teachers cover history have therefore not yet been addressed.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Overall, standards in information and communication technology are now in line with expected levels at the end of both key stages. The school is now able to offer a good range of opportunities to involve pupils with the subject because of the new information and communication technology suite and the good range of available software. Older pupils are now receiving adequate coverage of the subject to ensure that they reach a level of skill and confidence appropriate for their age by the time they leave school.
128. In Key Stage 1 the standards are in line with those expected for pupils' ages. This is mainly due to the sound teaching they receive. The lesson observed in the information and communication technology suite showed the teacher's good level of understanding that enables an appropriate range of work to be set. The teacher's expectations of the pupils when they were researching using CD-ROMs and the Internet as well as traditional book resources were appropriately high. By the end of the Year 2 lesson pupils were able to locate information on the relevant CD-ROM and had acquired some knowledge of how to search the Web. These pupils have used drawing programs effectively, as well as word-processing software. They are learning to combine the two.
129. The achievements of pupils aged 11 are in line with expectations for their age. The pupils in Years 3 and 4 have combined pictures and text well in writing for a number of different projects. There is evidence of good work on 'moving images' that shows a high level of competency. Pupils in Years 5 and 6 have added to this level of skill by using the Internet and other resources for their project work. Throughout Key Stage 2, pupils build on their use and knowledge of databases in a systematic way. There is planned use of simple databases in Years 3 and 4, and more sophisticated examples, including spreadsheets, in Year 5 and 6. In discussion, the older pupils were knowledgeable about the use of technology in the outside world.
130. The teaching observed in the three lessons of direct teaching of information and communication technology and those lessons where the teachers used their computers as an additional resource in other subjects, was always at least satisfactory. Teachers have acquired good subject knowledge recently, and perhaps more importantly they have acquired much greater confidence. This results in them now maximising opportunities for pupils to use computers, particularly in literacy and numeracy. Teachers now know what they want pupils to achieve and are planning to meet the full range of activities required in the National Curriculum for information and communication technology. Pupils with special educational needs or who are learning English as an additional language make good progress.
131. The knowledgeable co-ordinator has worked extremely hard in the last year to organise and implement the use of the new computer suite. She has very good, documentary evidence of the needs of individual teachers and how best she can enable teachers to acquire the confidence and skills they need. To this end she has already been very successful. Resources overall are now good. The school has made good progress in information and communication technology since the last inspection. Standards have risen and are increasingly improving, and the quality of teaching is continuing to improve.

MUSIC

132. Pupils throughout the school attain standards that are expected for their age, and they all enjoy the range of music making activities provided. The extra activities provided by a number of teachers are strength of the school, and enable those pupils with particular ability to achieve high standards. This was particularly true of the lively rehearsals of their adaptation of 'West Side Story', which is soon to be performed to parents and friends. There are a number of pupils who have expressed an interest in learning an instrument and the lack of any additional instrumental tuition is an area the school is currently investigating.
133. Younger pupils sing well and show good control of pitch, dynamics and rhythm. They read songs competently and teachers make good use of this ability in other lessons such as literacy. In the Year 2 lesson observed, pupils learnt a new song, 'What are friends for?', very quickly and with real enthusiasm. The teacher also used this occasion to reinforce the social and moral dimensions of the song well.
134. Older pupils learn to create percussion parts to songs and can compose simple melodies. They have a good knowledge and understanding of music from other cultures and the school makes a point of celebrating the variety their pupils represent and bring to the school. Pupils discuss their musical likes and dislikes well and in a very thoughtful and tolerant way. The way that the Year 5 class observed could keep a complicated three-part clapping rhythm going, and vary the dynamics as well, was particularly impressive. The older pupils taking part in the dance lessons led by a visiting teacher responded to the music in a mature and sensitive way. The many pupils involved in the school production of 'West Side Story' are at an above average level of ability in the presentation and evaluation of their own and others' performance.
135. The quality of the teaching observed was satisfactory. Only three lessons were observed and so an overall judgement is not possible. The planning of lessons is good and teachers try to make sure that pupils are kept interested and motivated. In two of the lessons the way that the teachers had the confidence to sing and demonstrate to the pupils was very effective. The teachers, including the headteacher, often have music of many different sorts playing as the pupils come and go in the school. This is a very effective way of introducing pupils to new and different music, which they appreciate a great deal.
136. The influence of the arts co-ordinator, who is mainly responsible for the school productions, is apparent throughout the school and is largely responsible for the considerable improvement since the last inspection. Although there is a much more structured approach to teaching music and greater guidance available for all teachers, there is still no system for assessing or recording pupils' progress in music from one year to the next. This means that some work is being needlessly repeated and pupils make less progress as a result. The range of musical resources has improved markedly since the last inspection.

PHYSICAL EDUCATION

137. Standards in physical education are in line with expectations in both key stages. However, standards in dance, observed in Key Stage 2, were very good. There is no difference in standards between girls and boys. This is a similar picture to that at the time of the previous inspection.

138. At the end of Key Stage 1 most pupils have developed sound levels of control and mobility, and make the expected progress in developing co-ordination in travelling, jumping and balancing. In dance, pupils demonstrate a good range of movements, and realistic 'robotic' movements from Year 1 pupils implied good levels of thinking and imagination. In Key Stage 2, pupils move around the playground with increasing control, and demonstrate an expected range of passing and catching skills. In competitive situations they show an appropriate understanding of attacking and defending techniques in games such as netball. A significant minority of pupils demonstrate good levels of athleticism, balance and an ability to change direction quickly. Pupils from Years 3 and 4 created dance sequences based on musical stimuli. All the pupils showed very good levels of concentration, and the structure of the lesson was such that they faced increased challenges. By the end, the quality of interpretation, expression and 'finish' was very good. The school supports an extensive swimming programme. This provides repeated opportunities for pupils to develop swimming skills. By the time they leave, practically all pupils are able to meet the swimming requirements of the National Curriculum. Many do more, gaining distance awards, and learning water safety techniques.
139. Teaching was at least satisfactory, apart from in one lesson. A high proportion was good and two lessons were excellent. In these lessons excellent subject knowledge was revealed in the increasing demands made upon pupils. The lessons were well organised and managed, and pupils' own views about how they might improve were well exploited. By the end pupils had a very good understanding of what they needed to do to improve. All the learning intentions were achieved, and more! Where teaching was less effective the pace of the lesson was such that learning opportunities were restricted. The fact that pupils have to wait for fairly long periods whilst items of equipment are distributed or apparatus is arranged leaves less time for them to practise and improve. Also, in these circumstances, the interest and application of some pupils wane.
140. The co-ordinator is working to develop the scheme of work in the light of recent curriculum statements, and this, along with a better system of assessment and improved resources, is providing sound support for teachers in delivering a balanced programme.

RELIGIOUS EDUCATION

141. Pupils in both key stages attain standards in line with those set out in the locally agreed syllabus. Teachers use the scheme to plan lessons, and this ensures an appropriate breadth in the curriculum.
142. All pupils make good progress in broadening their knowledge and understanding of world religions. This is a valuable contribution to their spiritual and cultural development. Their knowledge of Islam is good and they develop a sound knowledge of other religions, particularly Christianity. By the time they are 11, pupils also know about the customs and beliefs of Buddhism, Hinduism, Sikhism and Judaism. They recognise the similarities between religions, such as in Year 1, where they are able to appreciate that some books are very special. They recognise that, just as the Qu'ran is special to the Islamic faith, so the Bible is special to Christians. Year 3 pupils know some of the key followers, such as Gandhi, and the beliefs he held from his religion. They have a good knowledge of key teachings found in the Qu'ran and good understanding of the role of the prophet Mohammed. In Year 6 they understand the Four Noble Truths of Buddhism and the Five Moral Precepts of the faith. They

- understand the concept of community and that different communities share celebrations together. They recognise similarities in these celebrations.
143. In both key stages, teaching and attainment have significantly improved since the last inspection. Requirements for religious education are now met. The very good locally agreed syllabus informs planning and teaching. The quality of teaching is mainly good and none is less than satisfactory. Teachers mostly have good subject knowledge. The management and monitoring of the subject are sound. However, as yet monitoring of teaching of the subject is not taking place, although planning is monitored and guidance given to teachers. Good use is made of pupils' speaking and listening skills, and teachers' effective questioning prompts pupils to explore their ideas more deeply. In one lesson they explored the qualities and values, such as kindness and sharing, which pupils respect and admire. Teachers show great sensitivity towards pupils' own well-established beliefs and call on them to provide information in the lessons. They plan their lessons well and ensure that pupils understand what is expected of them. Although teachers assess pupils' learning during the plenary session of lessons, there is no structure for formal assessment, or the recording of achievement, in place. The co-ordination of the subject is satisfactory. Resources are satisfactory, and are well used by teachers.