

INSPECTION REPORT

FOXFIELD PRIMARY SCHOOL

Woolwich

LEA area: Greenwich

Unique reference number: 100156

Headteacher: Mrs M Nimmo

Reporting inspector: Mrs S D Morgan
1355

Dates of inspection: 20th - 24th May 2002

Inspection number: 196907

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

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------------------------|
| Type of school: | Infant and junior |
| School category: | Community |
| Age range of pupils: | 3-11 |
| Gender of pupils: | Mixed |
| School address: | Sandbach Place Woolwich London |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr D White |
| Date of previous inspection: | May 1997 |

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| 1355 | Mrs S D Morgan | Registered inspector | Science Design and technology | What sort of school is it? What should the school do to improve further? The school's results and pupils' achievements How well are pupils taught? |
| 19653 | Mrs E Dickson | Lay inspector | | Pupils' attitudes, values and personal development How well does the school work in partnership with parents? |
| 18814 | Mr G Crowther | Team inspector | Information and communication technology Art and design Equality of opportunity | |
| 20869 | Mr D Mylroie | Team inspector | Mathematics Geography Religious education English as an additional language | How well is the school led and managed? |
| 10226 | Mrs S Senior | Team inspector | Foundation stage Physical education | How good are curricular and other opportunities offered to pupils? |
| 31233 | Mrs E Slater | Team inspector | English History Music Special educational needs | How well does the school care for its pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Foxfield is a large primary school. It has 320 pupils on its roll in Years 1 to 6 and 60 children in the reception year. 85 children attend the nursery, 70 part-time and fifteen full-time. The school roll has fluctuated and shown some decline, with nine classes below their admission number of 30. The number of boys and girls is similar, although numbers vary significantly between year groups. Pupils come from a range of ethnic backgrounds; approximately 60 per cent are white. The percentage of pupils who speak English as an additional language has been increasing and is considerably higher than in most schools. Forty three of these pupils are at an early stage of learning English and a small proportion are refugees. The school has a small number of Traveller children on its roll. Pupil mobility is high. Over a fifth of the pupils currently at Foxfield did not start their education at the school and 40 per cent of pupils in Year 6 have not had continuous education at the school. Pupils are mostly from well below average socio-economic backgrounds. Almost 55 per cent of pupils are entitled to free school meals, which is well above the national average. The current attainment of pupils on entry to the school is well below average. The proportion of pupils who have special educational needs, at just below 50 per cent, is well above the national average and has been increasing. Of these, an average proportion, just over one per cent, have statements of special educational need. Most pupils' special needs relate to learning, emotional and behavioural problems and speech or communication difficulties. A significant number of staff changes have occurred during the last two years. The school has experienced difficulty in recruiting permanent teachers. Currently three posts are filled by temporary teachers. The school is part of an Education Action Zone (EAZ).

HOW GOOD THE SCHOOL IS

The school provides a sound education. Pupils are valued, and encouraged to work hard in an environment which is caring and supportive. Relationships between pupils and adults are good. The school has faced a number of difficulties over the past eighteen months, such as the recruitment of teaching staff and a fire which damaged a large part of the building. Despite this the headteacher, leadership team and governors have been successful in limiting the impact on pupils' education. When pupils enter the school their levels of attainment are well below average. Standards remain well below average in English, mathematics and science but have shown improvement since 1997. As they move through the school pupils achieve satisfactorily in almost all subjects. Overall, the quality of teaching is satisfactory with about half of the lessons observed being good or better for pupils aged 5 to 11. The school provides satisfactory value for money.

What the school does well

- Pupils aged 5 to 11 achieve well in art and design, geography, history and religious education.
- Staff promote pupils' spiritual, moral, social and cultural development very well. All children are respected and treated equally, regardless of their ability or background.
- Relationships are good. The school listens and responds to the views of parents and children.
- Pupils are taught to behave well and get on with each other and most respond positively to the school's high expectation.
- The school is well led and managed. The headteacher has a clear focus on improving the school and a commitment to raising standards.

What could be improved

- Pupils' attainment in English, mathematics and science by the end of Year 6.
- Pupils' achievement in information and communication technology (ICT).
- The quality of teaching in the Foundation Stage.
- Pupils' attendance which is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Overall improvement since that time has been satisfactory. Under the effective leadership of the headteacher the school has focused on a range of initiatives to deal with the weaknesses identified in the last report, such as improving standards and provision for pupils personal development. However, over the last eighteen months factors such as staffing problems and a fire which damaged a number of classrooms have slowed improvement. The school has been successful in recruiting teachers for next September when the school will be fully staffed. There is a strong commitment for improvement.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | E | E | E | D |
| mathematics | D | E | E* | E |
| science | D | B | E* | E |

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

Results have shown some fluctuation over recent years. Overall results in the 2001 national tests for pupils aged 11 were very low, and within the range of the lowest five per cent of schools nationally. They were well below those of schools of a similar type. A number of factors have an adverse affect on the standards that are attained. About half of the pupils in the school have special educational needs and test results are also affected by pupils who join the school after the normal admission date. Many of these pupils have not followed the full National Curriculum and a high proportion is at an early stage of learning English. Over a fifth of the pupils on roll did not start their education at the school. Consequently, comparing the school's results to those achieved nationally creates a very negative picture and does not reflect pupils' achievements. Analysis of the results of pupils who were at the school at the start of Year 3 and took the national tests at the end of Year 6 in 2001 indicate that overall they achieved satisfactorily. The target for national test results in English was slightly exceeded but the target for mathematics was not met.

Results in Year 2 national tests have been low in recent years. In reading, pupils aged seven achieved standards in the 2001 national tests that were very low compared with those nationally and well below those of similar schools. This represents a slight drop in standards over the last four years. Results in writing have been low but have shown gradual improvement and were average when compared to those of similar schools. In mathematics results have fluctuated, but have been low or very low when compared to those nationally and well below those of similar schools. Teacher assessments in science in 2001 were very low when compared with national figures and well below those of similar schools. Children under five enter the nursery with skills that are well below those normally expected. On entry to reception, baseline assessments show that children who have been in the nursery have made satisfactory progress in some areas of development, however, they have made insufficient progress in literacy and numeracy. Overall, in reception classes children are not achieving as well as they should and it is unlikely that any will achieve all of the early learning goals on entry to Year 1.

Overall, current standards for pupils aged five to eleven are well below national expectations. However, overall pupils' achievements are satisfactory. Evidence from lessons and work in books indicates that pupils' knowledge and skills are being systematically developed in all classes which have not been affected by staff changes. In almost all subjects, pupils achieve satisfactorily. Pupils achieve well in art and design, geography, history and religious education. In ICT, pupils are not achieving as well as they should.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good overall. Pupils enjoy school. Most are interested in their lessons, though some find it hard to concentrate for long periods and to work on independent tasks. Pupils are keen to take part in any activities that school offers. |
| Behaviour, in and out of classrooms | Satisfactory. Most pupils behave well in lessons and around the school. They have a clear understanding of the school's high expectations of their conduct. A number of pupils display challenging behaviour, but staff manage them well. Eleven pupils have been excluded temporarily and one permanently during the past year. |
| Personal development and relationships | Good. Most pupils get on well with each other and with adults. They are friendly and courteous to visitors. Although they do not generally show initiative, as they get older pupils carry out additional responsibilities reliably and carefully. |
| Attendance | Unsatisfactory. Well below the national average, although there is very little unauthorised absence. A significant number of pupils are late for school. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|--------------|--------------|
| Quality of teaching | Unsatisfactory | Satisfactory | Satisfactory |

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

The quality of teaching is satisfactory overall, and has shown some improvement since the previous inspection. The proportion of unsatisfactory teaching has fallen slightly and the proportion of good or better lessons has increased. Almost all of the unsatisfactory teaching observed was in the Foundation Stage. The school has worked hard to maintain the quality of teaching in the last two years, during a period when there has been significant staff turnover and difficulty in recruiting suitable replacement teachers. At present the school has three temporary teachers, two of these are in the reception classes, where overall teaching was judged to be unsatisfactory. In these classes consistent expectations of behaviour are not evident and good classroom routines are not well developed. Weaknesses are also evident in areas such as teachers' planning and the teaching of basic skills. These factors slow down the rate of children's learning. Teaching is better in classes with more experienced permanent staff. Pupils in these classes have made significantly better progress, overall, than those who have experienced changes. Pupils' learning reflects the overall quality of teaching. However, in some lessons, the quality of teaching is better than pupils' learning. This is because of weaknesses in the language and literacy skills of many pupils which limits their willingness and ability to record information. A significant proportion of pupils also has difficulty in retaining information over time. Teaching and learning are satisfactory in English, mathematics and science for pupils aged five to eleven. Overall, teachers' planning is good. This has a positive impact on pupils' learning as most lessons are varied and interesting and meet the needs of all. Teachers have good knowledge and understanding and they manage the behaviour of pupils well, including the significant minority who have considerable emotional and behavioural problems. They develop pupils' literacy and numeracy skills satisfactorily. However, overall there is insufficient planning for the use of ICT to support work across the curriculum. Arrangements for homework are satisfactory. The school expects pupils to regularly read, complete spellings and mathematics tasks at home, however, no other homework was observed being set during the inspection.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory overall, although there are weaknesses in the Foundation Stage. The curriculum is broadened by the teaching of personal, social and health education (PSHE). It is enriched by a wide variety of extra-curricular activities and visits, including a residential visit for older pupils. Currently provision for ICT does not meet statutory requirements. |
| Provision for pupils with special educational needs | Good. Pupils make good progress, particularly when they receive specialist support. Good teamwork between teaching and support staff ensures that pupils receive effective guidance. |
| Provision for pupils with English as an additional language | These pupils make good progress with learning English. Suitable work is planned for them and the school ensures that they are included in all aspects of school life. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall with particular strengths in moral and social development. Pupils are given a very clear understanding of right and wrong. They are encouraged to work and play together constructively and harmoniously. |
| How well the school cares for its pupils | The school cares well for its pupils and has successful procedures for promoting good behaviour. Effective monitoring of academic progress and personal development helps teachers plan well for individual pupil needs. |
| How well the school works in partnership with parents | The school works hard to encourage parents to be involved in their children's education. Parents are kept well informed and are generally supportive. A small number help in the school, although for many their contribution to their children's learning at home is often limited by personal circumstances. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides good leadership and is ably supported by the leadership group and management team. Professional relationships exist within the school and lead to a strong commitment to raise standards. The capacity to implement decisions has been limited by a high turnover of teachers and recruitment problems. |
| How well the governors fulfil their responsibilities | Governors have a clear understanding of the strengths of the school and the areas for development and use this information when monitoring the work of the school. Governors ensure that the school meets almost all of its statutory duties with the exception of teaching in ICT. |
| The school's evaluation of its performance | Good procedures for monitoring performance and setting appropriate targets for improvement are in place. Monitoring of teaching has been used to identify areas for development. Consequently some areas of weakness have been overcome. |
| The strategic use of resources | Finance has been used well to support priorities for improvement. Surplus income has been used effectively to improve accommodation and provide extra adults to support pupils' learning. Educational and financial decisions are carefully considered to help the school obtain best value for the money it spends. Resources are satisfactory. Accommodation is satisfactory. Due to recent recruitment problems staffing has weaknesses. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children like school. • The teaching is good. • The school expects their children to work hard and do their best. | <ul style="list-style-type: none"> • The amount of homework. • The range of activities outside of lessons. |

Comments were generally favourable. Evidence gathered during the inspection supports the positive comments, although teaching was found to be satisfactory overall. Inspectors found that the school provided a good range of activities outside of lessons and the range of homework set is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In this report, the term “standards” refers to pupils' attainment relative to some clear benchmark, such as National Curriculum levels or descriptions, at the end of a key stage. “Above average standards”, for example, means that a higher proportion of pupils of a particular age are succeeding at or beyond the level set than in the majority of schools. “Achievement” on the other hand, reflects the accomplishments of pupils in relation to what you would expect of these particular pupils. The pupils' prior attainment, what they can already do, is the reference point for pupils' achievement.
2. Children under five enter the nursery with skills that are well below those normally expected, especially in communication, language and literacy and in mathematical development. On entry to reception, baseline assessments show that children have made satisfactory progress in physical and personal, social and emotional development, however, they have made insufficient progress in literacy and numeracy. It is unlikely that any of the children will achieve the early learning goals in most areas, on entry to Key Stage 1. Overall in reception classes pupils are not achieving as well as they should.
3. In the 2001 national assessments for pupils at the end of Year 2 results in writing and mathematics were well below expectations nationally. Results in reading were very low, that is to say in the lowest five per cent nationally. When compared to those of similar schools (that is, schools with a similar proportion of pupils known to be eligible for free school meals), results were well below average in reading and mathematics and average in writing. Based on teacher assessments, attainment in science was also very low. These results show some improvement, particularly in writing, on those reported in 1997 when the school was last inspected.
4. Results in Year 6 national tests in English, mathematics and science have fluctuated over recent years. However, improvement for all subjects has been broadly in line with the national trend. In the 2001 national tests in English, pupils in Year 6 attained standards that were well below those nationally, and below those of schools of a similar type. In the mathematics and science national tests pupils attained standards that were very low (in the lowest five per cent nationally) and well below those of similar schools.
5. A number of factors have an adverse affect on the standards that are attained. About half of the pupils in the school have special educational needs and test results are also affected by pupils who join the school after the normal admission date. Many of these pupils have not followed the full National Curriculum and a high proportion is at an early stage of learning English. Over a fifth of the pupils currently at Foxfield did not start their education at the school. Consequently, comparing the school's results to those achieved nationally creates a very negative picture and does not reflect pupils' achievements. Analysis of the results of pupils who were at the school at the start of Year 3 and took the national tests at the end of Year 6 in 2001 indicate that overall they achieved satisfactorily.
6. The school's results in national assessments are also compared with those of similar schools. These comparisons are based on the proportion of pupils' known to be eligible for free school meals. Overall, the results for 2001 are much worse than those of similar schools. In the judgement of the inspection team such comparisons are not reliable for Foxfield as a number of factors depress overall attainment, including a very high proportion of pupils learning English as an additional language, and a significant turnover of pupils and teachers from year to year. Whilst this is a school with low attainment overall, pupils are achieving satisfactorily. The school has set appropriate targets for national test results at the

end of Year 6. In 2001 these were slightly exceeded in English but not met in mathematics.

7. Work in the lessons observed was well planned to meet the needs of pupils of differing levels of attainment. Pupils with special educational needs make satisfactory progress towards their specific targets. Pupils are well supported in lessons by teachers and learning support assistants with appropriate tasks. Most pupils who are receiving additional mathematics and literacy support, including Reading Recovery, make satisfactory progress. Pupils who have behavioural problems are well managed by teachers and learning support assistants and do not affect the learning of others, although their difficulties affect their own learning.

8. Pupils for whom English is an additional language achieve well below national expectations at the end of both Years 2 and 6. Those pupils who remain at the school for all of their schooling make good progress in learning English and no longer need support by the time they reach Year 6. They make satisfactory progress in subjects other than English where they carry out the same activities as the rest of the class.

9. Evidence gathered during the inspection shows that current attainment of pupils in Years 2 and 6 is well below national expectations in English, mathematics and science. Given the well below average attainment of many pupils when they join the school, pupils' achievement is satisfactory. No significant differences were noted in the standards attained by boys and girls. In almost all other subjects pupils' achievements are at least satisfactory, although standards in some are below national expectations. In art and design, pupils achieve well because the school has made good use of specialist advice and skills are taught systematically. In religious education, standards are in line with the expectations of the locally agreed syllabus and pupils achieve well. Work is carefully planned throughout the school and pupils visit places of worship to support their learning. Pupils' geographical skills are consistently developed and this enables them to achieve well as they progress through the school. In history, pupils' achieve well, they have planned opportunities to develop their investigational skills and reflect on what they have learnt. However, in ICT pupils do not achieve as well as they should because not all aspects of the National Curriculum such as control and simulations have been covered.

10. The school is largely successful in meeting its aim to ensure that all pupils achieve equally well. It evaluates the results of national assessments and its own internal assessments to check that no group of pupils is being disadvantaged. This information shows that, regardless of background, gender or prior attainment, pupils' achievements are broadly similar. During the past year, however, difficulties in appointing permanent teachers have led to some inequality in the progress made by pupils in a few classes. Scrutiny of pupils' work showed that those in classes that have had one, permanent teacher have made significantly better progress, overall, than those who have experienced changes. At their meeting, a few parents also expressed the view that changes of teacher had disrupted their child's education. The leadership and management of the school are very aware of these difficulties, and much has been done to appoint suitable teachers and to support them. From September, the school has appointed a full complement of teachers.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to learning are good overall and similar to those reported at the time of the previous inspection. Most pupils enjoy school and are keen to take part in activities both in and outside the classroom. In lessons, when given work that is well matched to their level of ability, they show interest and are keen to be involved. For example, in a Year 6 literacy lesson pupils were keen to take part, listened carefully to their teacher and tried hard to answer questions. They co-operated well in groups, discussing their work earnestly.

12. In many cases pupils' positive attitudes are as a result of teachers' high expectations of their effort and participation. This was seen in a Year 3 music lesson when the teacher expected pupils to be involved and motivated, and do their own self-assessment, and pupils correspondingly responded positively. A number of pupils, however, find it difficult to sustain concentration and to carry out their work independently, without the support of the teacher or learning support assistant. Occasionally, when the task is not absolutely clear, some pupils start chatting socially to each other and do not concentrate on their work.

13. Most older pupils with special educational needs are able to focus on their work with appropriate support, some independently. Concentration is less secure with younger pupils. There are a significant number of pupils who display challenging behaviour throughout the school. However, their needs are well identified and the school has clear and positive strategies for managing their behaviour. Staff work hard, making consistent use of a range of agreed procedures, to ensure they cause minimum disruption in class.

14. The overall standard of behaviour is satisfactory. In lessons, most pupils respond readily to the requests and instructions of teachers. On occasions, however, some pupils do not pay attention when the teacher is addressing them, and talk when they are not supposed to. For example in a Year 5 literacy lesson there were undercurrents of chatter, with some pupils playing with equipment on the tables, and not concentrating on what their teacher was telling them. Pupils' behaviour around the school is usually good, and at times very good. They move around the building in an orderly manner. In the playground their play, although lively and exuberant, is not usually aggressive. They enjoy playing with each other and with the toys and equipment provided. There have been eleven fixed term exclusions in the past year. Reasons for exclusion include rudeness and disobedience to staff or aggression towards other pupils. There was one permanent exclusion.

15. Relationships are good amongst pupils and between staff and pupils. On several occasions during the inspection pupils were seen to work together productively, and to help each other constructively. They are open and friendly and enjoy talking to visitors and volunteering information. The various ethnic groups represented in the school community work well together. Most pupils show respect for the school's property and environment. During the inspection there was no evidence of bullying, sexism or racism. Pupils who were interviewed reported that the school took seriously any reported cases of bullying, and that staff encouraged pupils to get on well with each other. As they get older, pupils mature, take their increasing responsibilities seriously and carry them out cheerfully. For example, pupils in Year 6 collect money for the school fund, and regularly present assemblies to the whole school.

16. The attendance rate for the academic year 2000/01, at 92.8 per cent, was well below the national average, although there was very little unauthorised absence. The low attendance rate is largely due to health reasons and parents taking their children on holiday during term time. A significant number of pupils are late for school in the morning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is satisfactory overall, and has shown some improvement since the previous inspection. A similar percentage of lessons was satisfactory or better (92 per cent). The proportion of lessons which were good or better has risen to 49 per cent; it was 36 per cent in the last inspection. Very good teaching was observed in nine per cent of lessons. The proportion of unsatisfactory teaching has fallen slightly. Almost all of the unsatisfactory teaching observed was in the Foundation Stage. Teaching was satisfactory in English, mathematics and science for pupils aged five to eleven.

18. The school has worked hard to maintain the quality of teaching in the last two years, during a period when there has been significant staff turnover and difficulty in recruiting suitable replacement teachers. Considerable efforts have been made to recruit appropriate staff and the school will be fully staffed in September. New staff, including supply teachers, are given good guidance and support. At present the school has three temporary teachers. Two of these are in the reception classes, where overall teaching was judged to be unsatisfactory. Teaching is better in classes with more experienced permanent staff. Scrutiny of pupils' work together with lesson observations showed that those pupils in classes that have had one permanent teacher have made significantly better progress, overall, than those who have experienced changes.

19. The lessons in which teaching was good or better were characterised by teachers planning activities that met the needs of all pupils and ensuring lessons were varied and interesting. For example, in English tasks of different complexity were given to pupils. Opportunities were provided for pupils to discuss their ideas, and skilful questioning by the teacher enabled pupils to be fully involved in discussion and develop confidence when speaking in front of the class. In mathematics lessons where teaching was the most successful, teachers had a good knowledge and understanding of the subject and used resources well. For example, mirrors were used particularly effectively in one lesson where pupils were learning how to identify lines of symmetry and use the information in completing shapes. Pupils were interested in the task and consequently worked hard. In the best science lessons, teachers have high expectations and encourage the use of specialist vocabulary. Teachers manage the behaviour of pupils well, including the significant minority who have considerable emotional and behavioural problems. Because these pupils are effectively managed, their poor behaviour and inability to concentrate does not impact significantly on the learning of the rest of the class. In other successful lessons, the clear learning objective was shared with the pupils, which helped them to focus on the task. For example, in an effective art and design lesson, the teacher kept referring back to the purpose of the lesson, so the pupils were very clear about what they were trying to achieve, and they worked at a good pace. Teachers provided good oral and written feedback about pupils' work which helped them to identify areas which required improvement. This was evident in some science books where the teacher asked questions relating to the work covered. A dialogue was established which encouraged the pupil to think about aspects of the work and consider reasons why particular things had happened in an investigation. This approach motivated pupils and enabled them to develop their understanding.

20. A number of strengths were seen in the teaching and learning in many lessons that were satisfactory or better. Interest and enthusiasm was communicated by teachers very well, and this motivated pupils to work hard. A strength of teaching in many lessons is teachers' positive strategies for organising and managing practical activities and teachers' use of careful questioning to check pupils' understanding. For example, in a Year 3 design and technology lesson the teacher set clear times scales for the completion of activities. Pupils were regularly reminded about the tasks that had to be done. Very good use was made of support staff to demonstrate basic practical skills. Pupils were carefully questioned about their work and this enabled all of the class to successfully finish three planned activities. In some lessons, the quality of teaching is better than pupils' learning. This is because of weaknesses in the language and literacy skills of many pupils which limits their willingness and ability to record information. A significant proportion of pupils also has difficulty in retaining information over time.

21. The teaching of basic skills is satisfactory for pupils aged 5 to 11. In most classes, teachers structure their lessons into small learning steps to ensure that pupils can concentrate and gain confidence. Reading and writing are taught systematically, however, the teaching of handwriting has weaknesses. Literacy skills are well applied across the curriculum. Mathematical skills are effectively

taught but there is insufficient application of these skills in other areas of the curriculum, such as science. In some lessons, such as art and design, teachers' planning effectively incorporated the use of ICT skills. However, overall there is insufficient planning for the use of ICT to support work across the curriculum.

22. In the Foundation Stage the quality of teaching and learning for children is unsatisfactory. Teachers in the nursery work well together and have recently devised good assessment procedures but these have not been in use long enough to provide a clear indication of what children are capable of doing. Disruption to staffing and difficulties in securing suitably trained and experienced teachers for the reception classes mean that the assessment procedures are not yet successfully carried through into the classroom. Staff in the nursery manage children well and build children's confidence by being supportive and encouraging. In the reception classes the small size of the classrooms and the lack of stability in the staffing has adversely affected behaviour management. Consistent expectations of behaviour are not evident and good classroom routines, such as children putting up their hands in order to answer questions, are not well developed. These factors slow down the rate of children's learning. Weaknesses are also evident in teachers' planning. The planning format for nursery and reception are similar, with an appropriate emphasis placed on the teaching of basic skills. Long term plans are satisfactory. However, weekly plans are unsatisfactory. They are based around a specific "big" book, and indicate broad learning intentions but they do not show, in sufficient detail, what differing groups of children will experience and what they are expected to learn. Many activities in the nursery are child initiated with too little appropriate intervention from adults to extend learning. In the reception classes, too many activities are planned that require continual adult support. The result is that pupils do not develop sufficient independence. Plans for literacy and numeracy are better because they are specific about what children will learn. Inconsistencies in planning to meet children's learning needs lead to the insufficient development of skills in some areas of learning, particularly for the higher-attaining children.

23. In other lessons where teaching had weaknesses or was unsatisfactory, lessons often lacked pace and challenge. Teachers had not planned the work to meet the needs of all pupils and some pupils did not make enough progress. For example, in mathematics, teaching sometimes did not provide sufficient challenge for higher-attainers throughout the lesson. In a few lessons, strategies for managing pupils' behaviour were used too quickly which interrupted the flow of the lesson and slowed down learning. Parents' willingness and ability to help their children with work at home varies considerably. However, a significant minority of the parents who returned the questionnaire said that they were unhappy with the amount of homework set. The school expects pupils to read regularly, complete spellings and mathematics tasks at home. Whilst no other homework was observed being set during the inspection, overall arrangements for homework are satisfactory. The quality of marking is satisfactory, although there are inconsistencies across the school. In some classes, detailed marking gives pupils clear guidance on how to improve their work, whilst in others work is marked using a series of ticks with little or no comment.

24. Teachers plan well for pupils who are learning English as an additional language. The pupils are well supported by a group of specialist support assistants. The work set for them is often challenging and supports them in making satisfactory progress. They work well in lessons and have positive attitudes. The work covered by pupils for whom English is an additional language reflects the work being covered by all pupils in the class and is firmly based within the National Curriculum.

25. Teaching is well planned for pupils with special educational needs, focusing on specific targets in individual education plans. Learning support assistants work very well with pupils and their work is guided carefully by teachers. This enables pupils to make good progress when receiving support. Pupils' developing knowledge skills and understanding is monitored well and this enables teachers to

plan effectively for the next stage of learning.

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

26. Overall, the school provides a suitable range of learning opportunities. This is an improvement since the last inspection when shortcomings were identified in art and design, geography and design and technology. ICT is now the only subject of the National Curriculum which does not fully meet statutory requirements. Suitable emphasis is placed on the teaching of literacy and numeracy. Skills in literacy are well developed in other subjects. For example, descriptive skills, learnt in literacy, are used in geography to portray the journey of a river from its source to the sea. However, opportunities to develop pupils' numeracy skills in other subjects such as science are often missed.

27. The overall planning of the curriculum has improved and is now satisfactory. In Years 1 to 6 teachers in the same year group plan together. This ensures that pupils receive equal access to the curriculum. Schemes of work follow national guidance and pupils' knowledge and understanding are progressively developed. However, the implementation of these plans is less successful in the Foundation Stage than in the rest of the school due to staffing difficulties. Currently the quality and range of learning opportunities for these children is unsatisfactory. Long term planning places appropriate emphasis on the teaching of basic skills and shows the range of activities to be learnt over time. However, short-term plans lack sufficient detail and do not meet the needs of all children. This results in some children, particularly higher-attainers making insufficient learning gains.

28. In order to improve standards in literacy and numeracy *booster classes* are run for Year 6 pupils, together with *springboard* numeracy classes for pupils in Years 4 and 5. A well attended after school class is also run by bilingual assistants to further develop the writing and speaking skills of pupils whose first language is not English.

29. Suitable provision is made for sex education and teaching about the dangers of drug abuse. Good provision is made for other aspects of personal and social education, for example, through the use of *circle time*. A comprehensive programme is in place for developing pupils' confidence and making the most of their abilities, as demonstrated in the operation of the school council. A feature of the curriculum which is being successfully developed is the use of accelerated teaching and learning techniques. Some staff have been trained through the EAZ and are sharing their expertise in adapting teaching to pupils' preferred learning styles. These techniques were observed being successfully employed in some of the most effective lessons.

30. The opportunities for pupils to learn outside lessons have improved and are now good. These include a number of lunchtime team games such as football, tennis, cricket and *Howzat!* together with a wide range of activities, such as marbles, badminton, skipping, stilts and board games. The choir takes part in the Greenwich Music Festival and some pupils have attended drama classes at Greenwich Young People's Theatre. The curriculum is enriched by visits to local places of interest to support pupils' learning, in subjects such as religious education, geography and history. Visitors, such as staff from the planetarium, an art advisor and members of the local football team, share their expertise and enliven the curriculum.

31. The school works hard to ensure that all pupils achieve equally well. For example, careful tracking takes place of the progress being made by pupils who are learning English as an additional language. Currently the school does not monitor progress being made in the pupils' first language but it has identified this as an area for development and intends to do this in future as an aid to assess whether or not pupils' problems are as a result of additional language deficiencies or special educational needs.

32. Provision for pupils with special educational needs is good. Teachers are effectively supported in identifying pupils with special educational needs, and appropriate individual action plans are developed to help pupils make progress across the curriculum, but particularly in literacy and mathematics. Appropriate tasks and support are provided .

33. Links with the community are satisfactory and more effective links are being developed with local religious leaders. The school benefits from help received from partner organisations, such as the EAZ which provides learning mentors and counsellors for pupils who have emotional and behavioural difficulties. Also through the EAZ, teaching staff have participated in training in recognising the importance of emotional intelligence in children's development. The support provided is planned to help pupils make the best use of learning opportunities. At the end of Year 6, pupils move on to a wide range of secondary schools. Links with these schools are limited due to the large numbers schools involved. However, the local education authority organises a day when special educational needs co-ordinators from primary and secondary schools can meet to share information.

34. The school takes pupils' personal development seriously and staff work hard to promote pupils' self-esteem and social skills. The provision for their personal development is very good overall. There are particular strengths in moral and social development.

35. Since the last inspection the school has improved its provision for spiritual development and it is now good. Pupils are valued as individuals and they are encouraged to value others and respect the world in which they live. The religious education curriculum makes a strong contribution to pupils' spiritual development. Through study of the world's major religions, pupils reflect on their own and others' beliefs. Assemblies provide moments for prayer and quiet reflection on issues relevant to pupils' lives, for example care of the environment. *Circle time* provides good opportunities for pupils to explore their own and others' feelings. They are encouraged to think of themselves as members of the *Foxfield Family* which gives them a sense of worth and belonging.

36. Pupils' moral development is underpinned by the school's strong caring ethos. The staff provide good role models for the pupils in their relationships with one another and the care they show for their pupils. The headteacher in particular is respectful of children's views but also defines her high expectations of their behaviour very clearly. Effective procedures for promoting good behaviour are implemented consistently and so successfully promote a secure understanding of right and wrong. From an early age pupils are encouraged to consider how they should behave. They are made aware of the choices they can make, and to take responsibility for their choices. School and class rules are shared and written by pupils, who show a growing responsibility for their own actions. Consideration for the feelings of other people is encouraged, as when one teacher, during *circle time*, asked pupils to reflect on how something they had said or done had affected another person. Good work and behaviour are recognised and rewarded at the weekly *celebration assembly*.

37. The school is very effective at promoting pupils' social development. In nearly all lessons there are opportunities for pupils to work collaboratively in pairs and as members of a group. A good range of extra-curricular activities enables pupils to work together and to pursue their interests in an informal setting, while pupils in Year 5 have the opportunity to take part in a residential visit, presenting them with new challenges away from home. Teachers allocate duties to assist with the smooth running of

classrooms, and older pupils develop initiative and a sense of responsibility through planning and presenting the weekly whole school achievement assembly. The school council provides good opportunities for pupils, through their representatives, to contribute to the community and develop their awareness of citizenship. The council has contributed to developing the teaching and learning policy, and in improving the provision for playground games. One of the school's greatest strengths is that it listens both to children and parents and responds to their suggestions.

38. Provision for cultural development is good, and has improved significantly since the last inspection. The school takes its pupils from a wide variety of backgrounds, and values the richness and diversity of cultures. Pupils are provided with knowledge and insight into the values and beliefs of their own and other cultures through religious education lessons and visits to local places of worship. A good range of visitors, including a group of Chinese puppeteers and an African drummer band, has contributed to the cultural provision. Pupils study the work of a range of artists and composers, and are encouraged to sample a range of literature. The school takes part in Greenwich Music Festival and a small number of pupils attend drama classes at Greenwich Young People's Theatre. The school has also taken part in the Commenius Project, which has involved teachers from Foxfield visiting schools in Sweden and Slovenia.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school continues to look after its pupils well. Teachers monitor pupils' personal development carefully. They understand the pupils very well and this underpins the nature of the care that they provide. This was clearly evident during lessons. For example, when a pupil was behaving in a way that was impeding his own learning, the teacher dealt with it discreetly without interrupting the learning of others, using the agreed procedures in the school. The school provides a counselling service to support some pupils. There are learning mentors, provided by the EAZ, for some pupils in Years 5 and 6 with emotional and behavioural needs. The school's approach to supporting different learning styles and the introduction of techniques to help pupils to focus also supports their progress, for example, quiet music is sometimes used to introduce an activity, or a brain and hand exercise to support concentration.

40. The school's procedures for promoting good behaviour are very effective and pupils with behavioural difficulties are supported very well. Overall, the procedures are implemented consistently through the school and are understood well by pupils. Pupils are encouraged to take responsibility for developing strategies for improving their own behaviour and to understand the impact of their actions on others. Pupils with behavioural difficulties are well managed, and other pupils' learning is not detrimentally affected. The school has a very effective policy for dealing with rare incidents of bullying and racism. Good procedures are in place for monitoring and promoting attendance. The school works hard to improve the attendance of those pupils who do not regularly come to school and funding from the EAZ is used effectively to monitor and follow up both lateness and absence. Classes with excellent attendance are rewarded each week. However, despite these good procedures which are consistently followed attendance remains well below average.

41. The school pays good attention to the health and safety of its pupils. It has an effective health and safety policy with regular checks of the site. Midday supervisors help pupils to be constructively active during the lunchtime break in the playground. Satisfactory procedures are in place for dealing with child protection issues.

42. Since the last inspection the school has been improving its assessment procedures. Procedures for assessing pupils' attainment and monitoring their progress are now good. Frequent changes in staffing

in the past year have had an impact on the consistency of the application of classroom assessment procedures. An assessment policy provides teachers with clear guidance. Twice yearly assessments in mathematics and English for each year group assist with target setting and grouping arrangements. Pupils are aware of their targets, which are kept in their subject books for English, mathematics and science. Assessments in science and most other subjects take place throughout the year at the end of each unit of work. A computer program is used well to analyse data. Monitoring and supporting pupils' academic progress in class is being developed through on-going assessment in English, mathematics and science which helps teachers and pupils to identify what has been attained and areas that still need development. This is carefully recorded and opportunities are made for identified pupils to receive more support on various aspects of their work. Additional mathematics and literacy support is provided for some pupils identified through assessments. From Year 2 some pupils are identified for individual and group Reading Recovery tuition. Pupils have a developing awareness of self-assessment and self-evaluation, supported by the encouragement to reply to teachers' comments about their work, particularly older pupils in Key Stage 2. Opportunities for pupils to reflect on their progress and review their targets are provided during weekly sessions in each class.

43. The assessment of pupils with special educational needs is good and enables staff to set targets and plan work and levels of support which are well matched to pupils' needs. Learning support assistants liaise closely with the teachers and all staff have received training on assessment and writing individual education plans. Regular planned support and advice from local health authority speech and language therapists and Greenwich education psychological service is provided which assists pupils' progress.

44. The school is good at monitoring the progress made by pupils for whom English is an additional language. It keeps detailed records and assesses pupils through the use of nationally recognised tests. The school employs several support assistants, including three who are bilingual who give good support to the pupils. Satisfactory assessment procedures are in place for identifying pupils' needs when they enter the school. In a number of lessons observed teachers paired pupils who were fluent in English with those who were not. This ensured that the pupils involved developed their understanding of English alongside other subject skills and knowledge.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school places a high priority on working with parents and building good relationships with them. The previous inspection reported some positive features in the school's relationships with parents. The school has worked hard to develop these. The parents who responded to the questionnaire indicated a reasonable level of satisfaction with the school. Over 90 per cent of respondents feel that the teaching is good and that the school expects their child to work hard and to achieve his or her best. Many parents rightly are concerned about staff turnover and also feel that homework is not set regularly. At the parents' meeting a small number of parents expressed dissatisfaction with aspects of the school such as pupils' behaviour and communication between the school and parents, but inspectors could find no evidence to support these negative views.

46. The overall amount and quality of information available to parents is good. The prospectus and governors' annual report to parents are well presented and contain all the required information. Information about the curriculum is very helpful. Teachers send termly letters home about what the pupils will be studying. Occasional workshops or meetings are held for different aspects of the curriculum, the most recent one being about sex and drugs education. The school communicates new developments to parents through half-termly newsletters. Parents receive good information about their children's progress through the twice-yearly consultation evenings and the annual reports. The reports

are satisfactory, although many do not include the next steps the pupil needs to take to raise his or her attainment. However, they do include very good information about what the pupil can do and understands in all subjects. The school has satisfactory procedures in place for communicating with parents of pupils who speak English as an additional language and who belong to the larger language groups represented in the school. The school buys into the local education authority's translation and interpretation service in order to ensure that these parents are fully informed about their children's progress and school events. Effective use is also made of pupils and other adults to translate where necessary.

47. The school encourages parental involvement in their children's education. At the beginning of each academic year it holds a meeting with parents to canvass their views on the school's strengths and weaknesses, and consult them over areas for improvement. This meeting is followed up with a detailed letter indicating what action is being taken. On a day-to-day basis, the headteacher operates an *open door* policy and class teachers are available to meet with parents after school to discuss any concerns or queries. A few parents help in classes with activities such as reading. The parents' and friends' association consists of a relatively small but enthusiastic number of parents who work hard to arrange social and fundraising events for the school. Many others give support for their children's education through attending consultation evenings and school productions, and listening to their children read at home. Overall parents' involvement in their child's education is satisfactory, though the home circumstances of some families make it difficult for them to give time and space for their child to work at home.

48. Partnership with parents of pupils with special educational needs is good. Parents meet their children's teachers and the special educational needs co-ordinator twice a year to review progress and adjust targets. Partnership is also an integral part of the Reading Recovery Programme. Parents are advised about the nature of the support that they can offer at home to help their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is well led and managed by the headteacher, her deputy and the leadership group. Despite the staffing problems and the fire last year, they have put into place effective routines and procedures to ensure that all members of staff have a shared commitment to implement the school's aim to develop the pupils' belief in their own abilities to succeed and become useful citizens.

50. A shared vision for the school is developed through all members of staff being involved in drawing up the school's improvement plan. This has just been produced in a new format which is much more focussed on raising attainment throughout the school. Clear criteria indicate how success will be measured and detail how initiatives will be monitored. The plan will provide a useful framework for further improvement in the school. The deputy headteacher, leadership group and management team are very well involved in the decision making process. This is a key strength in the leadership and management of the school. As a result, decisions are made at the appropriate level and shared with the staff effectively in order to ensure efficient implementation.

51. The quality of the leadership and management of subjects is satisfactory overall and in a few subjects it is good. Subject co-ordinators have a clear understanding of areas of strength and weakness in their subjects together with appropriate plans for improvement. The school has an effective co-ordinator who maintains an overview of issue related to equality of opportunity. For example, she analyses the results of national tests to find out whether any group of pupils is not achieving well enough. She promotes cultural diversity within the curriculum and leads the school's response to initiatives such as the awareness of race equality.

52. The co-ordinator who has responsibility for pupils who are learning English as an additional language has been recently appointed. However, he has already identified the strengths and areas for development in this area of the school's work. Support assistants have attended relevant in-service training some of which has been offered from within the school. The governing body has taken a conscious decision to spend more on this area than is allocated in its budget and as a result pupils learn English well and achieve in line with their peers in other subjects. Overall the school has maintained the quality of its work in this area since the last inspection.

53. Provision for pupils with special educational needs is managed well. Learning support assistants are appropriately trained and liaise closely with their classroom teachers. An accredited specialist teaching assistant leads a team of learning support assistants effectively. Teachers are trained in identifying pupils and writing individual action plans. Progress is carefully monitored, particularly in mathematics and English and targets adjusted as needed. Twice yearly reviews with teachers and then parents help further target setting.

54. The governing body has developed its understanding of the priorities that will help the school to improve further. It now has an effective committee structure to oversee the work of the school. The finance committee has been particularly effective in improving the way in which financial planning is undertaken and the school's income and expenditure is monitored. Financial decisions are linked well to the school's priorities for improvement and all grants are used well for their specific purposes. Overseeing the curriculum was a key issue identified at the time of the last inspection. As a result, the governing body set up a curriculum committee which worked well until recently when it became difficult to find a chairperson. The chair of the governing body has now assumed this role in an effort to revitalise the committee. Despite this problem, this aspect of the governing body's work has been developed satisfactorily since the last inspection. Governors visit the school and report their findings to the headteacher and other members of the governing body. As a result, governors have been involved in improving the school buildings and monitoring that what they see in school meets the requirements of the school's policies. They also take the role of *critical friend* seriously. Termly reports are received from all curriculum co-ordinators which are discussed at meetings. Governors take part in the school improvement planning process and they are beginning to have input into shaping the future direction of the school. This is particularly evident in areas such as, providing resources for retaining and recruiting well-qualified teachers and support assistants and in improving the school's buildings. All of these initiatives have resulted in the governing body having a clear understanding of the strengths and areas for development within the school. Overall, with the exception of ensuring that National Curriculum requirements for ICT are fully in place, governors fulfil their statutory duties satisfactorily.

55. Good systems for monitoring and developing the quality of teaching and learning have been developed. In many subjects, however, these have only recently been implemented and as a result they have had limited impact on standards of attainment. The school has also implemented a good system of performance management based on the nationally recommended model. It includes all members of staff having at least one target for whole school improvement. In addition individual targets which occur frequently form the basis for targets in the school improvement plan. Performance management is also used to plan carefully for professional development. For example, in classes where teachers have been trained in the use of a programme of accelerated learning techniques pupils behave well and are beginning to understand how they learn and use this information in raising their own attainment. The school has well-developed systems for ensuring that new staff and newly qualified teachers are supported when they first come to the school by being paired with a more experienced colleague.

56. The number of teaching staff is adequate for the needs of the school. However, there have been problems over the last year in recruiting and retaining suitably qualified teachers. Whilst there is a

strong shared commitment amongst the staff to improve standards, the problems have resulted in less improvement than they would have wished.

57. The office staff ensure that the school administration is efficient and finances are managed effectively. Appropriate action was taken in response to the most recent audit report. The principles of best value are well applied. For example, consulting the school community about proposed changes and responding to the views of pupils and parents. Modern technology is used well in order to support this, although its use in the curriculum is under developed.

58. The quality of the accommodation has been improved since the time of the last inspection. The building has been well decorated and some walls and surplus rooms have been removed. Accommodation is now satisfactory overall, although some weaknesses remain. For example, the classrooms are small for modern teaching methods and there is insufficient room for some practical activities. The open plan nature of the building means that some classrooms also form corridors which can be distracting as can noise levels from adjoining classrooms. The school also has a noisy heating system which has a detrimental effect on quiet working periods. However, staff work hard to minimise the impact of the deficiencies and the school continues to work for further improvement. There are sufficient resources for teaching the curriculum and these are added to on a planned basis.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The governors, headteacher and staff should now:

- (1) raise pupils' attainment in English, mathematics and science by the end of Year 6, by :
 - monitoring teaching and learning and taking action to resolve weaknesses;
 - ensuring that higher-attaining pupils are sufficiently challenged throughout all lessons;
 - improving the presentation of pupils' work, for example handwriting;
 - ensuring consistent application of numeracy skills in subjects such as science;
 - regularly evaluating the success of initiatives to raise pupils' attainment and adapting them as necessary.

(1-9,21, 23, 26, 55, 69-71, 75, 80-83, 92-5, 108,122)
- (2) improve pupils' achievements in ICT, as planned, by:
 - ensuring that all aspects of ICT required by the National Curriculum are taught;
 - improving the amount and quality of ICT work that pupils do to support other subjects;
 - ensuring that all staff are trained so that they can teach the subject confidently;
 - monitoring standards of attainment across the school more closely so that improvements in pupils' achievements can be measured.

(9, 21, 26, 54, 79, 86, 94, 104, 108, 112-7, 122, 126, 129)
- (3) improve the quality of teaching in the Foundation Stage, by:
 - improving short term planning to indicate in detail what different groups of children will experience and learn;
 - setting clear expectations of behaviour and supporting and encouraging good behaviour in the reception classes;
 - increasing emphasis on the teaching of skills together with planned opportunities for children to develop independence;
 - continuing use of the good assessment procedures in the nursery.

(2, 17, 22, 61-68)
- (4) improve the attendance and punctuality of those pupils who are often absent or late for school by continuing the range of initiatives that are in place.

(16, 40, 71, 83, 94)

(The numbers in italics show the main paragraphs in which these issues are discussed in the report.)

60. The report also identifies some other issues which governors may wish to include in the action plan to be developed following this inspection. They include:

- continuing to improve the quality of accommodation -22, 58, 62
- improving the consistency with which teachers apply classroom assessment procedures - 42
- ensure that the quality of marking is consistent – 23, 76, 89,109
- further improving the quality of reports, to indicate the next steps that pupils need to take to raise their attainment - 46
- monitoring the first language development of pupils who speak English as an additional language - 31

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

63

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

30

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 6 | 25 | 27 | 5 | 0 | 0 |
| Percentage | 0 | 9 | 40 | 43 | 8 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 50 | 380 |
| Number of full-time pupils known to be eligible for free school meals | 4 | 203 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 1 | 4 |
| Number of pupils on the school's special educational needs register | 11 | 193 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 105 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 52 |
| Pupils who left the school other than at the usual time of leaving | 70 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 7.1 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.1 |

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

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

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 33 | 23 | 56 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 20 | 25 | 23 |
| | Girls | 18 | 17 | 19 |
| | Total | 38 | 42 | 42 |
| Percentage of pupils at NC level 2 or above | School | 68 (56) | 75 (69) | 75 (80) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 19 | 23 | 21 |
| | Girls | 15 | 15 | 14 |
| | Total | 34 | 38 | 35 |
| Percentage of pupils at NC level 2 or above | School | 61 (58) | 68 (60) | 63 (64) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 23 | 33 | 56 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 14 | 8 | 17 |
| | Girls | 18 | 11 | 21 |
| | Total | 32 | 19 | 38 |
| Percentage of pupils at NC level 4 or above | School | 57 (58) | 34 (63) | 68 (86) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 14 | 14 | 17 |
| | Girls | 19 | 18 | 21 |
| | Total | 33 | 32 | 38 |
| Percentage of pupils at NC level 4 or above | School | 59 (52) | 57 (60) | 68 (69) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 13 |
| Black – African heritage | 52 |
| Black – other | 6 |
| Indian | 22 |
| Pakistani | 4 |
| Bangladeshi | 4 |
| Chinese | 4 |
| White | 192 |
| Any other minority ethnic group | 30 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|----|
| Total number of qualified teachers (FTE) | 12 |
| Number of pupils per qualified teacher | 30 |
| Average class size | 26 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 12 |
| Total aggregate hours worked per week | 278 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 25 |
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 137 |
| Number of pupils per FTE adult | 8 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 9 |
| Number of teachers appointed to the school during the last two years | 9 |
| Total number of vacant teaching posts (FTE) | 3 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 3 |

Exclusions in the last school year

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

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

Financial information

| | |
|--|-----------|
| Financial year | 2001/2002 |
| | £ |
| Total income | 1,096,980 |
| Total expenditure | 1,103,858 |
| Expenditure per pupil | 2,437 |
| Balance brought forward from previous year | 131,084 |
| Balance carried forward to next year | 124,206 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 412 |
| Number of questionnaires returned | 97 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 54 | 36 | 7 | 2 | 1 |
| My child is making good progress in school. | 48 | 39 | 9 | 2 | 1 |
| Behaviour in the school is good. | 40 | 35 | 12 | 4 | 8 |
| My child gets the right amount of work to do at home. | 26 | 38 | 23 | 7 | 2 |
| The teaching is good. | 45 | 46 | 2 | 2 | 4 |
| I am kept well informed about how my child is getting on. | 44 | 35 | 15 | 4 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 56 | 32 | 4 | 3 | 4 |
| The school expects my child to work hard and achieve his or her best. | 55 | 38 | 3 | 1 | 2 |
| The school works closely with parents. | 44 | 34 | 12 | 4 | 4 |
| The school is well led and managed. | 39 | 44 | 5 | 6 | 4 |
| The school is helping my child become mature and responsible. | 46 | 36 | 9 | 2 | 5 |
| The school provides an interesting range of activities outside lessons. | 22 | 30 | 16 | 9 | 21 |

*the numbers may not add to 100% due to rounding

Other issues raised by parents

At the meeting held before the inspection a small number of parents expressed dissatisfaction with aspects of the school such as pupils' behaviour and communication between the school and parents. Concern was also expressed about the impact of staffing problems on the quality of teaching and learning in some classes.

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

61. Children enter the school in the term after their third birthday, if there is space. They remain in the nursery until they transfer into the reception class in the term in which they are five. Children under five enter the nursery with skills that are well below those normally expected, especially in communication, language and literacy and in mathematical development. On entry to reception, baseline assessments show that children have made satisfactory progress in physical and personal, social and emotional development although their skills are still below average and well below in literacy and numeracy. It is unlikely that any of the children will achieve the early learning goals in most areas, on entry to Year 1. Progress in the reception classes is unsatisfactory.

62. The quality of teaching and learning for children in the Foundation Stage overall is unsatisfactory. The home visits which staff arrange before children start the nursery are an improvement since the last inspection. The visits establish a good partnership with parents so that children start school happily. Staff in the nursery work well together and have recently devised good assessment procedures but these have not been in use long enough to provide a clear indication of what children are capable of doing. Disruption to staffing and difficulties in securing suitably trained and experienced teachers for the reception classes mean that the assessment procedures are not yet successfully carried through into classroom practice. Staff, in the nursery manage children well and build children's confidence by being supportive and encouraging. In the reception classes the small size of the classrooms and the current lack of stability in the staffing adversely affects behaviour management. The planning format for nursery and reception are similar, with an appropriate emphasis placed on the teaching of basic skills. Long term plans show what children should learn over time. Weekly plans, which are based around a specific "big" book, show broad learning intentions but they do not show, in detail, what differing groups of children will experience and what they are expected to learn. Many activities in the nursery are child initiated with too little appropriate intervention from adults to extend learning whereas, in the reception classes, many activities are planned for continual adult support. Plans for literacy and numeracy are better because they are specific about what children will learn. Inconsistencies in planning to meet children's learning needs lead to the insufficient development of skills in the areas of communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development, particularly for the higher-attaining children.

Personal, social and emotional development

63. In the nursery, children are happy and settled into school. They are gaining confidence when choosing activities for themselves and are capable of taking care of their personal needs. Teachers work hard to ensure that children are well behaved and are already beginning to take responsibility for their own actions through the behaviour management strategies, such as *time out*, which are used with older pupils in the school. Outside, children are able to play together, especially in ball games and on the *two-some trike*. They develop their ideas of taking turns and begin to share resources. For much of the session children choose what they will do but have a tendency to flit from one activity to another, when inside. They do not always have sufficient encouragement to maintain interest or persevere when they meet a problem. In the reception classes, children are expected to sit and listen, often for too long a period. They find it difficult to sustain concentration and cannot apply themselves fully to the range of activities, which follow. Children find the way that activities are organised difficult to cope with because many of the tasks are not planned to match their learning needs. Higher-attaining

children often complete the work quickly, but they show self-discipline in staying on task or in moving to the book area to look at a book. Overall children make satisfactory progress towards this early learning goal.

Communication, language and literacy

64. Children make unsatisfactory progress towards the goal for language development. In the nursery, children are confident about finding their name. They register themselves at the start of the session by moving their name card to another board. By the time they are in reception class many can write some letters or all of their name and recognise one or two letter sounds. Older children in the nursery learn these through short, focused sessions where the teacher introduces a letter and encourages the children to associate it with the sound. In reception classes children listen and respond to questions but get little reinforcement of letter sounds or the reading of frequently used words. There are opportunities in both the nursery and reception classes, for children to act out their own experiences in the role-play areas. All classes have pleasant book areas, with some dual language books, where children can learn about books and begin to enjoy sharing stories with an adult or a friend. The teaching of writing is underdeveloped because the children do not have sufficient experiences of the modelling of writing by adults.

Mathematical development

65. Children learn to count and recognise some numerals and name two-dimensional shapes. The range of mathematical activities is too limited for the children to make their progress towards this goal satisfactory. Although counting and singing rhymes are used well for incidental opportunities for number recognition and counting backwards and forwards, there are few opportunities for children to develop their number skills through well-focused independent or adult led activities. There is insufficient emphasis on the correct use of mathematical language so that children do not really understand the *language of maths*, such as *how much?*, change, weight, balance until they have left the Foundation Stage. Overall children make unsatisfactory progress towards this early learning goal.

Knowledge and understanding of the world

66. Children make unsatisfactory progress towards the early learning goals for this area. Each class has access to at least one computer and children are confident when using this technology for drawing. All classes have a range of construction resources. In the nursery, children have experience of planting their own flowers in the garden and so begin to understand how plants grow. In reception, children have experience of decorating homemade gingerbread men and watching the cooking but the children's experiences do not build, through careful questioning, into a greater understanding of scientific processes or the world around them. There are insufficient opportunities to stimulate curiosity or find out how things work, for example there is dry sand for filling containers and water for pouring, floating and sinking but children do not experience the differences in the properties of these materials when they are combined.

Physical development

67. Children make sound progress towards the goals in this area. In the nursery, children experience a wide range of wheeled toys and learn to be co-ordinated and aware of the available space. Teacher interaction is good and children are encouraged to extend their concentration through balancing activities and playing ball games. Opportunities are provided for developing more precise skills such as using hole punches and staplers. Children are taught how to cut with scissors and can roll play dough and cut out shapes with pastry cutters. In reception classes, children further develop their cutting and

throwing, catching and ball bouncing skills so that, when they enter Year 1 they are confident in using equipment.

Creative development

68. Progress in this area is unsatisfactory overall because there is insufficient stimulation of children's imagination. In the nursery, there is provision for music making and some interaction with adults to encourage this. Singing and action songs are a regular feature of the day in all classes. Children have opportunities to paint but resources such as small sized paper, thin brushes and blocks of paint restrict the children's ability to explore colour, texture and space. In all classes there are role-play areas, such as a cave and the vet area which could encourage imaginative play. In the nursery, these areas are under-used by the children but they do enjoy the shopping play area, which mirrors their own experiences and is based outside.

ENGLISH

69. Test results in 2001 at the end of Year 2 showed standards in reading were very low in comparison with the national average and well below when compared to similar schools. In writing, test results were well below the national average but average compared with similar schools. Boys attained significantly less well than girls in reading. At the end of Year 6, test results in 2001 showed that standards were well below the national average and below average compared with similar schools. Boys attained slightly better than the girls. An analysis of progress of pupils who have been in school since the start of Year 3 shows that their achievement is satisfactory. Test results have risen broadly in line with the national trend. Overall, current attainment at the end of both key stages reflects these results.

70. Pupils' written work showed that the standard of many pupils' work in both Year 2 and Year 6 is well below national expectations; only the higher-attainers are working at the expected level. There are few examples of pupils who are attaining above the nationally expected level, particularly in writing, although the required range of activity is completed by most pupils. Attainment in lessons in Year 6, where pupils contributed well verbally, frequently demonstrated more understanding, for example, in discussing metaphor and simile and alliteration used in a poem. When reading to inspectors, some higher-attaining pupils in Year 2 and Year 6 read at levels which were above the national expectations, but most pupils were reading books at or below national expectations. The majority demonstrated their understanding effectively through talking about the book they were reading, for example, one Year 2 pupil recounted in graphic detail, often using the author's language, an episode that she particularly liked from a book. Pupils' written comprehension did not demonstrate the same levels of understanding, as their writing ability limited the range of responses, particularly in Year 2.

71. The overall standards in English are affected by a number of factors. Pupils start the school with language skills that are very weak when compared with what is expected nationally. A high proportion of pupils have special educational needs, many linked to the development of literacy skills. A significant number of pupils leave and join the school each year. The school has a high proportion of pupils learning English as an additional language, with some pupils arriving at the school with no experience of the National Curriculum. Last year, a major fire immediately before the national tests may have depressed results further. Some pupils' attendance is erratic and this has an impact on their learning. Taking these factors into account overall pupils' achievements are satisfactory in both key stages. Throughout the school, pupils with special educational needs make satisfactory progress. The work in

lessons is adapted to their particular needs and they often make good gains in learning when support staff provide additional help. Effective additional support is given through weekly *booster classes* for identified pupils in Year 6.

72. Standards of speaking and listening are well below national expectations as pupils start Year 1, but pupils become more confident as they get older and standards are broadly in line with national expectations by the end of Year 6. Pupils achieve well in this aspect of English. Higher-attaining pupils speak with confidence and explain ideas and procedures well. Most pupils listen well to their teachers and to each other. Pupils are encouraged to express themselves clearly and to respond to each other. Opportunities are now planned for pupils to contribute at length in explaining a process or idea or justifying a point of view. For example, in a Year 6 history lesson pupils were expected to summarise verbally an aspect of change since 1945 from sources of evidence that they were reading. Sometimes pupils' learning is supported by role play in English and in other subjects: for example, a Year 3 pupil was in role as a character from a book which the class were reading and other pupils asked him questions. Pupils also work collaboratively, for example, groups of Year 1 pupils working on forces with sand and water wheels discussed their ideas together. Pupils frequently have the opportunity to discuss and plan their work in pairs or small groups. The school council provides a good forum for pupils' representatives to discuss issues formally. However, lower-attaining pupils and some who are average lack a sufficiently wide range of words that they can use with confidence and this affects their learning both in English and other subjects.

73. Pupils enjoy a wide range of fiction. However, reading skills are well below national expectations throughout the school, and this is reflected in the levels of books read by most pupils. The school is aware of this and additional reading time takes place daily outside the literacy hour. During these sessions pupils working with an adult make good progress. Most pupils who read to the inspectors sustained discussion about the book or about the character and what they liked. They predicted what might happen next in the book they were reading. Pupils at Key Stage 2, and most pupils at Key Stage 1 talked about other authors or titles they had read. Higher-attaining pupils at both key stages read with expression, and used the full range of strategies for tackling new words. However, many pupils are less confident and are over-dependent on context of the passage they are reading or sounding out words. Pupils at Key Stage 2 understand how to find and use books in the library, but most are not skilled at comparing information in different books or using the information in their own words. Most pupils at Key Stage 1 know how to use information books, finding the contents page and index, but do not always understand the information they have found.

74. Parents are encouraged to share reading with their children at home and comment in a home/school reading notebook that is shared between the child, the teacher and the parent. However, the mobility of pupils and frequent changes in staff this year, in some classes, means that this is not always a consistent practice. Although many parents support their children's learning at home, some for a variety of reasons, do not. Many pupils forget to bring their reading folders back to school and this has a negative impact on their learning. A wide range of well-organised and easily accessible fiction and information books supports the literacy hour, including *Big Books* and books for group reading. A good range of fiction is available as classroom collections. The library is timetabled for use, but too many of the books are more than ten years old. However, good up-to-date information books are used in classrooms, these are borrowed from project loans.

75. The standard of writing is improving gradually but is also well below national expectations. Pupils work on grammar and spelling patterns in books which are separate from their writing books. At Key Stage 1, pupils work regularly on phonics. Some of these skills are transferred to other writing in English and in other subjects, especially pupils' knowledge about grammar in Years 4, 5 and 6. Since the last inspection there have been more planned opportunities to use different types of writing across

the curriculum, and this range is reflected in pupils' English work as well as writing in other subjects. For example, Year 2 pupils' write stories, explanations, instructions, poetry, and character descriptions. In history, for example, they also write and draw labelled diagrams, reports and timelines. Year 6 pupils' writing in English includes persuasion, poetry, planning, report writing, biographies, autobiographies, and book reviews, while in geography, there are also reports, explanations, planning and brainstorming, instructions, and poetry. Pupils are aware of the main aspects of these types of writing but the vocabulary of most pupils is limited and they do not develop complex ideas. Investigational approaches are now included and have improved since the last inspection. For example, pupils frequently learn about spelling patterns and grammar through investigations. Spellings are taken home to practise and are tested each week, while joined handwriting practice is regular. However, the sound handwriting in handwriting practice sessions is not used in other writing for most pupils. There is little link between handwriting practice and spelling practice. The presentation of pupils' writing is weak. Many older pupils do not form their letters correctly and do not always join them to make them more fluid. Many pupils do not retain the information learned, for example about spelling patterns and this limits their progress.

76. Overall, the quality of teaching and learning is satisfactory. Teachers mark tasks and writing so that pupils know what they have achieved and what they still need to improve. This assessment process identifies pupils who require further guidance and support. However, frequent staff changes have meant that the application of these assessment procedures and their use to guide planning is not always consistent. There is often a teacher-pupil dialogue in the writing books, particularly, but not exclusively, with older pupils. Pupils are encouraged to reply to the teacher's comments and this helps them understand how to improve their work and explain their thoughts. Learning objectives for the lesson are clearly displayed and discussed. Pupils are encouraged to edit their writing and the weekly reflection sessions on teaching and learning helps them to be self-evaluative. Standards of presentation in books are variable and there was insufficient work on display to see pupils' capabilities in presentation overall. The school expects that pupils will read at home and learn their spellings, however, no other planned homework is set.

77. In the lessons seen teaching ranged from satisfactory to good at Key Stage 1 and from satisfactory to very good in Key Stage 2. In the good and very good lessons, teachers' subject knowledge and enthusiasm motivated pupils, a good pace was maintained, and teachers had high expectations of pupils' behaviour and work. In these lessons, teachers used the school's positive behaviour management policy effectively. Pupils who had problems concentrating or behaving appropriately were not allowed to distract the rest of the class. Other strengths observed included tasks of different complexity and support planned for some pupils, use of a range of learning techniques, planned opportunities for paired or group discussion and good use of resources. For example, in a Year 1 lesson there was good questioning on the text, so pupils were involved and contributed confidently. In a Year 2 lesson, clear time reminders and well-planned work kept pupils focused on the task of improving their sentences. In a few lessons where teaching was not as effective, there were few clear time guidelines, examples for the whole class on the whiteboard or the screen were too small to see or poorly placed, few opportunities were given for pupils to talk to each other about their work, and behaviour management strategies were over-used. Overall, sound teaching enables most pupils to make satisfactory learning gains. The quality of teaching is sometimes better than pupils' learning. This is because significant proportion of pupils have difficulty in retaining information over time and the minority of pupils in classes who have behavioural difficulties which impact negatively on their learning.

78. Teachers work closely with learning support assistants in planning for pupils with special educational needs, and in most lessons observed, this support helped pupils to make satisfactory progress. Pupils with English as an additional language have support from specialists as well as

learning support assistants and make sound progress.

79. Leadership and management of English are satisfactory. The co-ordinator who has recently taken up post is aware of the strengths and areas for further development. She has organised and categorised well the resources for literacy, which are good. Regular monitoring of teaching and learning takes place and has concentrated on monitoring and supporting new staff. Additional support materials from the National Literacy Strategy are managed well, as well as the Reading Recovery Programme, in all year groups. As yet, there is little evidence of the application of information technology within the literacy hour and this is a weakness. Planning is good across the year groups, with effective application of aspects of literacy in other subjects, particularly some features of grammar and different types of writing. Twice yearly assessments are made throughout the school informing groupings and targets for English. Pupils are aware of their targets and discuss them with their teachers. Overall, improvement since the last inspection has been satisfactory.

MATHEMATICS

80. Results in the national tests for pupils at the end of Year 2 in 2001 were well below the national average when compared with all schools and with similar schools. The proportion of pupils achieving the higher level 3 in the tests was below the national average. For pupils at the end of Year 6 the results in the 2001 national tests were in the lowest five per cent of schools nationally, and well below those of schools of a similar type. The proportion attaining the higher level 5 was also well below average. Test results are affected by factors such as the high proportion of pupils in each age group who have special educational needs and for whom English is an additional language. Analysis of the results of pupils who were at the school at the start of Year 3 and took the national tests at the end of Year 6 in 2001 indicate that overall they achieved satisfactorily.

81. These results are similar to those at the last inspection. However, standards have risen broadly in line with the national trend for both seven and eleven year olds with a high point being reached in 1999 in the tests at the end of Year 6. The difference in performance between boys and girls varies from year to year and there is no significant pattern. Taking into account the work observed in lessons and previously completed work, the standards of attainment overall are well below average in all aspects of mathematics. Nevertheless, pupils are achieving in line with their capabilities and are currently achieving satisfactorily.

82. A range of strategies is being implemented to raise standards. For example, the implementation of the National Numeracy Strategy, the observation of lessons together with feedback to teachers, the setting of individual targets, *brain gymnastics* and the implementation of the accelerated learning programme. These are having a positive effect in classes where the teachers have been at the school for several years and where they have received the necessary training. They are not yet consistently applied in all classes. The school has identified that the quality of *booster classes* in Year 6 to help pupils improve their performance in tests has not been as good as they would have liked in past years. However, the work carried out this year has been more systematic and work in pupils' books indicates that it has been more successful.

83. During the year, pupils complete a suitable amount of work in developing their understanding of number and algebra. By the end of Year 2 pupils have learnt how to count in twos threes, fours, fives and tens. They develop their ability to add and subtract and use the language of number such as odd and even. In Year 1 pupils were seen confidently adding ten to different numbers with some of the higher-attaining pupils using larger numbers up to 100. In Year 2 pupils were using their understanding of addition and subtraction to solve money problems. These skills are built on in Years 3 to 6 where

pupils work with higher numbers; learn the higher tables and work with fractions, decimals and percentages. During the inspection pupils in Year 4 were seen adding three and four digit numbers together and explaining the strategies they had used. In Year 5 pupils were using a dice to give numbers which they added and multiplied. They worked in pairs, one with a calculator to see who would be the quickest at finding the answer. In Year 6 pupils doubled and halved numbers working to two decimal places. By the time pupils take their tests in Year 6, however, they have limited experience of some of the work at higher levels designed for their age group such as solving problems using algebra and using negative numbers. Many pupils find it difficult to retain knowledge they have learnt and to express their understanding of mathematical concepts in precise language. Factors such as the poor attendance of some pupils, the high proportion of pupils with special needs and pupils learning English as an additional language, and the low number of higher-attaining pupils impact on overall standards and are reasons for attainment being well below average.

84. Pupils also appropriately develop their understanding of shape, space and measures. By the end of Year 2 they identify two-dimensional shapes, begin to tell the time and give directions. By the end of Year 6 they use the language of angles confidently, use co-ordinates, describe a range of three-dimensional shapes and accurately measure the perimeter of a shape. In Year 3 pupils were seen using the vocabulary associated with direction and movement to describe how to get from one place on a grid to another. Two groups of pupils were using a controlled device to carry out the task. Their experience of data handling tends to be limited largely to producing and interpreting bar charts.

85. Pupils have the opportunity to explain the strategies they use when working out answers, for example in one Year 6 class the pupils explained how they added two numbers together to make 0.1 by referring to their understanding of adding two numbers to make 10. They have limited opportunities, however, to write down these explanations in order to practice the skill of using precise language.

86. Some good examples of how mathematical skills can be developed in other subjects were seen during the inspection week. For example, in history in Year 5 where pupils had looked at the details of the 1821 census to identify the size of families and in Year 1 in geography where pupils had taken part in a traffic survey and displayed their results on a bar chart. Opportunities, however, are often missed for such work to take place, as are opportunities to use the computer as a tool for developing mathematical knowledge and understanding. These activities are not planned for systematically and this is a weakness. Homework is set in order to reinforce activities carried out at school.

87. The quality of teaching observed was satisfactory overall with several strengths. It ranged from satisfactory to good in Years 1 and 2 and from satisfactory to very good in Years 3 to 6. The quality of learning was also satisfactory overall but not as consistently as the teaching. This is due to the significant minority of pupils in classes who have behavioural difficulties which impact negatively on their learning. In lessons where teaching is the most successful teachers have a good knowledge and understanding of the subject. Most lessons are well planned and organised, and teachers use resources well. This is an improvement since the last inspection when this was a key issue for improvement. For example, mirrors were used particularly effectively in one lesson where pupils were learning how to identify lines of symmetry and use the information in completing shapes. Teachers' introductions to lessons usually include the use of a learning objective to give pupils clear expectations of what they are to learn during the lesson. Teachers often asked carefully worded questions which encouraged pupils to think for themselves. In these lessons pupils were attentive and eager to answer questions. In the best lessons observed, the challenge and pace of learning were good because teachers used different activities and frequent reinforcement to ensure pupils' understanding of the work. Explanations were clear and related well to what the pupils had learned in previous lessons.

88. In lessons where teaching and learning were less successful, higher-attaining pupils were not always well challenged throughout the lesson. Teachers placed insufficient emphasis on developing

pupils' language skills so that they found it difficult to explain their thoughts and the strategies they had used when solving problems. Too little use was made of suitable apparatus to enable pupils to carry out tasks more efficiently. For example in one lesson, the use of individual white boards would have assisted the teacher in being able to quickly assess the pupils' work. In some lessons, the pace during the mental activity was slow as a result of which pupils lost interest and stopped learning.

89. The quality of marking is inconsistent across the school. Most of the work seen during the inspection had been marked and on the whole comments made were positive. However, few comments were made to help pupils improve their work further. In the best examples there was a dialogue between the teacher and the pupil in which the pupils had been encouraged to reply to the teacher's comments.

90. Pupils enjoy mathematics lessons. Generally they are well behaved and are keen to answer questions. Pupils with special educational needs benefit from the help given by experienced support staff during lessons and make satisfactory progress. Teachers and support staff help pupils with English as an additional language by giving them work that develops their vocabulary and mathematical understanding.

91. The subject is well managed. The co-ordinator has a clear understanding of the strengths in the subject and areas for further development. She has effectively monitored teaching and learning in the subject with the help of the local education authority advisor. She has given effective support to new teachers and helped overseas-trained teachers understand the National Numeracy Strategy. Progress is tracked as pupils move through the school. This information is beginning to be used to match the level of pupils' work to their needs. The school has a suitable range of resources for teaching mathematics. Overall the school has made satisfactory improvement in this subject since the last inspection.

SCIENCE

92. In 2001, results of teacher assessments at the end of Year 2 found attainment to be in the lowest five per cent nationally. The proportion of pupils reaching the expected level 2 was very low. At the higher level 3 it was found to be average. When compared with similar schools results were well below average at level 2 and well above average at level 3. Results in the national tests at the end of Year 6 have shown improvement since the previous inspection, at a rate similar to the national trend, with a high point being reached in 2000. However, in the 2001 national tests results declined, and pupils attained standards that were in the lowest five per cent of schools nationally, and well below those of schools of a similar type. The number of pupils who attained higher levels was very low when compared to national figures and well below those of similar schools. Girls performed less well than boys in the tests.

93. Inspection evidence showed that the standard of pupils' work in Year 2 is well below national expectations. Pupils' written work showed that higher-attaining pupils are reaching the expected level. For example, they know and record clearly what plants need in order to grow and understand that objects can be moved by the forces of pushing and pulling. However, few pupils are working at this level. The majority of pupils complete a similar range of work, but their ability to record, understand and retain the information is limited. In lessons, attainment was higher. For example, in a very good Year 2 lesson pupils worked on simple electrical circuits. Pupils could recognise components such as a light bulb, bulb holder, crocodile clip and screwdriver. Many of the pupils could say what they thought would happen if the components were assembled in different ways. Most displayed a secure knowledge of vocabulary associated with scientific investigation. The very good questioning by the

teacher together with consistent encouragement during discussion clearly showed that pupils' oral responses are better than their written work. Whilst there is satisfactory coverage of the National Curriculum some inconsistencies are evident in the amount and quality of recorded work between the classes in Year 1 due to staffing difficulties.

94. In Year 6 attainment is also well below national expectations. Pupils' recorded work throughout Years 3 to 6 shows that there is satisfactory coverage of the National Curriculum and they regularly carry out practical investigations. This is an improvement since the last inspection. Although pupils record results using tables and bar charts there is insufficient application of their numeracy skills in their work. The use of ICT to support pupils' learning in science is currently unsatisfactory throughout the school. However, there is some inconsistency in the amount and quality of pupils' recorded work in Year 4 classes due to staffing changes. Higher-attaining Year 6 pupils have a clear understanding of what constitutes a fair test and develop their observational skills. For example, thinking about the best method of collecting and recording evidence on the influence of different growing conditions on dandelions. Pupils' attainment in lessons was again better than that evident from their written work. For example, in a good Year 6 lesson, pupils were set challenging tasks such as considering how to construct scientific questions. Key scientific words related to the lesson were displayed. The teacher encouraged pupils to share their ideas. Pupils worked together and put forward a range of ideas which would lead to an investigation. Overall, it is pupils' inability to retain information, weaker recording skills together with the erratic attendance pattern of some that limits their attainment in tests.

95. When pupils start Year 1 they have weak skills in many areas of learning including communication, language and literacy and knowledge and understanding of the world. Considering pupils' prior levels of attainment their achievement in science is satisfactory as they progress through the school. No significant differences were observed between the achievements of boys and girls. A number of factors have an adverse effect on the standards that are attained. Test results are affected by pupils who join the school after the normal admission date. Many of these pupils have not followed the full National Curriculum and a high proportion is at an early stage of learning English. Over a fifth of the pupils currently at Foxfield did not start their education at the school. Analysis of the results of pupils who were at the school at the start of Year 3 and took the national test at the end of Year 6 indicate that overall they achieved satisfactorily. Pupils with special educational needs and those who are learning English as an additional language receive good support and also achieve satisfactorily.

96. Overall, the quality of teaching and learning is satisfactory, and some good and very good teaching was observed during the inspection. The quality of teaching is sometimes better than pupils' learning. This is because of weaknesses in the language and literacy skills of many pupils which limits their willingness and ability to record information. A significant proportion of pupils also has difficulty in retaining information over time.

97. All teachers follow the scheme of work and this ensures that work consistently builds upon knowledge previously gained. Teachers have satisfactory subject knowledge and there is now an appropriate emphasis on teaching investigative and experimental skills. Lessons have clear learning objectives and staff plan work to meet the needs of all pupils including those with special educational needs and English as an additional language. Teachers make very good use of support staff and this has a positive effect on pupils' learning. Where teaching is most effective, activities are planned in detail, and teachers use careful questioning to check pupils' understanding. For example, in a Year 2 lesson pupils were asked to explain the reasons for their predictions. This information was then used effectively to discuss and plan how pupils would undertake practical activities. As a result pupils carried out the investigation with a good degree of independence. Teachers have high expectations and encourage the use of specialist vocabulary. They manage the behaviour of pupils well, including the significant minority who have considerable emotional and behavioural problems. Because these pupils

are effectively managed their poor behaviour and inability to concentrate does not significantly effect the learning of the rest of the class. Work is regularly marked and in some classes teachers write useful comments which help pupils improve their work. Where there were some weaknesses in lessons these related to a lack of pace which resulted in some pupils failing to concentrate and not learning as much as they should. In other lessons, teachers who were less experienced, or new to the school found some difficulty in effectively managing practical activities.

98. Leadership and management of the subject are now good. The co-ordinator, who is new to the post, has identified areas that require improvement and she has taken some action. For example, implementing new assessment procedures to track pupils' progress and monitoring books to check consistency between classes and coverage of the curriculum. Overall improvement since the last inspection is satisfactory. Despite difficulties with staffing, teaching is now more consistent. Standards have shown some improvement and pupils are achieving satisfactorily.

ART AND DESIGN

99. Pupils' achievements in art and design are good, which is a marked improvement since the last inspection. Since then, the school has adopted a much more systematic way of planning the curriculum, and the quality of teaching is better, supported by very good expertise from a visiting specialist. As a result, though many pupils join Year 1 with below average skills, standards of attainment at the end of Year 2 and Year 6 match national expectations, and there are examples of higher quality work.

100. In Year 1, pupils' drawings of sculptures from a range of cultures, in pencil and pastel, show that they are beginning to observe closely and to experiment with different media. A few of these are of high quality, capturing the form and detail of the object perceptively. Self-portraits by pupils in Year 2 are of good quality. Work in sketchbooks shows how these pupils have looked carefully at features such as eyes, and mixed colours thoughtfully to obtain skin tones, as well as considering portraits by artists such as Picasso and Bacon. Current work drawing natural forms such as leaves, and transferring these shapes to fabric in preparation for collage, emphasises the good range of activities undertaken in Key Stage 1.

101. A visiting specialist has enabled Year 3 pupils to complete some outstanding work inspired by the painting of Rousseau. They have experimented with shades of green to portray the richness of foliage in a rain forest, sketched plants in charcoal and chalk, and drawn animals in pencil and pen. All these experiences have been combined in their final paintings of a tiger in the rain forest. Year 4 pupils' work looking at 'seats' is a good example of links being made between subjects. Their carefully observed drawings of chairs, and research into decoration used by various cultures, are enabling them to make links with work in design and technology and history as they design a chair for a Pharaoh. Still life drawing in pastel and skilful use of watercolour show that Year 5 pupils are extending the range and quality of their work. Their class fabric hanging, based on the story of 'Alice in Wonderland', is impressive in scale and for the skills they have developed in designing and making it. Year 6 pupils have used the local environment, sketching buildings such as Woolwich Arsenal, and then painted landscapes that capture the urban nature of their surroundings.

102. In the two lessons observed, the quality of teaching was good in one and satisfactory in the other. A good feature of both lessons was the clear learning objective, shared with the pupils, which helped them to focus on the task. In the lesson where teaching was good, the teacher kept referring back to the purpose of the lesson, so the pupils were very clear about what they were trying to achieve, and

they worked at a good pace. A weakness in the other lesson was that the teaching lacked urgency, so the pupils took some time to organise themselves and worked slowly. The pupils lacked sufficient visual stimulus to help them with their drawing.

103. The curriculum is broad and well balanced, based on a nationally recommended scheme of work. Teachers are using this guidance, and advice from visiting specialists, to strengthen their own expertise. For example, teachers are developing art ideas through a number of stages and using a variety of media, which is providing depth to pupils' experiences. Sketchbooks are generally used well to enable pupils to experiment and investigate but, in some classes, too narrow a range of media is used in these books. Good links are made between art and design and other subjects, and art and design makes a sound contribution to pupils' cultural awareness. Pupils use ICT appropriately to make picture and patterns. Organisation of the subject across the school is satisfactory. The co-ordinator is fairly recently appointed, but she already has a sound view of what the school does well and what needs to be improved. The current action plan, however, focuses too much on checking resources and too little on raising aspects of pupils' attainment. As the expertise of the staff continues to develop, the school is in a good position to raise standards further.

DESIGN AND TECHNOLOGY

104. Standards in design and technology are similar to those reported at the time of the last inspection. In both key stages, most pupils are working at levels which are below those expected for their ages. Until very recently the school had not been following the requirements of the nationally recommended scheme of work. This limited the range of work being covered. As a result of the recent changes pupils are now achieving satisfactorily and standards are improving in most aspects of design and technology. The school has recognised that the use of ICT within the subject is a weakness and developments are planned, including control technology applications.

105. Pupils are now developing their skills using a variety of materials such as card, food and textiles. In Year 2 they designed photograph frames. Pupils listed the materials needed and produced annotated sketches of their designs. After making the frame they considered questions such as, "how does it look?", and "how well does it display a photo?" Work in design and technology is linked well to other areas of the curriculum. For example, in science when Year 3 pupils considered the importance of a healthy diet. Older pupils carry out evaluations and comparisons of different products, for example, tasting various soups. They show some understanding of the need to modify designs in order to achieve a well-made product. Pupils show an understanding of the need to consider health and safety issues when using tools and working with food.

106. Completed work, together with the two lessons observed, indicates that the quality of teaching is now satisfactory. Pupils' design work is well presented and they take care with their practical work. In lessons most pupils persevere even when they find tasks, such as threading a needle, difficult. Teachers use opportunities to develop pupils' vocabulary and literacy skills, encouraging them to describe materials, give reasons for choices and sequence processes. They effectively use step-by-step guidance to help pupils complete the written aspects of their work. The leadership and management of the subject are satisfactory. Advice and support has been provided for staff, both by the co-ordinator and a consultant. There has been satisfactory improvement since the last inspection

GEOGRAPHY

107. At the time of the last inspection standards of attainment in geography were in line with national expectations at the end of Year 2 and below at the end of Year 6 Standards are now in line with

national expectations at the end of both years and pupils are achieving well. The work seen in pupils' books shows that through the school they develop a sound understanding and knowledge of physical and human features in the world around them and of different climates. They also develop their skills in reading and drawing maps. In Year 1, pupils consider the differences between the highlands of Scotland and the local area of Woolwich through a close examination of photographs and other Scottish artefacts. Year 6 look at how different climates can effect the way people live. The geography curriculum is enhanced by a series of educational visits. For example, Year 1 have been to the beach, Year 2 have been on a boat trip on the River Thames and Year 5 take part in a school journey to Swanage. All these factors represent good improvement since the last inspection.

108. Only two geography lessons were observed during the week of the inspection so it is not possible to make a judgement about the overall quality of teaching and learning. However, in those lessons seen, the teaching was satisfactory and good. The good teaching in Year 1 consisted of an exciting introduction to the lesson, resources were used well and the lesson had a good pace. The work was well matched to the pupils' abilities and the higher-attaining pupils had to write their answers to the questions rather than use pictures. In Year 6, the activity was linked to work in literacy and the pupils identified the use of persuasive text when reading about other countries. However, opportunities for linking geography to numeracy in a similar way are often missed and computers are not used sufficiently to support pupils' learning and develop their skills and understanding.

109. The subject co-ordinator is relatively new in post, but already has carried out work on looking at pupils' books. This has identified that marking is inconsistent in different classes. Inspectors agree with this: in the work seen most work was marked and comments made were positive. However, there were few comments to help pupils improve their work further. Overall the subject is satisfactorily managed. Sufficient resources are in place for the teaching of geography and these are being added to on a planned basis.

HISTORY

110. Two lessons were seen at Key Stage 2 and work was looked at across the year for all age groups. At the last inspection standards in history were in line with national expectations at Key Stage 1 and below national expectations at Key Stage 2. Based on the work seen in pupils' books current standards are similar at Key Stage 1 and show some improvement at Key Stage 2, where they are now broadly in line with national expectations. This indicates that overall pupils are achieving well. Good improvement has taken place since the last inspection, particularly in the approach to investigational work which underpins historical enquiry. This is now satisfactory and sometimes good. Pupils have responded to this approach. Investigational work is sometimes based on primary data, such as local census data in Year 5 work on Victorians, where numeracy skills were applied in representing data as graphs. More frequently, pupils are asked to identify what they already know and what they need to check or want to know as a starting point or to reflect on what they have found out. Pupils are introduced to chronology through time-lines and historical change from Key Stage 1 and their skills are systematically developed. They develop their understanding through historical interpretation and analysis, for example, identifying key questions on work on the Second World War in Year 4. In the work seen, learning objectives for history are indicated, particularly at Key Stage 2; at times these are related to different types of writing learnt in literacy. History is sometimes taught in the literacy hour because literacy objectives support the writing. Opportunities to apply numeracy are satisfactory although not developed consistently well in all classes.

111. In the two lessons seen, strengths were: good structure which supported pupils' learning well; links with other areas of the curriculum, such as music and literacy; collaborative group work which

meant that pupils explored reading and ideas well together; and adjustments to the lesson to meet the needs of the group. Pupils were involved and motivated and worked consistently on the tasks. Weaknesses were where the text was too challenging for some pupils and support for their reading was unclear. However, even in this circumstance, pupils persevered because of their high levels of interest generated by the teacher's organisation and enthusiasm.

112. Management of the subject is satisfactory. A good scheme of work is in place which lends itself to cross-curricular links. However, there is little planned use of ICT to support work in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

113. Pupils' overall attainment at the end of Year 2 and Year 6 is well below national expectations. This is largely because a significant minority of pupils in each class is working at a much lower level than expected for their age, even though the remainder of the pupils are reaching the required standard in some aspects of ICT. The last inspection judged attainment to be broadly in line with national expectations, and improvement has been unsatisfactory since then. Many pupils join Year 1 without having reached the level of attainment in ICT expected at the end of the Foundation Stage. In aspects of ICT such as word processing, data handling and graphics, pupils' achievements are satisfactory across the school, but they cover little work in using ICT to control events or in using simulations to make decisions and predictions. These weaknesses were also noted at the last inspection. Overall, therefore, pupils' achievements are unsatisfactory across the school because they do not cover some aspects of the required curriculum. The school is well aware of these weaknesses, and recent improvements in resources and staff expertise are beginning to raise standards, particularly in Key Stage 2.

114. By Year 2, most pupils run programs successfully, use the mouse and keyboard correctly, save their work to disk, and print their work. They have the expected computer operating skills. A significant minority of pupils, however, still need adult support to complete these basic tasks and they work quite slowly on the keyboard. Pupils word process short pieces of text, and they can use a simple graphics program to create designs in the style of Mondrian, linked to work in art and design. They have learned how to give instructions to a programmable toy so that it follows a simple route.

115. By Year 6, there are some strong features of pupils' work. For example, all the pupils have made a presentation page about themselves using 'power point', including a photograph taken on the digital camera. A group of Year 6 pupils used their 'power point' skills to compose a presentation and lead an assembly based on the book 'Dear Children of the Earth', exploring issues about conservation. This showed skills in this aspect of ICT that are above national expectations. Year 6 pupils show confident skills in word processing, combining text and pictures, and using a wide range of facilities to present their work appropriately. They have had satisfactory experience of data handling during Key Stage 2, such as the use of 'branching' databases in Year 4 to classify 'minibeasts', and searching databases for information in Year 5. Most can use the Internet to search for data to support work in other subjects. However, there is still a significant minority of pupils who are achieving significantly below this level. No work has been done using ICT to control events, or to measure such things as time and temperature, and pupils have no experiences of simulations. In these areas, attainment is well below that expected.

116. One of the main reasons that work in some aspects of ICT has not been covered is lack of resources. Until very recently, each class had only one or two computers, which made whole-class ICT lessons very difficult. Now, the school has a set of 15 lap top computers and a digital projector, which act as a mobile computer suite. Staff training is now a key priority to ensure that teachers are confident and expert in using the new resources. In the three lessons observed, the quality of teaching

was very good in one, good in another, but unsatisfactory in the third. This reflects the varying confidence and expertise of the teachers. In the lesson where teaching was very good, very clear explanation enabled Year 1 pupils to control a programmable toy successfully. They thoroughly enjoyed the lesson and learnt a lot. Where teaching was good, confident, methodical instruction enabled the pupils to list the information they wanted to add to an existing database, access the program and enter the information successfully. Where teaching was unsatisfactory, weaknesses in the management of pupils' behaviour resulted in much time being lost, and a lack of subject expertise resulted in pupils having no opportunity to use the lap top computers independently to enter their information.

117. The school uses a nationally recommended scheme of work that provides a good basis for teaching and learning. While many aspects of ICT as a subject are well established, the use of ICT to support work in other subjects is not planned systematically enough. There are some good examples of pupils using the Internet to research information, and word processing is used regularly to present work, but teachers are not planning to use ICT routinely as part of subjects such as mathematics and science. Organisation of the subject across the school is satisfactory and improving. The co-ordinator has good personal expertise and this is supplemented by outside consultants who work with particular groups of pupils on specific projects. Their input leads to some high quality work. The co-ordinator has observed teaching in most classes, which is an improvement since the last inspection. Consequently she has a clear view of where improvements need to be made in order to raise standards, and has set these out in a satisfactory action plan. Now that teachers have the right resources to support pupils' learning in ICT, the school is in a good position to raise pupils' attainment.

MUSIC

118. There was insufficient evidence to make an overall judgement on standards. At the last inspection attainment in music was in line with national expectations at the end of each key stage. In the full lessons seen, attainment was in line with national expectations and pupils achieved well. However, pupils are not always confident when singing in assembly or in lessons. The quality of their singing depending on the expertise of the class teacher and whether or not the performance is accompanied. Pupils are provided with opportunities to perform. For example, they are auditioned for the school choir in Key Stage 2. The choir sings well, with good tone, phrasing and breath control and is able to sing in simple echo parts. It performs in the Greenwich Music Festival and is involved in the end of term school concert.

119. Class teachers are responsible for the music teaching in their own classes. In the limited range of lessons observed teaching was satisfactory in Key Stage 1 and good or better in Key Stage 2. There was some evidence of performing skills, for example the choir sang in assembly. In a Year 3 lesson pupils' composing and performing skills were developed well. They were asked to perform to each other their group compositions of ostinato based on pulse variations accompanying a known song. Listening skills were developed well in lessons seen in both key stages.

120. Strengths of teaching in the lessons seen at both key stages included, teachers listening and appreciating pupils' efforts, planning frequently for collaborative work and providing opportunities for classroom performance. Teachers ensured that there were opportunities for pupils to appraise and evaluate their own work and that of others. For example, where pupils listened to each others' ostinato patterns on untuned instruments and commented on them. Teachers structured lessons in steps that supported pupils' learning. They built on familiar contexts to develop work, for example, Year 5 pupils were reminded of their recent school visit and asked to imagine the sun over Swanage Bay before creating atmospheric sounds.

121. Weaknesses seen were: where there were unclear learning objectives, so pupils were unsure of the purpose of the session; where the subject knowledge of the classroom teacher had weaknesses and where too much was planned for the time available.

122. Overall the management of the subject is sound. The co-ordinator's subject knowledge is good and schemes of work have been developed which help non-specialists. Appropriate resources have been organised. A good range of instruments and music includes multicultural representation. Additional learning opportunities are offered to pupils who are assessed in lessons as needing more support. Monitoring of provision and standards is planned to start next year. As yet, training and support needs are insufficiently identified for non-specialist teachers with weaker subject knowledge and there is little development of music technology and software.

PHYSICAL EDUCATION

123. It was only possible to observe a limited range of physical education lessons during the inspection. Pupils' standards in the games lessons observed were in line with those expected for their ages and they achieved well. This is similar to the judgement made in the last inspection.

124. In Years 3 and 5 pupils learnt to develop throwing and hitting skills. This led, in Year 5 to competitive team games where the rules were devised and implemented by the pupils themselves, working in self selected teams. The class evaluated their game at the end of the session and decided upon improvements in the rules and structure for the next lesson.

125. The quality of teaching in the three lessons seen ranged from satisfactory to good. In all lessons teachers worked hard to manage pupils' behaviour so that it did not detract from learning. Teachers ensured that pupils were kept active during the lesson and led by example by being appropriately dressed and taking part in the exercise. In the good lessons the teacher demonstrated throwing and catching techniques well and adopted a roving, coaching style to ensure that all pupils could improve upon their own performance. The final part of the lesson was well used to help pupils reflect and relax their bodies. In the less satisfactory lesson opportunities to allow pupils to take responsibility for reflecting on and developing their own skills in catching a ball were missed.

126. Pupils have suitable opportunities to participate in sporting activities outside of school hours. These include cricket, netball and football. The planned curriculum includes all aspects of physical education, including competitive invasion and target games. This is an improvement from the last inspection when the provision for developing skills for competitive games was considered unsatisfactory. However, ICT is not currently used to enhance teaching in this subject.

127. The co-ordination of the subject is satisfactory. The co-ordinator, who is very new in post, has a sound idea of what the school needs to do to improve. Overall, improvement since the last inspection is satisfactory. In addition to improved extra-curricular provision, a policy is in place and planning has been improved through the introduction of a curriculum map. At present there is little use of computers to support pupils' learning. The school has recently purchased new resources, and the worn floor mats, which were noted in the last inspection, have been replaced.

RELIGIOUS EDUCATION

128. Attainment in religious education is in line with the expectation of the local agreed syllabus at the end of Year 2 and Year 6. Overall pupils achieve well. The local agreed syllabus is used consistently

well in lesson planning. Through their study of the world's major faith groups pupils learn about the central beliefs, life styles, holy books and rites of passage from each religion and learn how these may have an impact on their own lives. Each of the faith groups is returned to several times during the pupils' time at the school. Each time a faith group is revisited it is at a deeper level which helps pupils systematically develop their understanding. The curriculum is enhanced by a variety of educational visits to a Sikh Temple and Christian Church in Reception; a Church in Years 3 and 4; a Hindu Mandir in Year 5 and a Mosque in Year 6. The school has dealt with the comments made at the time of the last inspection with regard to the religious education curriculum. Pupils are now provided with opportunities to think about and discuss the spiritual aspects of belief and good progress has been made with this aspect of the subject.

129. Only two religious education lessons were seen during the inspection so it is not possible to comment on the quality of teaching and learning. However, in those lessons the teaching was satisfactory and good. Where the teaching was most effective pupils were encouraged to think about what they had already learnt. The new learning built on this so that by the end of the lesson the pupils had a much clearer understanding. For example, in Year 3 they were able to recall the five precepts of Buddhism and as a result design their own rules for a better world. In Year 5, pupils recalled their visit to a Hindu Mandir and were able to relate this to special places in their own lives. From the work seen in books there is some inconsistency in teaching throughout the school with the least satisfactory teaching taking place in Year 4 where the pupils make less progress than in other year groups. This is mainly due to changes in teaching staff. The way in which pupils present their work in Year 4 is also less satisfactory than other year groups who tend to produce neat work which is well written with clear diagrams and illustrations. Pupils' written work shows that during religious education lessons they are encouraged to develop their literacy skills, for example, by describing what they have seen through answering questions. However, there is little use of computers to support pupils' learning.

130. The quality of leadership and management in the subject is satisfactory. The co-ordinator provides support for colleagues and understands the strengths and areas for development in the subject. There is a satisfactory range of good quality artefacts for use in religious education lessons. These are being added to on a planned basis.