

# **INSPECTION REPORT**

## **TURNHAM PRIMARY SCHOOL**

Brockley, London SE4 2HH

LEA area: Lewisham

Unique reference number: 100753

Headteacher: Miss D Dance

Reporting inspector: Bob Cross  
15917

Dates of inspection: 28<sup>th</sup> to 31<sup>st</sup> January 2002

Inspection number: 197383

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:	Foundation
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Turnham Road Brockley London
Postcode:	SE4 2HH
Telephone number:	020 7639 0440
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Appropriate authority:	The governing body, Turnham Primary School
Name of chair of governors:	Mr C Pearce
Date of previous inspection:	September 1997

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9092	Ron Elam	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
11982	Ray Morris	Team inspector	Mathematics, information and communication technology, design and technology	How good are the curricular and other opportunities offered to pupils?
18083	Judith Howell	Team inspector	Foundation Stage, history	
15271	Brian Farley	Team inspector	English, art, music, special educational needs	
11769	Jim Bishop	Team inspector	Science, geography, religious education, equality of opportunity	
22745	Rosalind Johns	Team inspector	English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

Turnham Primary School educates boys and girls aged between three and 11 years. There are 500 pupils on roll which is much bigger than most other schools of the same type. Sixty of these pupils attend the Nursery on a part time basis. The school is very popular and is oversubscribed. It has 69 pupils on its register of special educational needs, which is below the level of the national average. Eight pupils have statements of special educational need which is broadly the national average. Pupils with moderate learning difficulties are the largest group amongst those with special educational needs. The school has thirteen more boys than girls on roll. About 75 per cent of the pupils are from minority ethnic backgrounds, mainly Black Caribbean, African and other black heritages. This is much higher than in most schools. About 51 per cent of the pupils speak English as an additional language. None of these pupils is in the early stages of learning to speak the language. The number of pupils with English as an additional language is very high compared with most schools. The most common first languages of these pupils are Creole and Yoruba. Around 43 per cent of the pupils are entitled to free school meals, which is well above the national average. During the last school year, 24 pupils entered the school other than at the usual time of first admission and four left it at times which were not those of the normal leaving or transfer for most pupils. This is a low rate of mobility. In the last two years, two teachers have left the school and two have been appointed. This is also a low rate of turnover. Pupils enter the school at below average levels of attainment. The school has received support from the Excellence in Cities initiative, for example, in the support of gifted and talented pupils.

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

This is a very good school which has areas of excellence. Pupils make very good progress and leave the school at above average standards in Year 6 in English, mathematics and science. Their attitudes to education and the quality of their relationships with others are also very good. This is due to the very good leadership and management of the school which give it a strong focus on improving standards within the context of an all round fully inclusive education. The strength of the leadership also promotes a good quality of teaching and learning which assists the progress made by the pupils well. The school gives good value for money.

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

- Equality of opportunity is excellent and promotes a fully inclusive education and a very good quality of relations, behaviour and attitudes to work.
- The leadership and management provided by the headteacher and governors are very good and drive the school forward very successfully.
- The standards achieved by the pupils in Year 6 which reflect the very good progress made by all pupils, especially those for whom English is an additional language, as they move through the school.
- The good quality of the teaching and learning underpin the very good progress made by the pupils.
- The school's relationships with the parents and the community which form a strong partnership and promote the pupils' learning very well.
- Provision for cultural development is excellent and leads to a completely successful multi racial community in the school in which everyone's feelings, beliefs and values are respected.

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

- Curricular provision for a small number of subjects such as geography, history, personal, social and health education which is not as well developed as English and mathematics.

*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 September 1997 and, since then, it has made a very good improvement. The key issues for action from that inspection have been very well addressed with significant improvements in the quality of teaching in English, curricular planning and assessment procedures. In addition, standards of work, provision for the pupils' spiritual, moral, social and cultural education and partnership with parents are also better. The improvements are due to the quality of the management and the improved quality of teaching. The school has a very good capacity to continue to improve.

## 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	C	B	A	A*
mathematics	B	B	B	A
science	A	E	B	A

**Key**

very high A\*

well above average A

above average B

average C

below average D

well below average E

In the end of Key Stage 2 national tests in 2001, standards were above, or well above, average in all three subjects tested. In English, compared with similar schools, standards were in the highest five per cent nationally. Although there has been some fluctuation in science, standards have shown a rising trend over the past few years. The school's targets for the number of pupils reaching Level 4 and above in English and mathematics in 2001 were exceeded and have been maintained at a challenging level for 2002.

The findings of the inspection are that, in Year 2, standards are well above average in mathematics, including numeracy, above average in English, including literacy, design and technology, and information and communication technology, geography and average in all other subjects. In Year 6, the findings of the inspection are that standards are well above average in mathematics, including numeracy, above average in English, including literacy, science, information and communication technology, and design and technology and average in all other subjects. There was insufficient evidence to make a judgement in music. Children in the Nursery and in Year R are on course to reach similar standards to those found in most schools by the time that they start Year 1.

Pupils achieve very well in this school. They enter the school at below average standards and leave it at above average standards. Achievement is very good in the Nursery. The flying start which pupils make in the Nursery is particularly important for the large number of pupils for whom English is an additional language which the school has on roll. This enables pupils for whom English is an additional language to achieve very well. Pupils with special educational needs and those who are gifted and talented also achieve very well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to learn and attentive and they enjoy school.
Behaviour, in and out of classrooms	Good. Pupils are well-behaved in lessons, in the playground and around the school.
Personal development and relationships	Very good. Pupils develop the ability to accept responsibility and show great respect for others.
Attendance	Unsatisfactory. Attendance is below the national average. It has improved since the school's last inspection due to the school's efforts.

The school operates very well as a friendly and orderly community. It develops responsible pupils who can use their initiative. Pupils mature as they move through the school. These factors help them to progress.

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.*

*'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Throughout the school, the quality of teaching and learning is good. The teachers' expectations of the pupils, their teaching of basic skills, the quality of their planning and their management of the pupils are all very good. Their knowledge of the subjects that they teach, the teaching methods they adopt, their use of time and resources and their use of assessment information are all good. The area in teaching most requiring improvement is the use of homework, and even this is judged to be satisfactory. The major strengths in the quality of learning are the pupils' application and their rate of progress. There are no significant weaknesses in the quality of learning although it is evident that the skill of the teachers motivates the pupils rather than their innate sense of self-discipline.

In the Nursery, teaching and learning are very good in all areas of learning. In Years 1 and 2, the quality of teaching and learning is very good in mathematics, including numeracy, good in English, including literacy, geography, design and technology and information and communication technology and satisfactory in all other subjects. There was insufficient evidence to make a judgement in art for these year groups. In Years 3 to 6, the quality of teaching and learning is very good in mathematics, including numeracy and in English, including literacy. It is good in science, design and technology, art, music and information and communication technology and satisfactory in all other subjects. Throughout the school, teaching and learning are very good for pupils with special educational needs and for those with English as an additional language.

The school meets the needs of all its pupils very well. Teachers' planning clearly identifies pupils with special educational needs, English as an additional language and those who are gifted and talented. Specific provision is made for these pupils. Given the high numbers of pupils with English as an additional language, the very good progress made by these pupils is fundamental to the high standards achieved by the school. In this school, pupils' needs are very well met in a truly multi-cultural and inclusive community. The school's teaching assistants make a very significant contribution to the way in which pupils' needs are met.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Curricular provision, including that for children in the Foundation Stage, is broad and is fully available to all pupils. It is enhanced by a wide range of additional and extra-curricular activities.
Provision for pupils with special educational needs	Very good. The management and teaching of special educational needs ensure that these pupils, including those with a statement of special educational need, make very good progress.
Provision for pupils with English as an additional language	Very good. The progress made by these pupils is at the heart of the school's success.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Opportunities for cultural development are excellent and result in a truly multi-cultural community. Provision for moral and social development is very good and provision for spiritual development is good.
How well the school cares for its pupils	There is good provision for pupils' well-being. Children in the Foundation Stage are very well cared for. Overall, assessment procedures, including those for children in the Foundation Stage, are good and assessment information is well used to promote progress in the Foundation Stage, mathematics and English.

The school works very closely with parents who fully support the school and its aims.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's vision for the school has been shared with and embraced by governors, staff, parents and pupils. The school's improved standards have been recognised by achievement awards from the Department of Education and Skills. The improvements are directly due to the high quality of the management. The school's aims are fully reflected in its work and pupils receive excellent equality of opportunity.
How well the governors fulfil their responsibilities	Very good. The governors have a clear understanding of the strengths and weaknesses of the school and how it can improve. They are keen for the pupils to do as well as they can and have a significant role in shaping the school's direction.
The school's evaluation of its performance	Very good. This is based on very good self-evaluation which recognises strengths appropriately but also identifies suitable areas for improvement. Improvements in the pupils' standards are due to very effective monitoring of teaching and learning which has resulted in significant improvements. Assessment data are rigorously analysed to help the pupils reach higher standards.
The strategic use of resources	Very good. The strategic use of the resources available to this school results in the pupils making very good progress. The school has a wealth of financial expertise which ensures that its finances are carefully monitored and that good value for money is obtained.

The school has a very good number of teaching and support staff and its accommodation and learning resources are good. These factors support the pupils' learning well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The high expectations that the school has of their children.</li> <li>• The leadership and management of the school.</li> <li>• They are comfortable about approaching the school.</li> <li>• The good progress made by their children.</li> <li>• The quality of the teaching.</li> <li>• The fact that the children's behaviour is good.</li> <li>• The closeness with which the school works with them.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no aspects of the school that significant numbers of parents would like to see improved.</li> </ul>

The findings of the inspection fully support the positive views of the parents.



## **PART B: COMMENTARY**

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

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

1. Children enter the school at below average standards of attainment. They make good progress in the Nursery and in Year R and are on course to reach similar standards to those found in most schools by the time that they start Year 1. The judgement about standards is similar to that made by the school's last inspection. However, at that time, the children were judged to enter the school at average standards so that the children's progress is better than it was in 1997. The children show particularly good progress in the development of their personal and social skills. This reflects the skilful teaching, both in the Nursery and Reception classes where children are encouraged to feel confident about what they can achieve. On entry to the Nursery, many children find it difficult to socialise. However, by the end of the Reception year, most children are able to work as part of a group and have learnt how to take turns and share fairly. Given the children's low starting point in their communication skills, all adults, both in the Nursery and Reception classes, work very successfully to promote the use of language across all areas of learning. Consequently, all children, including those who do not have English as their first language, make very good progress.

2. In the end of Key Stage 1 national tests in 2001, compared with all schools, standards were average in reading and above average in writing and mathematics. Compared with similar schools, standards in reading and mathematics were well above average and, in writing, they were in the highest five per cent nationally. In all three subjects, pupils reached above average standards at the higher Level 3. Standards have shown a consistently improving trend since 1998 although standards in writing and mathematics were above average in 2001 compared with well above average in 2000. In the assessments made by teachers in science, standards were average at Level 2 and above and above average at Level 3. Over the period 1999 to 2001, girls have significantly out performed boys in the end of key stage tests in reading, writing and mathematics. No significant differences in the attainment of boys and girls were observed during the inspection as the school has identified and addressed this issue.

3. The findings of the inspection are that, in Year 2, standards are well above average in mathematics, including numeracy, above average in English, including literacy, design and technology, and information and communication technology, geography and average in all other subjects. Standards in English, mathematics and science are similar to those reached in the end of Key Stage 1 national tests and assessments in 2001. Compared with the findings of the school's 1997 inspection, standards have improved in English, mathematics, design and technology and information and communication technology and remained the same in all other subjects.

4. In the end of Key Stage 2 national tests in 2001, standards were above, or well above average, in English, mathematics and science. In English, compared with similar schools, standards were in the highest five per cent nationally. In all three subjects, very few pupils failed to reach at least the average Level 4 standard. Although there has been some fluctuation in science, standards have shown a rising trend over the past few years. The school's targets for the number of pupils reaching Level 4 and above in English and mathematics in 2001 were exceeded and have been maintained at a challenging level for 2002. Over the period 1999 to 2001, boys significantly outperformed girls in the tests in English. No significant differences in the attainment of boys and girls was observed during the inspection. The school has identified this issue through the analysis of assessment data and has taken steps to address it.

5. In Year 6, the findings of the inspection are that standards are well above average in mathematics, including numeracy, above average in English, including literacy, science, information and communication technology, and design and technology and average in all other subjects. There was insufficient evidence to make a judgement in music. Compared with the findings of the school's previous inspection, standards have improved in English, mathematics, science, design and technology, information and communication technology and religious education and stayed at the same level in all other subjects. The difference between the findings of the inspection and the school's results in the end of Key Stage 2 national tests in 2001 in English is explained by differences in ability in this subject between the two groups of pupils involved. In mathematics, the difference is explained by improvements in the quality of teaching and learning.

6. Pupils achieve very well in this school although writing skills across the curriculum are not fully developed. The pupils enter the school at below average standards and leave it at above average standards. Achievement is very good in mathematics throughout the school and in English in Years 3 to 6. It is good in design and technology, information and communication technology throughout the school, in English and geography in Years 1 and 2 and in art in Years 3 to 6. In all other subjects in Years 1 to 6 achievement is satisfactory. Achievement is also very good in the Nursery although it is good overall in the Nursery and Reception. The flying start which pupils make in the Nursery is particularly important for the large number of pupils for whom English is an additional language which the school admits. The language needs of these pupils are very well addressed and this is built on very successfully throughout the school. This work enables pupils for whom English is an additional language to achieve very well. Pupils with special educational needs and those who are gifted and talented also achieve very well. Achievement remains good in Key Stage 1 but it accelerates in Key Stage 2 and becomes very good particularly in Year 6.

7. The pupils' very good achievement is directly related to the quality of teaching and learning which is consistently good throughout the school and has no weak links. This is due to the quality of the monitoring of teaching and learning, particularly in literacy and numeracy, to the high expectations which the management has of the staff and pupils, and to the way in which the school is supported by the parents and the community.

8. Throughout the school, in their lessons, pupils with special educational needs generally make very good progress, particularly in English and mathematics. Where pupils have individual targets set for their learning, over time these are broadly met. There is no significant lack of progress with respect to pupils' capabilities.

9. The very good provision for pupils with English as an additional language is at the heart of the school's success. The language and learning needs of these pupils are identified and targeted very early so that, in Year 6, they attain standards in their oral and written work which are similar to those of their peers. Sometimes, their results are slightly better than those pupils whose first language is English. Starting from the Nursery, the whole school day provides a rich source of language aimed at giving pupils as wide a vocabulary as possible. The school has identified that some Black Caribbean boys are under achieving in English and has put appropriate strategies in place to address and monitor the issue.

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

10. Pupils' attitudes, personal development and relationships with each other and adults are strengths of the school and make a very good contribution towards promoting their attainment and progress. Their behaviour overall is good. This conclusion continues the findings at the time of the previous inspection and reflects the widespread views of parents. Parents state that their children enjoy school. Nevertheless, the attendance and punctuality of the pupils are unsatisfactory and limit their progress.

11. Throughout the school, the pupils' attitudes towards learning are very good. This includes those of pupils with special educational needs. They often concentrate well and show interest in what they are doing as was seen particularly in a Year 3 history lesson about ancient Greece. Year 1 pupils showed that the well established class routines resulted in their listening attentively and following instructions well during a physical education lesson practising ball skills. They are enthusiastic as was particularly apparent during a Key Stage 1 hymn practice singing 'Down by the Riverside'. In most classes, pupils settle quickly to group work in lessons and continue to work even when not being directly supported by adults in the classroom. This was also noticeable amongst the youngest pupils, for example, during numeracy lessons in the Reception classes. Children in the Nursery move around the classroom with confidence. A few pupils sometimes have difficulty concentrating but, as seen when Year 4 pupils were writing a poem, this was recognised by the teacher who intervened to maintain the momentum of the lesson.

12. Pupils behave well in the classroom, at play and lunch times. They are open, well mannered, polite to adults and to each other, courteous and welcoming to visitors. They move around the school in an orderly way. In particular, they take especial care when using the stairs and wait patiently for other classes when going to and from their rooms at the beginning and end of the day and for assemblies. Even when not supervised, they do not run and know to stop if, for example, people are coming out of a classroom. Most pupils behave well but, occasionally, in some of the lessons seen, some pupils called out or fidgeted and the

teacher had to work hard to prevent progress being limited by such behaviour. Bullying is rare, if it occurs at all, and the school has appropriate procedures to deal with any aggressive behaviour that may take place. Racial name-calling or other incidents are non-existent, highlighting the success of the school in creating a truly multi-cultural community. No exclusions have occurred in recent years.

13. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom, even the youngest respect each other's space when sitting close together on the carpet. Good co-operation was seen when Year 2 pupils were learning Scottish country dancing, with the groups of four all moving together in time to the music. During an information and communication technology lesson, Year 3 pupils shared out the tasks of typing as well as helping each other with spellings. Reception class pupils showed that they can take turns using a pen and helped each other to form numbers. Nevertheless, some pupils in the Lower School are still learning that they must put up their hands to answer questions. The good relationships with the adults around them mean that pupils are willing to put forward their ideas and to discuss them openly. Examples of this occurred during a Year 2 geography lesson comparing the Western Isles with London.

14. The pupils' personal development is also very good. Pupils can work on their own, without adult support. For example, during a literacy lesson on the tenses of verbs, Year 5 pupils concentrated on the tasks showing a great deal of independence and that they were prepared to think for themselves. This was also seen during lessons in the Reception classes albeit for shorter periods of time. They are interested in the lives of others with, for example, Year 6 pupils showing understanding of the relationships between adults and pupils in Victorian times when looking at the schools of that period in a history lesson. Year 1 pupils gained insight into the beliefs of others during a religious education lesson comparing the wedding traditions of Hindus and Christians. Pupils show initiative such as when using CD-ROMs for research during history and other lessons. During lessons, the class monitors often need little guidance such as when the Year 2 'helping hands' gave out and collected rulers without being prompted by the teacher during a science lesson. Since the last inspection, the school has increased the opportunities for pupils to take on responsibility.

15. Children settle quickly to the daily routines of the Nursery and grow in confidence. They quickly become independent and respond to the activities provided with enthusiasm. At the start of the day, they enter the Nursery happily and sit quietly with the other children and adults on the carpet ready to join in with class activities. Their behaviour is variable but, by the time they leave the Nursery, it is good. When working together in the Reception classes, they learn to co-operate and support one another in their learning. Developing initiative and personal responsibility in learning is strongly encouraged by the Nursery staff and, by the time they enter the Reception classes, most children are able to organise themselves well.

16. The school's inclusive ethos ensures that pupils from many different countries and ethnic groups work and play together harmoniously. As a result, pupils with English as an additional language are quickly and successfully integrated into the school. They are generally highly motivated and confident learners who benefit fully from the wealth of opportunities that the school offers to them. Respect for the feelings, values and beliefs of others is evident throughout the school.

17. The level of attendance has improved since the last inspection but is unsatisfactory as last year it was below the national average. Absences are often due to the usual childhood illnesses, although a number of parents insist on taking their children on holiday in term time. Some of these holidays are for extended periods of a few weeks. The rate of attendance in the Nursery classes is very low. Unauthorised absence is below the national average, reflecting the efforts the school makes to obtain explanations from parents. Punctuality is also unsatisfactory. Most pupils are waiting in the playground to come into class when the bell rings. However, some pupils arrive up to ten minutes after the start of the day. Registration takes place promptly.

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

18. The quality of teaching and learning is good. This is an improvement on the findings of the school's previous inspection which found teaching to be satisfactory. The improvement is reflected in the higher standards now found in the school and explains why the pupils achieve very well. Compared with 1997, the

amount of teaching that is at least very good has more than doubled to 22 per cent and the amount of unsatisfactory teaching has fallen from ten per cent to two per cent (two lessons). There has also been a considerable improvement in the quality of teaching in English and in the way assessment information is used to plan the pupils' work in English and mathematics. These improvements represent a very good response to two of the key issues for action arising from the school's last inspection.

19. The strengths in the teaching noted by the school's last inspection, for example, relationships, expectations of behaviour, well established routines, careful plans, clear exposition, use of resources and the mixture of methods used have all been maintained and developed. Throughout the school, the teachers' expectations of the pupils, their teaching of basic skills, the quality of their planning and their management of the pupils were all judged to be very good during this inspection. In addition, teachers' knowledge of the subjects that they teach, the teaching methods they adopt and their use of time and resources and their use of assessment information were all good. Weaknesses in teaching identified by the school's last inspection included the content and pace of lessons, the lack of stimulus and excitement, low expectations of the pupils, weak use of questions, sticking too closely to plans and insufficient knowledge of the subject in design and technology, information and communication technology, gymnastics and religious education. None of these weaknesses was observed during this inspection. The weakest areas in teaching are the use of homework, which is satisfactory, and the use of writing across the curriculum.

20. The major strengths in the quality of learning are the pupils' application and their rate of progress. There are no significant weaknesses in the quality of learning although it is evident that the skill of the teachers motivates the pupils rather than their innate sense of self-discipline.

21. The school meets the needs of all of its pupils very well. Teachers' planning clearly identifies pupils with special educational needs, English as an additional language and those who are gifted and talented. Specific provision is made for these pupils. For example, in a Year 3 literacy lesson, a pupil identified as gifted and talented was encouraged to extend his vocabulary and used terms such as "a mythological creature". The quality of learning of pupils with special educational needs and of those for whom English is an additional language is very good. Given the high numbers of pupils with English as an additional language, the very good progress made by these pupils is fundamental to the high standards achieved by the school. The school analyses assessment information by gender and ethnicity and ensures that any needs identified by this analysis are very well addressed. In this school, pupils' needs are very well met in a truly multi-cultural and inclusive community. The school's teaching assistants make a very significant contribution to the pupils' needs.

22. The quality of teaching and learning in Nursery and Reception as a whole is good. It is very good in personal, social and emotional development, communication, language and literacy and mathematical development, good in knowledge and understanding of the world and physical development and satisfactory in creative development. During the inspection, 13 observations of these years were made. Five lessons were very good, six good and two satisfactory. In the Nursery, teaching and learning are very good in all areas of learning. Four lessons were seen in the Nursery. Three were very good and one was good. This represents a continuing strength as no unsatisfactory teaching was seen in the Nursery in 1997. The Nursery and Reception staff know the children very well as individuals and are skilled at developing warm relationships. Consequently, the children settle happily into the Nursery, gain in confidence and move into the Reception classes with good attitudes to learning. Although the daily routines differ in the Nursery from those in the Reception classes, the activities are purposeful and meet the needs of the children in all classes. A strength of the teaching in the Nursery and Reception is the very good teamwork between teachers and support staff. There is a strong emphasis on promoting the children's speaking skills. All staff listen with interest to what the children have to say and, through careful questioning, develop their communication skills and maximise their learning. The teaching of social skills is especially good and children end the Reception year with a good understanding of how to behave and a growing awareness of others' needs as well as their own. The use of assessment to monitor the development of the children is good and enables the teachers to plan effectively for future learning experiences. Teachers' planning in the Nursery and Reception classes is very good and is carefully matched to the recommended Early Learning Goals. The Reception teachers have effectively introduced the framework of both the National Literacy and Numeracy Strategies, which take full account of the needs of all children and prepares them well for their learning in Year 1.

23. In Years 1 and 2, the quality of teaching and learning is good. During the inspection, 29 lessons were seen in these year groups. Three were very good, 16 were good and 10 were satisfactory. Year 2 was stronger than Year 1 in that 15 of the lessons seen in Year 2 were at least good compared with four in Year 1. The quality of teaching and learning is very good in mathematics, including numeracy, good in English, including literacy, geography, design and technology and information and communication technology and satisfactory in all other subjects. There was insufficient evidence to make a judgement in art for these year groups. Compared with the findings of the last inspection, teaching has improved in mathematics and information and communication technology and is the same in all other subjects except music and physical education where it is now satisfactory rather than good. No clear judgements were made about teaching in English and design and technology in 1997.

24. A Year 2 literacy lesson illustrated the very good way in which the school has implemented the National Literacy Strategy as well as the principal strengths of the teaching in these year groups. The observation started with the pupils involved in making words with “ir” sounds. The good levels of interest and attention shown meant that most pupils were able to do this well. Following this activity, the teacher introduced a poem well with good references to key words such as “structure” and “rhyme”. Good interaction with the pupils took place and they were challenged and enthusiastic. The teacher involved all of the pupils and had high expectations of the way they would respond and of their abilities to learn and to use the specific vocabulary required for this work. The teacher constantly checked the pupils’ work to ensure that they understood and gave very clear explanations when this was necessary. This was a very good lesson. It was taught in a lively manner, was well-structured and maintained the interest of the pupils who made very good progress.

25. In Years 3 to 6, the quality of teaching and learning is good. Forty lessons were seen during the inspection. One was excellent, nine very good, fifteen good, thirteen satisfactory and two unsatisfactory. Teaching was strongest in Year 6 where eight of the ten lessons seen were at least good and four were very good. Year 3 had the fewest number of good or better lessons – three out of nine. In 1997, Key Stage 1 was judged to be stronger than Key Stage 2. This is no longer the case which represents a good improvement for Key Stage 2. In Years 3 to 6, the quality of teaching and learning is very good in mathematics, including numeracy and English, including literacy. It is good in science, design and technology and information, art and music and communication technology and satisfactory in all other subjects. Compared with the findings of the school’s 1997 inspection, teaching has improved in mathematics, science, information and communication technology and art. It is the same in all other subjects except physical education which is now satisfactory rather than good. No clear judgements about teaching in English, design and technology and religious education were made in 1997.

26. A Year 6 numeracy lesson working with fractions illustrated the very good way in which the school has implemented the National Numeracy Strategy as well as the general strengths of the teaching in these year groups. The teacher’s detailed planning identified and addressed the needs of all pupils very well including those with special educational needs, English as an additional language and the gifted and talented. As a result, their work was very well targeted to their needs and challenging work enabled the pupils to make good progress. The teacher had established very effective classroom routines based on very high levels of expectation and, because of this, pupils applied themselves very well, worked very hard and behaved very well. The teacher’s explanations were very clear so that the pupils understood the concepts being explained fully and developed their technical vocabulary – “inverse”, “numerator” – very well. Resources, such as number squares, and probing questions were very well used to help the pupils to extend their understanding. The teaching assistant provided very effective support to a group of pupils which helped them to progress well. The lesson had a good pace, “While that is happening, can you do ....?” The teacher supported the pupils very well in their group work and the use of information and communication technology was evident as they were encouraged to use calculators to check their results. The lesson ended with a class discussion which consolidated the pupils’ understanding of the work they had covered and the learning which had taken place.

27. The quality of teaching and learning for pupils with special educational needs is very good. Class teachers and learning support assistants all have good access to the individual education plans of those pupils for whom they are appropriate. Very good liaison has been established between the special educational

needs coordinator, teachers and learning support assistants through regular discussion about the needs and the progress of pupils. A formal system for learning support assistants to record what pupils do is in place. This provides feedback to teachers about how well pupils learn. Because teaching and learning support is well organised and clearly focused upon the needs of pupils, they quickly understand what are their tasks. However, a weakness in some lessons is when learning support assistants do little except watch and listen when the whole class is taught by a teacher. However, in some classes, good use is made of this time because learning support assistants observe and record pupils' responses. This provides valuable information for teachers. When pupils are withdrawn from lessons, this is to focus upon clearly identified specific needs. The calm and purposeful atmosphere in classrooms contributes particularly well to the learning of pupils with special educational needs.

28. Overall, the quality of teaching and learning for pupils with English as an additional language is very good and the specialist teaching observed during the inspection was good. Language has a high profile across the school so that pupils work in a stimulating and challenging environment where they are surrounded by words. Teachers have a very keen awareness of their needs in the classroom and constantly reinforce and extend pupils' vocabulary and language skills. Adults gently correct pupils' speech and choose their own words carefully. Pupils are given a flying start in the Foundation Stage because the teachers give the children the skills and confidence to develop their English. Classes are kept small and pupils are given intensive support so that, by Years 3 to 6, this early intervention has begun to pay dividends. Specialist teaching is also a key factor in ensuring that these pupils do very well. This ensures flexibility so that the skills of the specialist teachers are deployed quickly and effectively whenever the need arises. There is also daily liaison between class teachers and specialist staff and shared planning. This very good partnership and successful integration of support teaching into mainstream classes meet the needs of pupils with English as an additional language very well.

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

29. The curriculum is generally broad and balanced and meets all statutory requirements. The school has successfully addressed weaknesses identified in the last inspection so that the quality and range of learning opportunities are now good. The extent to which the school exploits the multi-cultural background of its pupils is a major strength. English and mathematics are particularly well planned and all subject co-ordinators strive to ensure that teaching and learning are relevant to the children's daily lives and home culture. Information and communication technology is being increasingly well used to support learning across the curriculum. The school has successfully concentrated its efforts on raising standards in literacy and numeracy. While this continues to be a focus, particularly in respect of gifted and talented children, the current school improvement plan places greater emphasis on the development of personal, social and health education.

30. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum for children in the Nursery and Reception classes is detailed and, although it differs in approach, takes full account of the recommended areas of learning. Planning is thorough and detailed for each area of learning and is well linked to topics, such as 'Houses and Homes' and 'Journeys and Transport'. A strong emphasis is placed on providing first-hand experiences of quality and on helping the children to acquire language skills. There is very good provision for personal and social development. More focused teaching, linked to literacy and numeracy is carefully planned for and introduced in the Reception classes.

31. A strength of the provision for pupils with special educational needs is that the co-ordinator often works with pupils in classrooms as well as with those who are withdrawn. The individual education plans for pupils with special educational needs are very good. They provide teachers with a high-quality level of detail about targets set for pupils, what they need to learn, and about how this should be done.

32. The school provides pupils with English as an additional language with a rich and interesting curriculum and an environment that reflects positive attitudes towards their languages, traditions and countries. Pupils have full access to the National Curriculum except for one pupil who is enabled to take part at an appropriate level. Gifted and talented pupils, as well as other targeted pupils, are also given additional support to achieve higher levels. The school has very skilfully and imaginatively woven the traditions of

various cultures in art, music, literature, dance and drama into the curriculum. For example, pupils in Year 1 studied the life of Bessie Coleman, the world's first Black aviator. Year 3 pupils wrote evocative poetry inspired by the work of Elouise Greenfield. In Art and Craft club, Year 5 pupils practised Mbukusha weaving techniques and also enjoyed a performance by a South African drama group. This enjoyment and recognition of cultural diversity culminated in 2001 in an exciting publication – 'Many Lives, Many Cultures One World!' – which celebrated the richness of the cultures represented in the school.

33. The introduction of the National Literacy and Numeracy Strategies has had a positive impact and has raised standards throughout the school. In addition, teachers identify many opportunities in other curriculum subjects to consolidate and extend the pupils' numeracy skills. The overall effectiveness, therefore, of the school's teaching of numeracy is very good. Literacy skills are taught and the overall effectiveness of this is also very good. The national strategy has been fully implemented and this is very successful in raising standards, particularly in Years 3 to 6. However, the effect of the literacy strategy is less marked in other subjects although the school is aware of the need to improve on this.

34. The provision of additional and extra-curricular learning activities is very good. These include visits to theatres, museums, field centres and geographically significant areas such as Box Hill to supplement classroom work in several curriculum areas. Other aspects of learning also benefit from visitors to the school and these include fire and police officers, story tellers, drama groups and other performers. A wide range of after school clubs encourages sporting, arts and musical activities. A significant contribution to the curriculum is the week-long summer school provided by staff to reinforce learning in literacy, numeracy and information and communication technology and to prepare the pupils for the move to their new classes in the following school year.

35. The school takes particular care to ensure that all pupils enjoy equality of opportunity and access to the curriculum. Resources and books are carefully chosen to reflect the wide range of cultures represented in the school. The diverse cultures represented are also seen as a resource in themselves for promoting learning and understanding. All additional and extra-curricular activities are available free of any charge.

36. The provision for pupils' personal, social and health education is satisfactory and is continuing to develop. It shows an improvement on the position at the time of the previous inspection. The co-ordinator has a good understanding of the various areas that should be taught and the policy and schemes of work provide a good development of aspects such as attitudes, citizenship, health and relationships for all year groups. Each year group decides how to teach each area. Teachers have received appropriate training in the use of 'circle time' and other techniques and the lessons seen show that they know how to involve the pupils. A good example was seen in Year 2 when the pupils immediately engaged in a mature discussion in twos and threes about cooperation before coming together as a whole class to present their ideas. Health and safety education also features in the teaching of subjects such as science and physical education. However, although the co-ordinator monitors teachers' planning, she does not monitor the teaching of her colleagues.

37. The links with the wider community are excellent and make a major contribution to pupils' learning. Contacts with the immediate area include the local tenants' association and family support group. Pupils' artwork is displayed in community buildings. The school participates in competitions and various events organised by the Local Education Authority. The pupils make a great variety of visits to the many places of interest nearby and in central London such as museums and art galleries. The school also ensures that it does not compete with local playgroups and after school care club. The very good relationships lead to the community encouraging pupils to respect the education that they receive.

38. There are also very good contacts with other educational institutions. The school is part of the cluster group of nearby schools and there are good links with the many secondary schools to which pupils transfer. Staff from the nearby Nursery and early years centre meet with teachers at Turnham to exchange ideas. There are many contacts with colleges and other institutions to support the many students who visit the school as trainee teachers, Nursery nurses, support staff and pupils from secondary schools on work experience. Informal contact takes place with the various inter-school sports and other matches.

39. The school's provision for pupils' cultural development is excellent and for moral and social is very good. The provision for spiritual development is good. Overall, provision is very good. These areas are strengths of the school and show improvement on the findings at the time of the previous inspection.

40. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are good. As well as providing time for reflection, school assemblies help pupils to a sense of belonging to a whole school community and, each week, to celebrate the contributions and achievements of others. School assemblies help pupils to develop an understanding of the Christian faith. During an assembly in the week of the inspection, pupils in Years 1 and 2 were introduced to one of the Bible stories, with 'Noah and the Flood' told at an appropriate level for pupils of that age. Other faiths are introduced in religious education lessons and in celebrations of various festivals. 'Circle time' helps pupils to start to appreciate their own worth and to raise their self-esteem. The study of famous people in history lessons and, for example, during Black History Month, helps them to understand the motivations of others. In a mathematics lesson exploring sequences of numbers, the Year 6 pupils were visibly impressed by the power of the computer.

41. The school's approach to pupils' moral development is very good. The school stands for positive values and there are clear expectations of high standards of behaviour and acceptable conduct to which the pupils respond. These standards lead to the pupils having a good awareness of right from wrong. The great majority of pupils are self disciplined and this makes for an orderly school. The staff are good role models and the overall positive approach of the school to encouraging pupils' moral development is evident in the way all adults show tolerance and patience when dealing with pupils with difficulties. The provision for personal and social education has developed well. Opportunities are taken consistently in assemblies, 'circle time' and lessons generally to deal with problems and concerns. The school confronts racial issues head on with, for example, class discussions and participating in an anti-racist poster campaign.

42. The provision for encouraging the social development of the pupils is also very good. The school values its members and encourages pupils to integrate well both at work and at play. Teachers encourage social skills with comments such as 'If you say please, something magic happens' used in a Year 2 lesson. This approach results in very positive relationships between pupils themselves and between pupils and staff. In the classroom, there are many opportunities to work together in pairs or groups, with even the youngest pupils seen to be developing social niceties. For example, during drinks time, Reception pupils were heard to ask 'Please may I have a tissue?' Teachers take opportunities to discuss the wider world. For example, during a mathematics lesson on money, a question from a pupil about the Euro led to a brief discussion about the European Monetary Union. Older pupils have duties around the school such as helping to tidy the halls after lunch and operating equipment during assembly. They also have opportunities to mix socially with sports matches against other schools. They contribute to what happens in the school by completing questionnaires.

43. The provision for cultural development is excellent. Its strength lies in the fact that many subjects provide pupils, irrespective of their age, ability or ethnic background, with a fuller understanding of the world around them. The result within the school is a community of people who respect and value each other's cultural and social heritage. The study of world faiths in religious education allows them to appreciate others' practices and beliefs. History covers the western world of the Romans and Tudors and the time line of Africa from 1500 BC to the present day. Historical figures include English kings and queens, Harriet Tubman who started life as a slave and Egyptian princesses. Geography encompasses both St Lucia and the Scottish islands. In music, there is a good supply of instruments from different cultures and the music played in assembly ranges from Debussy to Ladysmith Black Mambazo. Displays of art range from Degas ballet dancers to black jazz dancers. Pupils' own art work covers both Aboriginal finger paintings and copies in the style of European artists. Painting and music develop aesthetic awareness. Pupils' cultural development is enhanced by visits to places of interest such as museums and art galleries.

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

44. As at the time of the previous inspection, all staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any



problems. The school has good procedures for monitoring academic performance and personal development and for providing educational and personal support and guidance.

45. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The special educational needs co-ordinator is the designated person for child protection and the school follows local procedures. The staff have received appropriate guidance on how to deal with any situations that may arise. The provision for first aid is appropriate with trained staff, records kept of any treatment and letters home to parents as necessary. The premises officer is well aware of the need to monitor closely health and safety matters. He carries out monthly audits of the risk assessments, as well as making a daily tour of the site. Outside contractors are used to check regularly the fire extinguishers, electrical items and physical education equipment. The school intends to consult the local authority's health and safety advisor to see whether any changes need to be made to procedures and to discuss how to ensure staff awareness is maintained. The teachers make sure that pupils are aware of health and safety issues during lessons such as science, physical education and design and technology.

46. The procedures for promoting discipline and good behaviour are very good. The behaviour policy emphasises a positive approach and provides a variety of strategies for staff to ensure the right environment, appropriate work and the raising of self-esteem. During the inspection, all staff were seen to adopt a consistent approach using praise well to encourage pupils with comments such as '... is sitting beautifully', 'I can see that ... is ready to go to lunch'. This led to other pupils immediately responding by sitting up straight. The inspectors saw the appropriate and effective use of minor sanctions such as asking the pupil to sit down on the floor (when the rest of the class is standing) or sending a pupil away from the group to sit by themselves at a table. Good behaviour and attitudes are rewarded when necessary by giving out merit stars and stamps. The ethos of the school and the way it ensures that pupils value and respect others around them result in aggressive behaviour being non-existent. Nevertheless, the school has appropriate policies to deal with any bullying or racism if it were to occur, recognising that immediate action has to be taken. Parents are involved appropriately and a supportive attitude to all concerned is taken. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special educational needs system.

47. Overall, the procedures for monitoring and promoting good attendance and punctuality are unsatisfactory although the school's approach has some good features. By sending home letters and government publicity and in discussions at consultation evenings, the school reminds parents of the need for regular attendance and the importance of arriving on time. Although the school prefers parents not take their children on holiday during the term a number still insist on visiting relatives in other continents for several weeks at a time. The secretary monitors the registers each week to enable the school to follow up those pupils with unexplained absence. Pupils with full attendance in a term are given a certificate. The school has started to use a new computer system but it is not using all the monitoring facilities that are available. In addition, the school has not recently set targets for improvement for each class to help raise awareness throughout the school.

48. The friendly, caring ethos of the school gives pupils with English as an additional language the security and confidence that enable effective learning to take place. The value placed upon its rich ethnic diversity is evident in vibrant and stimulating displays such as 'The Tiger Child' and 'The Chinese New Year' and in the celebration of religious festivals like Divali and Hanukkah. Very good attention is paid to tracking pupils' progress and setting challenging targets. Recording of pupils' achievement is carefully carried out and the school analyses data to identify the achievement of different ethnic groups. This recently highlighted the underachievement of some Black Caribbean boys in English and they are now closely supported and tracked to bring them up to appropriate levels. There are very good induction procedures, including a child mentor, and pupils are given work during extended holidays abroad.

49. Children in the Nursery and Reception are very well cared for and it is evident that they feel at ease in their surroundings. Assessment and record keeping procedures are good. On-going observations of the children at work and play, within each area of learning are well established and documented. Consequently, teachers have a good overview of the progress made by individual children and in their personal development.

50. Improving the procedures for assessing pupil's attainment and progress was a key issue at the last inspection. This has been addressed and the school's procedures are now good. The co-ordination of assessment has been shared by several staff members and the current lead co-ordinator is particularly well qualified to develop this aspect of the school's work.

51. Good use is made of statutory assessment results and comparative information on the performance of similar schools. Detailed assessment information, mainly in English and mathematics, is held on a computer database to which all staff have access via the school network. Data is analysed to compare pupils' attainment and progress by gender and ethnicity and to set challenging targets for improvement for whole year groups and individual classes and pupils; this has resulted in a positive effect on standards. Staff are knowledgeable about the progress needed for pupils to attain the next levels of attainment in literacy and numeracy. The steps needed are displayed on classroom walls and the children's attention is drawn to them by means of individual short term targets in the back of their exercise books. The school's marking policy also emphasises the need for constructive marking, and teachers are gradually developing their own skills in providing useful comments which move the child's learning forward as well as celebrating their achievement.

52. Although staff routinely monitor the success of lessons and use their assessments to inform future planning, formal assessment procedures are less well developed in other curriculum areas to ascertain the levels at which pupils achieve. Promising work is already in hand to encourage pupils to evaluate their own learning. Its continued development is intended to complement improvements in assessment although this is not included as a priority in subject development plans.

53. The school has good procedures to identify those pupils with special educational needs. It increasingly makes use of information and communication technology to keep records and write individual education plans, where required, for pupils. Their progress is monitored over time and the data are used, to some extent, to check the success of the special educational needs policy but this practice is not fully established.

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

54. The school has established very good links with the parents and these contacts are effective. The headteacher regularly sends letters home on specific matters. Every term, each year group sends a summary of what they will be teaching their pupils in each subject. In addition, parents receive mathematics targets for the pupils related to the levels that they should be aiming for. At the end of each term, the school sends home a newsletter that runs to many pages celebrating the work of the pupils and naming those who have received merits and certificates. The prospectus and governors' Annual Report are attractively produced but omit a few of the details required by law. Every morning and afternoon provides an excellent opportunity for parents to see the teachers and headteacher. They are in the playground at the beginning and end of the day when parents are delivering and collecting their children. The inspectors saw many relaxed conversations taking place and it is obvious that parents feel very welcome to talk to the staff. Almost all parents come to the formal meetings with teachers each term to find out what their children are doing and to discuss their progress. In the spring term the teachers discuss the primary learning record which summarises the child's progress. In the summer term, the parents can meet the following year's teacher. The formal annual report on progress is sent home in the summer term. Overall, this report provides a good summary for each subject on what the pupils know and can do. Nevertheless, in a few instances, the comments are brief and concentrate on the work covered or attitudes rather than the skills and understanding acquired.

55. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are very pleased with all that the school does. The inspection team supports all of their positive comments which show an improvement since the time of the last inspection. Parents say that the school is well led and that the teaching is good. Their children like coming to school, behave well and make progress from the level of support they receive. The school expects them to work hard and helps them to become mature and responsible. They consider that their children receive the right amount of homework to do at home. The school works closely with parents and they feel comfortable about approaching the school with any questions. The school also provides an interesting range of activities outside lessons.

56. Parents' involvement with the school makes a very good contribution to its work and to the attainment of the pupils. Pupils are happy in school, work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and their education. Both the documents on the curriculum and targets provide ideas on what the pupils could be working on at home and how the parents can help. Reading books and homework go home regularly and some of the reading contact books were seen to include a useful dialogue between parents and teachers. The Nursery and Reception classes are especially welcoming to parents and encourage them to stay to settle their children. Each year, parents are invited to complete a questionnaire to enable the school to assess how well it is doing and where they would like it to improve. The Friends' Association is very supportive by helping at fund raising and social events.

57. The school prospectus gives parents clear information about special educational needs provision. The coordinator meets regularly with parents, often informally on the playground or in the school. All parents who have children with individual education plans or statements of special educational need are invited to attend the school to review the progress made by their children. It is rare for parents not to attend these important meetings.

58. Induction procedures for children who are starting school are good. The Nursery teacher has established an effective 'settling in' policy that gives all children a happy and relaxed start to school. This process usually takes about a week, when parents have the opportunity to remain with their child if necessary. The information provided for parents is good. A useful leaflet is provided that sets out important points for parents to consider when their child starts school. In the Nursery and Reception classes, a curriculum newsletter is sent home each term to inform parents of the areas of learning children will be concentrating on.

59. The school has very good formal and informal links with parents of pupils with English as an additional language. They are very effective partners in their children's learning, regularly attend consultation evenings and play an important role in settling children happily into school. The school values parents as a rich resource for sharing their cultures and traditions with the pupils.

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

60. The leadership and management of this school are very good and very effective. The school's 1997 inspection did not contain a clear overall judgement of the quality of leadership and management although the recently appointed headteacher was judged to provide "very effective leadership, which is improving the clarity of the direction of the school". Since that inspection, the headteacher has fully established and implemented her vision for the school. This has been shared and embraced by governors, staff, parents and pupils and has resulted in the school making a very good improvement since its last inspection. The key issues for action from that inspection have been very well addressed with significant improvements in the quality of teaching in English, curricular planning and assessment procedures. In addition, standards, provision for the pupils' spiritual, moral, social and cultural education and partnership with parents are also better. The school's improved standards have been recognised by achievement awards from the Department of Education and Skills. The improvements are directly due to the high quality of the management, for example, very effective monitoring of teaching and learning has resulted in significant improvements which underpin rising standards. The school's aims are fully reflected in its work and pupils receive excellent equality of opportunity. All pupils are included in an all round education of high quality which matches their needs in a multi-cultural community in which everyone is valued and in which their beliefs are fully respected.

61. Staff with senior management positions support the headteacher very well in the implementation of her vision for the school although direct monitoring of teaching and learning has largely been of English and mathematics. The governors perform their duties very well and support, encourage and question the headteacher and staff. They have a clear understanding of the strengths and weaknesses of the school and how it can improve. The governors gain this understanding through regular visits to the school, through the analysis of assessment data and through regular meetings of the full governing body and their various committees. They are keen for the pupils to do as well as they can and have a significant role in shaping its direction. For example, the governors have maintained classes with relatively small numbers of pupils in

Years 1 and 2 in order that the pupils should make good progress in those years. All statutory duties are complied with apart from some minor omissions in the information for parents.

62. This school is at the heart of its community. It has a philosophy of “Our community, Our estate, Our school and Our children”. It successfully provides a high quality inclusive, academic, creative, social and moral education for its pupils. This is achieved through staff, governors, parents and pupils working together. It is also based on very good self-evaluation which recognises strengths appropriately but also identifies suitable areas for improvement. This strong team spirit and very effective critical self-analysis give the school a very good capacity to continue to improve.

63. The co-ordinator provides very good leadership and management for the provision of special educational needs. Already, revision of the policy has begun to bring it into line with the recently revised Code of Practice. Good liaison between the coordinator and class teachers ensures that learning support assistants are effectively managed. Therefore, learning support assistants make a valuable contribution to the very good progress made by pupils with special educational needs. Learning support assistants feel particularly valued and are an integral part of the provision made by the school. Governors are appropriately involved in the provision, but they do not sufficiently analyse trends in the pupils’ progress.

64. The management of the provision for children in the Foundation Stage is very good. The teacher responsible for the early years is the Nursery teacher who has a very clear overview of provision for children in the Nursery and Reception classes. The Nursery is well staffed with a full-time teacher and two experienced Nursery nurses. The Reception teachers each have a full-time classroom assistant. All adults working with these young children have a very good knowledge of how they learn. The school has an integral Nursery unit that is spacious, attractive and very well resourced. The outdoor play area for children in the Nursery provides a well-equipped area that effectively meets the needs of the young children’s physical development. The Reception classrooms are small and do not allow room for the children to move freely. This is particularly difficult in promoting the children’s creative development through imaginative role-play activities. Children in the Reception classes have regular access to a designated area of the playground at set times of the day. Neither the Nursery nor the Reception classes has a covered area outside.

65. Overall, the management of provision for pupils with English as an additional language is very good. The coordinator has a very good overview of provision so that time and resources are appropriately and quickly deployed when the need arises. There is a strong commitment by the staff to develop their expertise in this area and there are very good opportunities for training in the school and with outside agencies. Resources are very good as they reinforce teaching and convey to pupils how their home language can support learning.

66. The school identifies very pertinent priorities for improvement and takes very effective steps to achieve them. The school development plan is a successful management tool which is carefully reviewed. Governors and staff are involved in setting priorities and in monitoring. The plan is well related to performance management which has been very effectively established in the school. The plan’s main focus is raising standards although there is a range of other suitable priorities such as social inclusion. It clearly identifies actions, links funding carefully to educational priorities and has rigorous success criteria.

67. The school has a wealth of financial expertise which ensures that its finances are carefully monitored and that good value for money is obtained. The school compares its costs rigorously with those of other schools. It challenges itself to raise standards and obtains competitive quotations for major purchases. Parents, pupils and staff are regularly consulted about their views of the school. For example, consultation indicated that some specialist teaching rooms were not well located. Changes were proposed and checked by the governors. Appropriate quotations were obtained for work which the school could not carry out unaided. The evaluation of this work showed that curricular time was saved and that the pupils enjoyed the new library provision. The strategic use of the resources available to this school is very good and results in the pupils making very good progress. The progress made by pupils with English as an additional language and those with special educational needs is fundamental to the high standards achieved by the school. This is evident in the standards reached in Year 6 and in the school’s use of information and communication technology. Financial reserves are forecast to fall from 7.5 per cent at the end of the financial year 2000-

2001 to about 1.25 per cent at the end of the current financial year. This is due to spending on building improvements. However, the school is well aware of this and has careful plans to avoid a deficit budget.

68. There are a very good number of suitably qualified and experienced teachers and support staff to meet the demands of the curriculum. Since the last inspection, the school has ensured that all staff have job descriptions. Staff are deployed appropriately and the match of staff to co-ordinating roles maximises their experience and expertise. The special educational needs co-ordinator and assistants provide very good support for those pupils with special educational needs. The specialist staff for pupils with English as an additional language provide good support. Staff more recently appointed have received appropriate support with very good induction arrangements. Staff development is linked to the school development plan but also takes account of the individuals' needs. It is effective in improving both teaching and learning. The shadowing of co-ordinators is effective in training staff for a management role as well as enhancing the teaching of each subject. The office staff provide very good financial and administrative support. Training for the implementation of the National Literacy and Numeracy Strategies has successfully provided a structured and effective programme of learning which has a positive impact on both the quality of teaching and learning. The school provides very effectively for the initial training of teachers.

69. Overall, the accommodation is good and enhances the learning of the pupils. However, some classrooms are very cramped in the upper school. The teaching staff work hard to provide very attractive displays of pupils' work and general information. The suite for information and communication technology makes a significant contribution to the teaching of that subject. Various other rooms are well organised for withdrawal of small groups of pupils, library, storage and facilities for staff. The playgrounds are well used during play and lunch times. Children in the Reception classes do not have access to a dedicated outside play area although the school makes appropriate arrangements for their physical development. The Nursery has a dedicated area but it is not under cover. Pupils and staff make efficient and effective use of the facilities available and there is very good support from the premises and cleaning staff in providing an attractive and well-maintained environment. People with physical disabilities would not be able to access the upper floors although the school has plans to install a lift to overcome this problem.

70. The provision of resources is good in all areas except for information and communication technology, mathematics and physical education which are very good. Those for religious education are good because the school makes good use of the loan facilities provided by the Local Education Authority to borrow books and artefacts.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

71. In order to continue to improve the quality of education that the school offers to its pupils, the headteacher, governors and staff should:

**(1) Further develop curricular provision for geography, history, personal, social and health education and other subjects where this report indicates the necessity by:**

- implementing effective assessment procedures;
- further developing the role of the subject co-ordinator;
- making greater use of the pupils' writing skills;
- ensuring that curricular provision is progressive and broad.

(Paragraphs 6,19,29,33,36,52,61,93,110,115,119,122,123,125,126,127,130,136,140,143,144)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Redoubling efforts to improve attendance and punctuality.

(Paragraphs 17,47)

- Ensuring that the statutory information for parents meets requirements.

(Paragraphs 54,61)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	51

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	17	37	25	2	0	0
Percentage	1	21	45	31	2	0	0

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

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

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	470
Number of full-time pupils known to be eligible for free school meals		190

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register	1	68

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	228

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

<b>Authorised absence</b>		<b>Unauthorised absence</b>	
	%		%
School data	6.3	School data	0
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)*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	37	26	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	34	36
	Girls	21	22	26
	Total	51	56	62
Percentage of pupils at NC level 2 or above	School	81 (85)	89 (89)	98 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	36	36
	Girls	21	25	23
	Total	55	61	59
Percentage of pupils at NC level 2 or above	School	87 (89)	97 (97)	94 (92)
	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)*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	30	26	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	27	29
	Girls	23	23	22
	Total	51	50	51
Percentage of pupils at NC level 4 or above	School	91 (82)	89 (88)	91 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	29
	Girls	23	22	23
	Total	49	50	52
Percentage of pupils at NC level 4 or above	School	88 (81)	91 (88)	95 (83)
	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	84
Black – African heritage	59
Black – other	65
Indian	5
Pakistani	1
Bangladeshi	0
Chinese	2
White	110
Any other minority ethnic group	51

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

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

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

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

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

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

Total number of qualified teachers (FTE)	20.5
Number of pupils per qualified teacher	20
Average class size	26

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

Total number of education support staff	11
Total aggregate hours worked per week	358

#### **Qualified teachers and support staff: Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	1356320
Total expenditure	1277730
Expenditure per pupil	2725
Balance brought forward from previous year	24935
Balance carried forward to next year	103525

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

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	473
Number of questionnaires returned	139

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	3	0	0
My child is making good progress in school.	74	24	1	0	1
Behaviour in the school is good.	71	26	1	0	2
My child gets the right amount of work to do at home.	55	35	6	1	3
The teaching is good.	79	18	0	1	1
I am kept well informed about how my child is getting on.	74	22	2	1	1
I would feel comfortable about approaching the school with questions or a problem.	82	16	1	0	1
The school expects my child to work hard and achieve his or her best.	81	18	0	0	1
The school works closely with parents.	72	24	2	0	2
The school is well led and managed.	82	16	0	0	2
The school is helping my child become mature and responsible.	70	27	2	0	1
The school provides an interesting range of activities outside lessons.	56	27	6	1	10

## **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**

72. The school has improved the provision for children in the Foundation Stage since the previous inspection. The very good learning opportunities in the Nursery provide children with a very good start to their education. This is a strength of the school. The very good teaching in the Nursery is extremely successful in promoting each child's learning. Children enter the Nursery from a wide variety of backgrounds, with many having a limited knowledge of number or literacy. Some are at an early stage in their ability to communicate in English and, as a result, their skills are varied. A significant number of children in the Nursery have well below average speech and language development and limited social skills. Despite this, children progress well in the Nursery and Reception classes and they successfully learn a wide range of skills. The range of attainment measured by assessment on entry shows that children's attainment on entry to the Reception classes is below average. The quality of teaching and learning in the Reception classes is good overall and children broaden and consolidate their knowledge in all areas of learning. Staff know the children well and ensure that the focused activities are well matched to their individual learning needs. This is especially significant in ensuring very good progress for children with English as an additional language. Consequently, by the end of the Foundation Stage the majority of children achieve well and are on course to meet the Early Learning Goals in all the recommended areas of learning.

73. Children enter the Nursery for either a morning or afternoon session in the term after their third birthday. The very good teaching and sensitive support provided by the Nursery staff successfully develop their self-esteem and sense of worth. From their first days in the Nursery, children are skilfully assessed and targeted for focused support if there is any risk of their falling behind their peers. Most children transfer to the Reception classes to start their full-time education in the autumn or spring term before their fifth birthday.

#### **Personal, social and emotional development.**

74. On entry to the Nursery, many children have well below average social skills. By the time they leave the Reception classes, most children are on course to meet the Early Learning Goals. This is very good achievement and reflects the very good teaching and learning. Children are constantly encouraged to feel confident about what they can achieve. The good admission procedures ensure that plenty of time is given to parents and their children. Consequently, children quickly settle in the Nursery and begin to explore the variety of activities on offer. Children are given very good opportunities to play and work together and the support of an adult is provided when needed, to encourage them to take turns, share and to show consideration for others. By the end of their time in the Nursery, children are becoming increasingly independent. They make choices and even initiate ideas for activities. There are however, many children in the Nursery who need encouragement to play with others rather than alongside them. However, with the very good opportunities provided and positive approach by all adults, the children grow in confidence and learn to link up with others while at play. The Nursery is totally inclusive with all children having equal access to the very good opportunities provided. As a result, they make very good progress in their personal and social development.

75. In the Reception classes, children show great enthusiasm for learning and display high levels of involvement when working together in small groups. Throughout the Foundation Stage, staff take prompt action to address any unacceptable behaviour. As a result, children's behaviour is good and they learn how to consider the consequences of their actions for themselves. By the time the children leave the Reception classes, they clearly understand what is right and wrong. They settle quickly to the more structured activities, such as literacy and numeracy, and show ability to concentrate for appropriate periods of time. Most children attend to their personal hygiene appropriately and dress and undress themselves independently.

76. Personal and social development is strongly promoted in all areas of learning and the broad range of activities provided for all children in the Nursery are used to very good effect. The well-established routines and caring nature of the provision in the Nursery allow all children to feel secure and to grow in confidence. The Nursery teacher has created a very secure environment in which children are valued as individuals. In

addition, there are many moments for fun provided by the staff, which strengthen the developing bond within the Nursery. The planning is comprehensive for this element of learning in the Nursery and Reception classes. All adults working with the children in the Foundation Stage provide very good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. Staff also promote children's personal independence effectively. For instance, in the Nursery, the well-planned, focused activities provide very good opportunities for the children to choose whether to work alone, in small groups or with an adult. The Reception teachers ensure that children know what is expected of them and encourage them to become responsible for tidying up.

### **Communication, language and literacy.**

77. On entry to the Nursery, a significant number of children show well below average development in their speech and language. Many children use gestures such as nods and shakes of the head to communicate their feelings and answer questions or use familiar words in isolation to identify what they do and do not want. Few children construct simple sentences. Staff provide many very good opportunities for children to communicate with each other and adults. As a result of this very good teaching and learning, children make very good progress and, by the time the children end the Reception year, many are on course to meet the recommended Early Learning Goals for communication, language and literacy. The very good teaching in the Nursery is effective in clarifying understanding for those children who are learning English and, consequently, they also achieve very well. All adults in the Foundation Stage show children they value their efforts at communicating. Activities are planned which encourage children to give verbal responses to questions and also to extend their vocabulary. For example, in the Nursery, as children use the play dough to make simple shapes, they are also encouraged to talk about the look and feel of the dough as they handle it.

78. As part of their literacy work in the Reception classes, children are learning to use vocabulary that is influenced by their experience of books. For example, when introducing the book 'Dear Zoo' to the children, the teacher encouraged language play by getting them to role play different animals by being 'grumpy', 'naughty' and 'jumpy'. Children join in these activities with enthusiasm. Children's interest in language is developed further through rhymes and action songs that require them to experiment with words. During any discussion time, all adults draw out children's responses and, in most cases, successfully encourage them to take their turn when speaking and to listen to others. Most children learn to listen attentively and in the Reception classes, they become confident in their use of a growing vocabulary when participating in discussions. Children make a good start to reading in the Nursery. They enjoy listening to stories and through sharing books with staff, soon recognise that pictures and print carry meaning. Children quickly learn to hear and say the initial sound in words through focused 'sound' activities and games.

79. Elements of the Literacy Framework are introduced gradually in the Reception classes and are well used by teachers to meet the needs of the children. The very good teaching helps to promote early literacy skills and many children recognise frequent words in their reading books. An effective range of strategies used by teachers develops children's understanding of letter sounds well and many learn to use their knowledge to help them read and spell simple words. Children are provided with many opportunities to develop an awareness of writing for different purposes whatever their stage of development. Supplies of paper, pencils and crayons are readily available for children to use both in the Nursery and Reception classes. They learn to write under the teachers' script and many children in the Reception classes confidently 'have a go' at writing simple sentences. The more able children include capital letters. For example, a child wrote, ' At houw (home) I got a pes (piece) of paper and I got a per (pair) of scsous (scissors) and I yuos ( used) it. Even those children who find learning more difficult ascribe meanings to the marks they make. Through the high expectations of their work, all children extend their communication, language and literacy skills very well.

### **Mathematical development.**

80. Children's mathematical abilities are well below average when they start in the Nursery and many have difficulties in using and understanding the vocabulary associated with practical mathematics. The very good teaching and learning in the Nursery and Reception classes successfully promote very good mathematical achievement and, consequently, many children are on course to reach the expected standards

by the end of the Reception year. In the Nursery, children are provided with a wide variety of practical experiences, such as sorting activities and number games to extend their mathematical skills. Every opportunity is used to promote their confidence in using numbers. For example, during snack time, the children count how many are sitting at the table and say how many drinks are needed. The Nursery teacher skilfully builds on this experience and extends their mathematical language by not giving out the correct number of drinks and asking, 'How many more do I need?' Number songs such as 'Five Jelly Fish' are also used well to reinforce counting to five and back. Teachers in the Reception classes build on these learning experiences and have other imaginative ideas to enhance the children's mathematical development. For instance, by using a hand puppet to count on from a given number and missing out numbers so the children can correct the mistakes. In this way, the children learn to count reliably up to ten in the correct order. Many of the older children in the Reception classes are familiar with the term 'add' and confidently add two numbers together when solving problems involving ten objects. The more able children read and write numbers to 20 and carry out simple calculations. Most children name a triangle, circle, square and rectangle and can recreate a repeating pattern with two colours.

81. The work is very well planned and taught and, consequently, the children make very good progress in developing their mathematical ideas and in using numbers. The more formal activities for mathematics are introduced carefully to children in the Reception classes through the framework for teaching numeracy. The group activities are often imaginative and challenging and effectively meet the needs of all children. For example, when using dominoes to practise combining two groups of numbers, the children learn to add the number of spots together, up to 12 and match the appropriate number card. All teachers and support staff encourage the children to become mathematicians by using their growing understanding to solve problems. Classrooms are also used effectively to display numbers and give sorting and counting opportunities.

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

82. Children enter the Nursery with a basic general knowledge. Although most children show curiosity in their surroundings, many need encouragement to explore, investigate and ask questions. The good quality teaching and learning offer them a wide range of experiences to extend their knowledge of the world around them. As a result, most children make good progress and are on course to meet the average standards by the end of the Reception year. The Nursery provides a very stimulating environment and staff ensure that children's natural curiosity and enthusiasm are enhanced by questions that promote learning. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. For example, after learning the song, 'The Wise Man built his house upon the rock' children in the Nursery built castles on sand and bricks. With help, the children poured water onto their castles and watched what happened. Fascinated, these young children concentrated on the activity for quite a long time and, with encouragement, talked about what they had seen and what had happened. When playing in the water tray with sieves and gravel, they learn that the gravel gets caught in the sieves but the water passes through. Although work in the Reception classes is appropriately planned to build on these experiences, such as finding a way of making their boats travel across the water tray, there was little evidence of children recording their observations.

83. In the Nursery and Reception classes, children are provided with a wide range of opportunities that develop their understanding of the world in which they live. For instance, they have visited the local fish and chip shop and the hairdressers and have made visits to places such as Greenwich and the Natural History Museum. Activities with the 'small world' toys allow children in the Nursery and Reception classes to engage in role-play that relates to everyday experiences. For example, they use toy cars, boats and planes to explore features on play maps and use this knowledge to draw simple maps of their own. Children in the Reception classes develop an appropriate understanding of the past as they look at their own personal history and are introduced to the history of transport through looking at photographs and books. A wide range of construction toys and materials are provided for the children to explore and use their skills. Children in the Nursery show good 'making' skills and, by the time they enter the Reception classes, have developed a good sense of how things join together and make models of such things as cars and trains from recycled materials. They have an increasing understanding of modern technology as they regularly use computers in the Nursery. In the Reception classes, children become increasingly confident in using the computer. Careful consideration is given to supporting children and deepening their knowledge of the wide range of cultures and

religions that are represented in the school, through listening to different stories and by providing resources that reflect a variety of cultures. The celebration of special events and festivals, such as the Chinese New Year, the Hindu festival of Diwali and Christmas further raises their awareness. The good range of planned activities always start from what the children know and enables them to extend their experience and knowledge of the world.

### **Physical development.**

84. Teaching and learning are good in this area of development. Children in the Nursery achieve broadly what is expected for children of this age. They show increasing control and skills when using the wheeled toys outdoors and develop an awareness of space around them. The outside play area for children in the Nursery is well resourced and provides children with a suitable range of equipment for them to practise physical skills such as running, riding tricycles and clambering over climbing equipment. In the Nursery, the time outdoors is well planned as part of the everyday activities provided for the children and supports the good progress children make in their physical development. By the end of the Reception year, children achieve appropriate standards in relation to the Early Learning Goals. Although they do not have free access to their own designated outdoor play area, staff have introduced an alternative arrangement to ensure children have a suitable planned period of outdoor play with small equipment such as ropes, bats and balls. They also have physical education lessons in the school hall. In physical education lessons, the children move with appropriate co-ordination and increasing control when using the small apparatus. Staff successfully develop children's confidence and teach them to be independent when they change their clothes for a lesson. Good opportunities are provided for the children to develop their finer manipulative skills in both the Nursery and Reception classes. For example, in cutting and sticking paper to make pictures, modelling with scrap materials, threading beads, fixing jigsaw pieces together and building with construction toys. They are also provided with an appropriate range of malleable materials, such as play dough and clay. Consequently, by the end of the Reception year, the children show increasing dexterity and control in drawing and writing.

### **Creative development.**

85. Children make satisfactory progress overall in developing their creative skills and most are on course to meet the nationally recommended levels of attainment by the end of the Reception year. The quality of teaching and learning is satisfactory and indoor activities are appropriately resourced and organised. In the Nursery, role-play opportunities are carefully planned and enable children to play out imaginary situations and dress up accordingly. Children in the Nursery engage in role-play in the home corner based on their own first-hand experiences, such as making tea and feeding the baby. However, in general, they play alongside other children in these situations rather than as part of a group. All children enjoy playing with the 'small world' toys and, in the Reception classes, children act out their own stories with increasing imagination. Adults join in with these activities and help children to develop their ideas. The Reception classrooms, however, are small and, although the teachers do their best, the space restricts the opportunities for children to move around freely and incorporate their ideas fully into role-play activities. Neither is there a covered outside area for children to use. Children have many opportunities to experiment with texture and colour. For example, children in the Nursery explored the texture of sand, glue and paint with great pleasure, to make a group frieze depicting 'The Wise Man built his House upon the Rock'. They regularly paint and, from an early age, create patterns with crayons and paint. In the Reception classes, children have been introduced to aboriginal dreamlike paintings and experimented in making their own paintings using fingers and brushes. They painted self-portraits and used card, pasta and silver and gold paint to make a frame for their paintings. In the Nursery and Reception classes, children create attractive collages using an appropriate range of materials and techniques. All children learn a range of songs by heart, including many with actions.

### **ENGLISH**

86. Overall, in Year 2, standards in English are above average. They are average in speaking and listening and in reading, but above average in writing. In Year 6, English standards are also above average. They are average in speaking and listening and above average in reading and writing. For Year 2, this judgement shows improvement compared with the inspection of 1997. Standards were described as similar

to National Curriculum tests, 'just below in reading and above in writing'. In Year 6, the judgement shows a considerable improvement, because the inspection of 1997 reported that 'attainment does not reach the national average'.

87. The findings of this inspection are similar to the results of the year 2001 national tests at Key Stage 1. The judgement of this inspection, that standards are above average, reflects the view of the school that pupils in the current Year 6 are likely to do less well in national tests than pupils did in the year 2001 because of differences in the capabilities of the pupils. In both key stages, there are some differences in the attainment of boys and girls. This varies from year to year. In the 2001 tests, boys did less well than girls at Key Stage 1, but better than girls at Key Stage 2. The school closely monitors these differences, and has identified and is addressing the needs of Black Caribbean boys.

88. Pupils enter the school with below average attainment. Therefore, their achievement in English is good in Key Stage 1 and very good by the end of Key Stage 2. Pupils with special educational needs and English as an additional language achieve very good standards compared with their previous attainment. This is because support is very well planned and is effectively provided by teachers and support assistants. No differences in the attainment of pupils from minority ethnic groups were observed in lessons.

89. Many pupils enter the school with limited language skills. In Years 2 and 6, standards attained in speaking and listening are average. In a Year 2 lesson, pupils listened very carefully to their teacher and other members of the class in a discussion about how to write a poem that had rhyming couplets. They used the appropriate vocabulary well and many suggested interesting words or ideas. A good proportion spoke confidently and audibly, although some others lacked a suitable range of vocabulary.

90. In Year 6, the majority of pupils talk and listen with confidence. They listen well and concentrate in discussions with their teacher. For example, in a lesson about narrative structure in 'Tom's Midnight Garden', the pupils were particularly attentive to their teacher in a group discussion about the effective use of technique and different forms of punctuation. They made thoughtful and appropriate contributions based upon their understanding and, therefore, made good progress in learning about how writers achieve different effects. An assembly presented by pupils in a Year 6 class demonstrated the progress made by them in speaking and listening during their time in the school. They had memorised the words for an abbreviated and dramatised version of Cinderella. This was relayed with confidence, clarity and accuracy and was all the more impressive because many had started school with English as an additional language.

91. Standards in reading are average in Year 2 and above average in Year 6. In Year 2, the range of pupils' reading skills is mostly satisfactory, but is relatively underdeveloped for seeking information. Basic reading skills, such as the use of phonics and knowledge of a key vocabulary, are mostly well established and pupils can therefore read simple texts competently. Reading is generally appropriately fluent and higher attaining pupils, in particular, read with expression. These pupils also voice opinions about the books that they read, but this is not such a well-developed feature of pupils who are average or below in attainment.

92. In Year 6, most pupils read with a good level of fluency and accuracy. They show understanding of main ideas and comment sensibly upon the plot in a story or poem. They make some use of inference to understand subtleties in texts, but this is not a well-developed skill. Pupils of average attainment talk readily about what they read and express their views about books that they have enjoyed. Higher attaining pupils are eager to discuss their reading and show interest in a wide range of texts. Pupils' understanding of research and reference skills is not well developed. However, higher attaining pupils have some basic understanding of accessing and collating information from non-fiction texts and of scanning a passage for essential information.

93. Standards in writing are above average in Years 2 and 6. In Year 2, pupils often use an interesting vocabulary and develop their understanding of how to convey meaning in a sequence of words to form a sentence. This was exemplified in lessons where pupils had to substitute final words in rhyming couplets with their own and still maintain meaning. This they did well and many showed a good level of imagination, but some lower attaining pupils were restricted by a lack of vocabulary and confidence. Spelling and handwriting are mostly of a good standard. Handwriting is well formed and legible, but there are some slight variations in

quality in and between classes. Overall, presentation and layout of work are good. Pupils write for a good range of purposes in literacy lessons, but this is limited in other subjects.

94. In Year 6, a good range of purposes is used to promote pupils' writing in literacy lessons. In other subjects, there is insufficient emphasis upon the use of learned writing skills. An analysis of pupils' work shows that they learn and use writing to develop their ideas well when they write story or other forms of narrative. Most pupils use language carefully and choose words for their effect in their writing. Therefore, their work is often interesting and shows that they have the reader in mind. For example, they used the form and structure of 'Tom's Midnight Garden' to create imaginary journeys back in time. Some produced arresting images such as feeling the hands of a clock going backwards in a nightmarish manner. Sentences are mainly well constructed, with those written by higher attaining pupils often complex and organised appropriately into paragraphs. Words are generally spelled accurately and pupils present their work in well-formed and legible handwriting, but there are some slight variations. Overall, it is clear that pupils take pride in the appearance of their work and strive to produce their best. Most have a good understanding of the use and effectiveness of appropriate punctuation.

95. Throughout the school, standards in literacy are above average, but the use of associated skills across the curriculum is relatively underdeveloped. In subjects such as history, geography and religious education, there are too few opportunities for pupils to develop and use research skills and a sufficiently wide range of writing. The school is aware of the need to address this issue and has plans to do so.

96. The quality of teaching and learning in English is good in Years 1 and 2 and very good in Years 3 to 6. The overall achievement of pupils is judged good in Key Stage 1 and very good in Key Stage 2. The previous inspection made no judgement on the quality of teaching in either key stage, but noted that 10 per cent was unsatisfactory and made it a key issue for improvement. Additionally, if the improvement in standards since 1997 is considered, then it is clear that there has been a very good improvement in the quality of teaching and learning. None observed in this inspection was unsatisfactory. Key characteristics of good or very good teaching in English in both key stages are detailed planning that is used effectively in lessons, high expectations of what pupils should be able to do and good relationships with pupils that create a purposeful atmosphere for learning. The quality of marking is also very high. This and the individual targets set for pupils, ensure that they are well motivated and know exactly how they can improve their work. Learning support assistants are well deployed and provide particularly good support to pupils with special educational needs so that the progress that they make is very good. On a very few occasions there were times when teaching was less effective. This was so when teachers talked for too long and pupils became restless or when there was no insistence that pupils remained quiet when teachers or other pupils spoke.

97. In a very good Year 2 lesson on poetry, the teacher presented the aims in a lively manner and made use of a good range of teaching skills to motivate and challenge the pupils. This approach engaged and sustained their attention and, therefore, they progressed well in their understanding of structure, rhyme and rhythm in a poem. The teacher had high expectations that all pupils would learn and use the skills and vocabulary taught. This was successful because pupils were able to give very good explanations of what they knew or had learned about the use of specific vocabulary. The teacher made frequent reference to the objectives of the lesson and this meant that a good focus was kept on what had to be learned. It also enabled a check to be made on pupils' understanding as the lesson progressed. Their level of concentration was particularly good and they clearly enjoyed the experience. In a good Year 1 lesson, the teacher used a wide range of skills to help pupils learn and consolidate their handwriting skill. This meant that they responded readily, took part by watching demonstrations very carefully and then performed the rhythmic movements required to achieve appropriate handwriting actions. She caught their attention well, particularly when she suggested that they were to use an imaginary brush and paint to write large red letters on a wall. The generally good standard of handwriting in pupils' books indicates that these lessons are effective.

98. In a very good Year 6 lesson, the high quality planning and clearly stated objectives meant that pupils were fully aware of what they were expected to do. The very effective questioning of the teacher to assess what pupils understood and to highlight particular features of the text supported this. Very good relationships between all members of the class ensured the good progress made in the lesson. For example, because the atmosphere for learning was especially positive and the pace very good, pupils quickly learned the skills of



character analysis in their study of a passage from 'Tom's Midnight Garden'. They then used this to write complex and descriptive sentences. In a Year 5 very good lesson, the teacher had high expectations of the pupils and emphasised this by asking them to explain why this should be. The lesson was very well organised with a clear expectation that pupils should work as independently as possible. They were able to do this because their work was well matched to their different capabilities. Therefore, she was able to concentrate her attention on the reading group, which was then carefully guided into a fruitful exploration of the text and vocabulary, sometimes with the aid of dictionaries, of 'An Indian in the Cupboard'. A Year 4 lesson was effective because of the open-ended nature of the questions asked of pupils in the reading group. This allowed them to extend their understanding as they examined a passage for adjectives. Their good concentration and the teacher's good management of the class ensured that all pupils worked at a steady pace. In Year 3, a very good lesson about Theseus and the Minotaur was the outcome of very specific planning, clear expectations of pupils, and a high level of challenge for them to learn key ideas. They responded very well and could identify verbs, nouns and adjectives in the text and then use them imaginatively when required.

99. The quality of the English curriculum is good overall. It is broad and balanced, and enhanced by a range of activities such as theatre groups, writing competitions, storytellers and book clubs. Pupils' spiritual and cultural education is enhanced when they learn how to write poetry in the style of Black writers such as Benjamin Zephaniah or Maya Angelou. A South African Drama group has performed in the school. The National Literacy Strategy is well established and pupils have very specific targets to help them improve their performance. Information and communication technology is used, to some extent, to support teaching and learning and this is an area that is being developed. The school uses data from tests and from the assessment of work, to set targets and predict individual levels of pupils' performance. This is very effective and has had considerable influence upon the standards being reached, particularly in Years 3 to 6. The very high quality of marking in both key stages adds significantly to the pupils' achievement. The co-ordinators are both very committed to their role and provide a very good level of leadership and management. Analysis of pupils' work and of teaching ensures that priorities for development are appropriate and that both teaching and non-teaching staff share high expectations of the performance of all pupils. Library provision is good and is well located in a pleasant room. Resources for learning are also good.

## **MATHEMATICS**

100. Standards of attainment in the Year 2 national tests in 2001 were above average nationally and well above average for similar schools. Attainment at the higher Level 3 was also above average. This is an improvement on the last inspection when standards of attainment were average. Girls have consistently achieved better than boys during the last three years. Pupils with special educational needs and those who speak English as an additional language make very good progress.

101. In Year 6, attainment in the 2001 tests is above average compared with all schools and well above that achieved by similar schools. The number achieving the higher Level 5 is slightly below the national average. There is no significant difference between the performance of boys and girls. Overall, this is a very good improvement since the last inspection when attainment was average. Pupils with special educational needs and those who speak English as an additional language make very good progress.

102. The quality of teaching and learning in Years 1 and 2 is very good and, as a result, pupils achieve very well and reach well above average standards in Year 2. This is a significant improvement in teaching compared with the last inspection and explains why the standards attained by the pupils have improved. Lessons are very well planned and cater for the different levels of ability within each class. Teachers evaluate the success of lessons on a daily basis and use this information to plan future teaching that meets the learning needs of individual pupils. The thorough planning is complemented by very good relationships with the pupils and generally good class control. Pupils respond to a regular routine and high expectations. The teaching of number is very effective. For example, in a Year 2 class, the teacher encouraged pupils to talk about how they had arrived at a particular answer in a mental arithmetic activity, valuing contributions from several pupils who had used different strategies, and using them as examples to discuss with the rest of the class. In another Year 2 class, pupils had been collecting information about their favourite football team. They then entered the data into a table on the computer and used the program to convert it into a simple

block graph. This was effective use of information and communication technology to support the teaching of mathematics and made it possible for the least able pupils in the class to complete the task to a satisfactory level. Pupils are encouraged to apply their mathematical skills in a variety of situations. A good example of this was when Year 2 pupils had been set the task of identifying a pattern in the numbers of paving stones needed to surround ponds of increasing size. The majority were able to complete this satisfactorily, while the most able pupils then used their discovery to predict the numbers of stones needed for given sizes of pond. Very good teaching and learning were observed in a Year 1 lesson on subtraction when the teacher used an example of a sum created by a more able pupil to involve the whole class in a counting back activity. Pupils were then asked to suggest and explain different ways of working out the sum. Where teaching was less successful in Years 1 and 2, this was due to ambitious planning that was not so well matched to the pupils' previous learning and when there was no additional support by adults available to the teacher to provide individual attention to the pupils who needed it.

103. In Years 3 to 6, the teaching and learning are also very good and all pupils, including those with special educational needs and for whom English is an additional language, achieve very well. Standards in Year 6 are well above average. This is also a significant improvement on the last inspection when progress was average. Improvement has also been made with more able pupils whose progress is now good. These improvements are due to better teaching and learning. The best teaching was observed when pupils were challenged to apply their knowledge to new problems. In a Year 6 class, for example, pupils were using computers to investigate patterns of numbers generated by Pascal's Triangle, while in a Year 5 class the teacher encouraged an approach to problem solving that made systematic use of pupils' previous learning and even embraced a brief discussion of the introduction of the euro. A key feature of these lessons was that the pupils were treated as real mathematicians, with the teachers valuing and building upon their contributions, thus bringing the subject to life. The teaching of basic skills in number is a strength, as illustrated in a Year 6 class when pupils were required to calculate the decimal equivalents of vulgar fractions and when Year 5 classes were finding fractions of various large sums of money. The teachers' own subject knowledge is a factor in the best teaching as, for example, in a Year 4 class when the consistent use of mathematical terms (square number, digit) was a factor in the good progress made by the pupils. In the lessons seen, pupils' knowledge of shape is good. In a Year 3 class, they were able to identify and name shapes such as quadrilateral and heptagon, and discuss them using terms such as side and corner. In the best lessons, the strengths were, the high expectations teachers had of the pupils, the pace of learning and the degree of challenge. On the one occasion when teaching was found to be unsatisfactory, it was due to poor preparation and lack of challenge in the tasks given to the pupils.

104. The subject is very well led by the co-ordinator who has a clear understanding of where and how the subject can develop. Weaknesses in provision for more able pupils and the use by all pupils of mathematics in practical problem solving have been identified and are being effectively addressed. Observations have been carried out by the teacher with responsibility for gifted and talented pupils to ascertain the extent to which these pupils succeed with the activities provided, and the whole school has benefited from a special week's activities when mathematical problems and challenges were focused upon. The subject is very well resourced and teachers and learning support staff have been well trained to teach the National Numeracy Strategy. Planning and assessment are notable strengths, as are regular target setting on a school, class and individual level. Information and communication technology is well used throughout the school. In one of the best examples of teaching seen during the inspection the subject was also contributing to the pupils' spiritual development by initiating the concept of the infinite nature of number. The school has appropriately prioritised further development in support for gifted and talented pupils, to improve all teachers' abilities to make better use of assessment data to inform target setting and to make more effective use of the plenary session in the daily mathematics lesson.

## **SCIENCE**

105. The findings of the inspection are that standards in science are average in Year 2. The assessments made by teachers in science at Key Stage 1 in 2001 were average. They were average at Level 2 and above and above average at Level 3 and above. The findings of the last inspection were that standards at Key Stage 1 were sound. Throughout the school, the difference is explained by the successful effort that the school has put into raising standards to help pupils reach higher levels. In Years 1 and 2, pupils, including

those with special educational needs and those for whom English is an additional language, make good progress. There are no differences in the attainment of boys and girls.

106. The findings of the inspection are that standards are above average in Year 6, which is above the judgement made by the school's last inspection. In the end of Key Stage 2 tests in 2001 in science, standards were above average compared with all schools and well above average compared with similar schools. Whilst the trend in standards in these tests has been upwards at a faster rate than national trend, it was below average in the 2000 tests. Over the last four years girls and boys have performed equally well and no evidence of differing attainment was seen during the inspection. Pupils make good progress at this key stage.

107. The quality of teaching and learning in Years 1 and 2 is satisfactory. The two lessons seen during the inspection were satisfactory and the analysis of the pupils' work indicate that teaching and learning are satisfactory overall. This judgement is the same as that made by the school's last inspection. The analysis of work and the teachers' plans shows that all aspects of the curriculum are covered appropriately. The good expectations of the teachers are shown by work that is well presented and developed sequentially. Although the pupils are often set similar work, the work that they produce is usually individual and different although it is not always sufficiently challenging for the more able. The marking of pupils' work is consistently positive and constructive which provides them with effective encouragement. However, the quality and quantity of pupils' recording are inconsistent across the key stage. The science action plan for 2000-2001 focused upon scientific enquiry. There is evidence that teaching has benefited from this focus particularly where staff have followed the school's agreed science investigation planning sheet. In Year 2 exercise books, this has resulted in pupils thinking scientifically, making predictions and communicating ideas using appropriate scientific observations and diagrams. In a Year 2 lesson, pupils were learning about the need for water and food for humans to stay alive. The teacher introduced the lesson well by explaining its objectives clearly and providing a list of useful scientific vocabulary on the white-board. The teacher planned and organised the lesson well using good questioning to promote answers and explanations, and by linking recent learning about classifying shapes into groups in their mathematics lessons. Group activities were managed and differentiated well by pupils working on separate tasks concerning the classification of foods into those deemed healthy or unhealthy. The teacher showed good scientific subject knowledge throughout the lesson and ended it with a plenary session in which she reminded the pupils of the objectives and congratulated them for their hard work. Her friendly and quiet manner undoubtedly led to the good learning progress achieved by pupils of all abilities.

108. The quality of teaching and learning in Years 3 to 6 is good which is an improvement on the judgement of the last inspection. Examples of good teaching were observed in Year 4 and Year 6 lessons and the analysis of work samples from those year groups as a whole. As part of this term's work about temperature, the Year 4 teacher commenced a good lesson by skilfully questioning the pupils about their knowledge gained in previous lessons. His high expectations meant that he insisted the pupils answered by using accurate and scientific vocabulary in their answers. As the lesson progressed, the teacher introduced the concept of insulators by relating to everyday examples which were relevant to the pupils' experience. The teacher developed the pupils' concept of a "fair test" by encouraging them to think scientifically as they suggested suitable equipment and possible outcomes. In Year 6 the pupils had recently made a fieldwork visit to Horton Kirby in Kent. A lesson was planned to teach the pupils about the purpose and use of keys in the identification and grouping of animals observed during the visit. The teacher introduced the class to a key called invertebrate safari with real clarity and, as a result, the pupils readily understood how to use it and could quickly apply it to the learning tasks he then set. However, they did not make as much progress as possible because no word bank of useful vocabulary had been provided and the level of challenge for the more able pupils was not set sufficiently high. In Years 3 to 6, investigative and recording work are too directed by the teacher and within year groups varied levels of expectations by teachers result in noticeable differences in the work pupils produce.

109. General strengths in the quality of teaching and learning throughout the school in science are in its planning, increasing teachers' subject knowledge, their developing awareness of the scientific process and good provision of teaching resources. An additional feature is the way in which the teachers control and manage the pupils. Common weaknesses are over direction of investigative activities and the way that these

are recorded. Other weaknesses are, underdeveloped processes for assessing the pupils' progress, variations in the teachers' expectations and lack of pace in lessons.

110. There has been a good improvement in the subject since the school was last inspected. This is indicated by improved standards particularly in Year 6, and the improved teaching and learning in Years 3 to 6. Assessment procedures have also been developed, but these are not adequately refined particularly in terms of how well assessment information is used to set work for the pupils. The enthusiastic subject co-ordinator does not make enough use of available performance data to support planning. Information and communication technology is insufficiently used to support the teaching of the subject. There is a suitable action plan for the year ahead, which acknowledges that the government has designated the academic year 2001-2002 as science year. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development, for example, as they show interest in habitats and the life cycles of wildlife discovered during the visit to the Horton Kirby field centre.

## **ART AND DESIGN**

111. The attainment of pupils in art and design is of average standard in Year 2. This judgement is based upon a display of pupils' work and teachers' planning because it was not possible to observe any teaching. These standards are similar to those reported in the previous inspection. All pupils in Years 1 and 2 make at least satisfactory progress and those with special educational needs or English as an additional language progress well. Because no teaching was seen, it was not possible to judge if there were any differences in the attainment of boys and of girls in either Year 2 or Year 6.

112. No teaching was seen in Year 6. However, well-presented displays of pupils' work indicate average standards. This is a similar judgement to that of the previous inspection. Good progress is made by all pupils, including those with special educational needs and those with English as an additional language. However, the range of work upon which judgement is made was restricted.

113. No judgement could be made about the quality of teaching and learning in Years 1 and 2 because teaching was not observed, but analysis of pupils' work indicates satisfactory achievement overall. The previous inspection judged teaching to be, 'generally sound'. In Year 2, pupils have produced a limited range of work, but that which has been completed includes Kente paper weaving and good quality paper flowers produced by curling and sticking. In Year 1, pupils have used natural dyes to print or make pictures and patterns and have carefully produced abstract patterns with the use of powder colour.

114. The quality of teaching and learning and the progress made by pupils is good in Years 3 to 6. As with Years 1 and 2, the previous inspection judged teaching to be 'generally sound'. No teaching was seen in Year 6. However, a display of portraits, inspired by a visit to the National Portrait Gallery, indicates that pupils have learned appropriate technique and skills. This has been used to produce good quality portraits of people such as Dickens and Queen Victoria. A good lesson in Year 5 challenged pupils to concentrate carefully in order to use clay to make model Tudor houses. They learned effective modelling techniques and applied this thoughtfully with good creative effort. Because the lesson was well organised and characterised by the teacher's high expectations, the pupils made good progress and produced models that pleased them. In Year 4, a good lesson engaged pupils in the design and construction of a chair made from cardboard. This followed their close examination of one made in Africa. They worked enthusiastically, improved upon previous attempts and put learned skills to good use. The result was that they learned basic design principles and how to translate these into practical application.

115. The school has a scheme of work for art and design based upon that produced by the Qualifications and Curriculum Authority. Pupils learn about the wider culture in society by, for example, exploring art forms such as Zulu bead making, African masks and visits to the National Portrait Gallery. The subject, therefore, makes a good contribution to the social and cultural development of pupils. Information and communication technology contributes to the breadth of the art curriculum. For example, pupils in Year 4 have produced colourful computer generated repeating patterns. The co-ordinator has made a good start towards developing assessment procedures so that the art and design curriculum and teaching can be appropriately extended. The co-ordinator provides satisfactory leadership. She is enthusiastic and has identified the

priorities necessary to continue the improvement of art and design. Teaching and learning are not monitored by direct observation.

## **DESIGN AND TECHNOLOGY**

116. The teaching timetable made it possible to observe only one lesson during the inspection. However, based on evidence drawn from displays of work, a photographic record of previous work and discussions with staff and pupils the standard of attainment is judged to be above average in Years 2 and 6. This is an improvement on the last inspection when standards were average. Pupils' achievement in this subject, including those with special educational needs and those for whom English as an additional language, is good. There are no differences in the attainment of boys and girls.

117. Throughout the school, the quality of teaching and learning is good. In the Year 2 lesson observed, pupils displayed a good level of skill in drawing and cutting out a paper pattern. They then used the pattern to stitch together, employing two different kinds of stitch, two pieces of fabric to make a coat. Progression in the development of these particular skills was evident in examples of purses made by Year 4 pupils. The pupils had successfully designed containers for the particular purpose, and followed their plans to stitch them together and decorate them with a variety of stitching and materials. In Year 1, pupils had constructed wheeled buggies, cutting and working simple pieces of cardboard to which they added wheels. This activity had been well developed by the time pupils reach Year 5, when they had constructed considerably more sophisticated buggies. The accuracy of measurement and construction was improved, there was substantially more challenge in working with wood instead of cardboard and propulsion had been added to the finished machines in the form of air from an inflated balloon. There was little evidence of pupils refining their initial designs or evaluating their finished product to improve future work. This weakness was noted in the last inspection.

118. Detailed planning and the appropriate deployment of a learning support assistant ensured that the pupils made good progress in the Year 2 lesson observed. Pupils were encouraged to think critically about the task in hand and showed awareness of safety considerations and the fitness for purpose of the tools being used when they readily compared the effectiveness of steel and plastic needles. They planned and communicated their ideas confidently, although they did not have actual examples of good design to work from. The pupils co-operated with each other well and this ensured that both pupils with special educational needs and those for whom English is an additional language made very good progress. The needs of particularly talented pupils were not fully met as the more demanding task of refining their design and evaluating the finished product was not sufficiently rigorous. Displays show that basic information and communication technology skills have been employed by pupils to produce a description of their work on pulleys for a newsletter.

119. The subject benefits from the leadership of a strong co-ordinator who has ensured that good resources are available and that adequate time is allocated at staff meetings to discuss the subject. The school has implemented the Qualifications and Curriculum Authority's scheme of work and the co-ordinator is actively monitoring its success. Recent staff meetings and the subject development plan tend to focus on resources and teaching. The school does not devote sufficient attention to assessing the standards achieved and strengthening opportunities for pupils to refine their planning and evaluate the finished product.

## **GEOGRAPHY**

120. During the inspection, the teaching of geography was observed in Years 1 and 2 and judgements are based on these and upon analysis of pupils' work throughout the school. It also included discussions with pupils and teachers on the school's planning, records and resources. The evidence indicates that pupils make good progress and reach above average standards in Year 2. Progress and attainment are average in Year 6. In Year 2, standards have improved compared with the previous OFSTED inspection because of better teaching. Pupils with special educational needs and those for whom English is an additional language make good progress for their previous attainment. There are no differences in the attainment of boys and girls.

121. The quality of teaching and learning is good in Years 1 and 2, which is an improvement on the judgement of the school's last inspection, which said that teaching was "variable and ranges from good to satisfactory". In a good Year 1 lesson to develop pupils' knowledge, skills and understanding in local scale

studies, effective questioning stimulated the pupils into thinking as young geographers and also enhanced their ability to fulfil the demands of the next part of the lesson. The pupils' ability to carry out geographical enquiry was challenged when they were asked "Is Turnham Road busy or quiet?" The teacher also introduced specific geographical vocabulary such as "survey" and made good links with numeracy when explaining that they would be expected to keep a tally of the traffic. Throughout the lesson the teacher motivated the pupils with clear explanations and, after mentioning the importance of safety, took the class outside to observe features around the school, road signs and the traffic. Good control and organisation of the class contributed to the pupils' behaviour, attitudes and cooperation with each other during the practical activities. In a Year 2 lesson with the objective of teaching the pupils to recognise the differences and similarities between the Western Isles of Scotland and London, the teacher employed a good method to elicit answers to her challenging questions such as "Can you tell me some of the physical features in Scotland?" The lesson progressed briskly and the pupils were made clear as to the teacher's expectations and what they would learn. Her relationship with the pupils enabled them to put forward ideas readily and seek help if required. Analysis of pupils' work in this key stage revealed a weakness in pupils' recording skills and some poor presentation.

122. In Years 3 to 6, the quality of teaching and learning is satisfactory. This is broadly the same judgement as that made by the school's previous OFSTED inspection. The teaching of geography often alternates with teaching units of the history curriculum, several of which were being taught during the inspection. Analysis of the pupils' work and discussions with the enthusiastic subject co-ordinator revealed that the extent to which pupils work and learn to the limits of their ability is largely only satisfactory and in exercise books there was insufficient evidence of good recording or the development and use of geographical skills. However, there was good use of constructive comments when teachers marked work and some classes made effective use of geographical word lists at the back of pupils' exercise books. In Year 4, valuable links had been made in local map work with recent history lessons and there was evidence of some information and communications technology being used by pupils of all levels of ability. By Year 6, pupils are beginning to carry out geographical enquiries but, as in common with several other of the year groups, the standards and quantity of recording were only satisfactory.

123. The co-ordination of geography is satisfactory as, given the school's and the national emphasis on English and mathematics, is its development since the last inspection. The Qualifications and Curriculum Authority's scheme of work has been introduced and there is evidence of its being used for planning across year groups, resulting in consistent approaches and coverage between classes. The co-ordinator has been responsible for the subject since the autumn term 2000 and has a limited amount of time to evaluate the subject each term, but although she has, for example, checked teachers' planning, she has not observed lessons. Throughout the school inadequate use is made of assessment information in planning lessons, largely because assessment procedures are not good enough. This means that, in particular, work is not well differentiated to meet the needs of the pupils especially in Years 3 to 6. Monitoring and assessment arrangements are not sufficiently developed. Teaching lacks sufficient resources relating to the school's immediate locality. A strength of the teaching lies in the regular deployment of clear learning objectives and in the increasing use of cross-curricular links with subjects such as religious education and mathematics.

## **HISTORY**

124. During the inspection it was only possible to observe the teaching of history in Years 3 to 6. Judgements for Years 1 and 2 are based on the analysis of pupils' work and display, scrutiny of teachers' planning and discussions with teachers and pupils. Indications are that standards are average in Year 2 and Year 6, which is the same judgement as that made by the school's last OFSTED inspection. Pupils, in general, make satisfactory progress as they move through the school. There are, however, variations in the speed of the pupils' progress between year groups. This is, to some extent, due to differences in the quality of teaching and the varied output expected and obtained from pupils in their written work. Pupils with English as an additional language and those with special educational needs benefit from the effective support that they receive from their teachers in class and achieve well. There are no differences in the attainment of boys and girls. A particularly impressive contribution to the development of pupils' knowledge, skills and understanding of aspects of history is the work carried out in 'Black History Month'. The completed booklet containing pupils' work entitled 'Many Lives, Many Cultures, One World', is of a very high standard.

125. The evidence indicates that the quality of teaching and learning is satisfactory in Years 1 and 2 which is the same judgement as that made by the school's previous inspection. The analysis of work shows that pupils have an emerging sense of chronology by placing events and objects in order and are using common phrases relating to the passing of time. For example, pupils in Year 1 have looked at their own personal history and sorted old and new toys. They show an understanding of what museums are used for and that, collections of old or new things may be kept there. Pupils learn of the lives of significant people from the past, such as Bessie Coleman, the first black aviator, Nelson Mandela and Harriet Tubman, a slave in the south of the United States of America. Pupils in Year 2 talk with great authority about the life of Harriet Tubman and learn about the conditions she had to endure as a slave. For instance, a more able child wrote in role as a slave, 'If I stop working I would get whipped badly'. When talking about the slave trade, pupils in Year 2 show a wide range of knowledge. For example, a more able child referred to the 'triangle of slave trade' and explained this by saying, 'from London, you go to Africa, trade weapons for slaves, then go to America, trade slaves for sugar and then back to London'. In general, however, the analysis of pupils' work shows that there are missed opportunities to develop pupils' literacy skills through different forms of writing.

126. The quality of teaching and learning in Years 3 to 6 is satisfactory overall. The analysis of work produced by Year 3 pupils indicates that pupils, in general, have a limited understanding of the way of life in Ancient Egypt. However, in the lesson observed pupils showed that they were sufficiently aware of historical language and had gained a suitable insight into the myths, legends and beliefs of the Ancient Greeks. In Year 4, where pupils are learning about the Romans, the teaching of history is good and is brought to life for the pupils. For instance, in one class, the teacher gave a dramatic interpretation of the scene before the Roman invasion by dressing up as Boudicca and in role told the story of her life. At the same time, the teacher fired questions at the pupils to make them think about why the Romans invaded Britain, why they were successful and how the Britons tried to resist the invasion. In Year 5, pupils gain suitable knowledge of life in Tudor times, the monarchs and an understanding of chronology. Based on the analysis of work, pupils make appropriate use of information and communication technology for research but are given limited opportunities to apply their literacy skills further in such areas as presenting a balanced argument, report writing and writing from different points of view. Teachers organise and plan their lessons well, allowing sufficient time for discussion and probing pupils' understanding with relevant questioning. The judicious use of an appropriate range of both primary and secondary sources makes a positive impact on the quality of pupils' learning, as was demonstrated in a very good Year 6 lesson. The teacher skilfully introduced pupils to what school was like in Victorian times by using extracts from log-books and stories for the pupils to consider the evidence written at the time. After effectively setting the scene, the teacher then provided each group of pupils with appropriately challenging tasks that made them think and apply the knowledge that they had gained. For example, one group was asked, 'Do you think the twentieth century could be called the "Children's Century"? Give as many facts as you can to back up your answers.' The good control of pupils and high expectation of what they could achieve encouraged all pupils to apply intellectual effort to the task and complete their work in the time allocated. The analysis of work produced by Year 6 pupils indicates an innovative approach to teaching chronology. For example, the pupils had created a board game to show the main events, with dates, that occurred during the Victorian period. Pupils in Years 3 to 6 develop a real enthusiasm for history, which is communicated to them through the teaching they receive. This is not always evident in the written work.

127. The school has developed detailed medium term plans based on units of work from the Qualifications and Curriculum Authority guidelines that support the teaching of history well. History often provides good cross-curricular links with other subjects, such as geography, art and design and information and communication technology. Assessment procedures are satisfactory but do not systematically record pupils' progress in acquiring historical skills. Leadership in the subject is satisfactory. The co-ordinator has a clear overview of teachers' planning and has carried out an evaluation of what works well for teachers. However, this has not been extended to evaluating the work produced by pupils. The school draws on a wealth of resources to enrich the history curriculum and includes visits to such places of interest as the Lullingstone Roman villa and the Museum of London. Visitors to the school recount their experiences of the past and role-play is used effectively to help bring the past to life. Displays such as the board depicting figures who have

shaped the course of history and an Ancient Civilisation time line are stimulating focal points and give pupils a strong sense of the past. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through their understanding of the legacy of ancient civilisations to modern society and through the opportunity of group work in researching information.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

128. Standards in Year 2 are above average. This is a very good improvement on the last inspection when standards were judged to be below average. In Year 2, pupils are able to carry out basic operations on the computer with minimal support. They can switch on, open applications and individual files, save and print documents with a good degree of confidence and can manipulate the mouse effectively. In a Year 2 class pupils were observed highlighting text and changing the font colour as part of a literacy lesson which required them to edit a poem and supply further rhyming words. Although pupils are sometimes confused when the program they are using does something they are not prepared for, many of them have the confidence to return to their desktop and work methodically through the sequence to close and re-open it. In another Year 2 class pupils were working with a simple database to enter and retrieve data. They were able to use the program to extract particular information, for example, the fifth seven year old child on the register, and were beginning to understand that data had first to be entered on a database before it could be used or extracted. In Year 1 pupils have entered simple information onto the computer and constructed simple pictograms. Good use is made of information technology across the curriculum, particularly in literacy where pupils regularly use it to write and modify words and sentences, and the youngest are able to hear what they have written read back to them automatically by the computer. Pupils have used a digital camera to photograph each other and, in a history topic linked to Black Achievement Week, Year 1 pupils have made e-mail contact with medical teams working in South Africa. The pupils' achievement, including those with special educational needs and those for whom English is an additional language, is good. There are no differences in the attainment of boys and girls.

129. Standards in Year 6 are also above average, representing a very good improvement on the last inspection when they were judged to be below average. The use of word processing is developed to include desktop publishing. In a Year 6 class, pupils were observed re-writing a variety of current news items in an appropriate style to create a newsletter. They were able to select a template, delete and replace text, change fonts, alter their size and colour, copy and paste text and insert pictures in their document. In another Year 6 class, pupils used a spreadsheet to investigate the number sequences in Pascal's Triangle. They followed instructions to create formulae, and quickly learnt to cut and paste these as a time saving strategy. Higher attaining pupils soon learnt to generate their own formulae and further strategies for applying these to save time. Year 4 pupils have used digital cameras to take photographs of themselves for inserting in a calendar. The pupils' achievement, including those with special educational needs and those for whom English is an additional language, is good. There are no differences in the attainment of boys and girls.

130. Throughout the school, the quality of teaching and learning is good. This is in contrast to the last inspection when progress was judged to be unsatisfactory. Care has been taken to ensure that the scheme of work allows pupils to acquire basic skills progressively. The Year 2 class learning to use a database, for example, were taken step by step through the sequential process, with particular emphasis on the correct terminology. In Year 4 pupils learn the basic skills for controlling a screen turtle and extend these to create complex geometric designs. A particular strength in the teaching is in its use to support other curriculum areas. An example was a Year 4 History lesson on Boudicca when pupils were helped to understand the difference between primary and secondary sources of evidence. In a short space of time pupils had access to translations from original Roman eye-witness accounts and photographs of contemporary coins, and were then able to select information from the internet to cut and paste into their own documents. The subject is less well taught, however, when it is used to carry out simple tasks such as writing lists of adjectives in literacy which would be more appropriately done by hand or when pupils are asked to use a simple data handling program before they understand how their data can be collated manually.

131. The school's investment in a computer suite and network, together with extensive staff training, have been significant factors in the improvement throughout the school. The subject is very well led by an experienced co-ordinator who has planned and managed the development of resources and the staff's



expertise. The extent to which the subject is used to support learning across the curriculum is good and it is making a useful contribution to pupils' social, moral, spiritual and cultural development. The school rightly plans to strengthen its procedures for assessing the level of achievement being reached by the pupils. This is particularly necessary for the controlling strand of the curriculum where provision is currently minimal. The school does not have a policy and procedures for the safe use of the Internet by pupils and staff.

## **MUSIC**

132. The attainment of pupils in Year 2 is average. The previous inspection reported that attainment was, 'in line with national expectations'. Pupils' overall achievement was satisfactory in the one lesson seen, including those with special educational needs and those who have English as an additional language. Pupils explored how different percussion sounds can be organised and then performed to a predetermined structure. They maintained pulse and rhythm well. No differences in the attainment of boys or girls were seen.

133. Teaching was not observed in Year 6 and therefore no judgement is made about standards in this year group. The previous inspection judged attainment to be the same as for Years 1 and 2, 'in line with national expectations'. Achievement in lessons seen in Years 3 and 4 was similar to that found in most other schools.

134. In the one Year 2 lesson seen, the quality of teaching and learning was satisfactory as was the rate of progress made by pupils. The previous report described teaching as 'good'. The reason for this difference is that the Year 2 teacher is newly qualified and, therefore, relatively inexperienced. The lesson was well presented with good use of questioning to stimulate pupils' thinking. They responded well to this and after a slow start, took part well in either playing instruments or singing. Overall, pupils enjoyed the lesson and most concentrated well and made a satisfactory effort. At times, however, singing lacked good tone and texture and there was a tendency for some pupils to shout.

135. The quality of teaching and learning in the two lessons observed in Years 3 and 4 was good. In Year 4, the lesson was characterised by a very good emphasis upon musical terms, the vocabulary of music, a sense of fun and clear expectations of what pupils should do. Their response to the lesson was good. Pupils joined in the various activities such as identifying soprano and tenor voices and singing, with piano accompaniment songs such as 'The Grand Old Duke of York.' In the latter, there was some tendency toward shouting. The teacher placed good emphasis upon pupils' clear diction and the importance of silent passages in music, 'they work like a picture frame'. Pupils made good gains in their knowledge of different kinds of voices and how to vary pitch and dynamics in their own singing. In Year 3, the teacher's very good subject knowledge was effectively used to ensure that pupils played instruments correctly. They demonstrated a good sense of rhythm and pitch when they played together. Pupils accurately copied rhythm patterns set by the teacher and began to learn how to improvise. The main weakness in this lesson was an element of shouting in the singing of 'Mango' and unwieldy organisation. This led to a slow pace so that pupils were not always productively engaged at all times. In both of these lessons, the planning was brief.

136. The school has a broad and balanced scheme of work that ensures that all pupils have full access to the music curriculum. Pupils take part in productions at different times of the year such as at Christmas. These activities and rehearsals help to increase the amount of time allocated to music during each term to a satisfactory level. Spiritual and cultural education is enhanced through music heard and sung by pupils in assemblies. These activities all make a satisfactory contribution to the music curriculum. A club for pupils in Year 4 allows them to learn recorder playing. Some use is made of information and communication technology in the teaching of music, but this is at an early stage of development. Assessment procedures are satisfactory. The co-ordinator is relatively new to the post and provides satisfactory leadership. Priorities for development are known and written into an action plan. This allows the co-ordinator to monitor progress made in the improvement of music, but teaching is not monitored.

## **PHYSICAL EDUCATION**

137. Standards of attainment in Year 2 and Year 6 are average. This judgement is the same as that made by the school's last inspection. However, the evidence available during the present inspection indicates that standards in swimming are above average in Year 6. The Year 4 swimming lesson seen showed that all pupils had confidence in the water and that many were swimming distances from 5 metres to 200 metres

confidently and unaided. The school records show that, in Year 6, most pupils confidently swim at least 25 metres and that many swim much further than this. Throughout the school, pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily. There are no differences in the achievement of boys and girls. Pupils who are gifted and talented in this subject achieve well as their potential is identified and they are given particular help to improve.

138. In Years 1 and 2, pupils show appropriate skills when controlling a ball, a good understanding of the effects of exercise on the body and an ability to follow formal country dancing routines successfully. However, their ability to represent emotions and feelings in free dance is below average. In Years 3 to 6, pupils throw and catch with suitable co-ordination and ability, they dodge, mark and pass appropriately in small sided games and control a ball with a bat adequately. However, they do not use space well enough and are often cramped together unnecessarily during activities which restricts their ability to practise and improve. Throughout the school, the pupils' abilities to evaluate their performance in order to improve it are not good enough. Physical education provides good support for the pupils' spiritual, moral and social development as they co-operate in teams and cope with the successes and failures of their own and others' performance.

139. In Years 1 to 6, the quality of teaching and learning is satisfactory. In 1997, the quality of teaching was judged to be good, although a small minority of lessons were deemed to be unsatisfactory. No unsatisfactory teaching was observed during this inspection, however, the expectation that pupils would work to a high standard noted in 1997 was not evident in all lessons. Too often, for example, in free dance, pupils were not given enough advice about how to improve their standard of work. A Year 1 games lesson exemplified the satisfactory nature of the teaching and learning throughout the school. Good links were made with literacy and numeracy as the teacher developed the pupils' understanding of directional words such as "forwards" and "backwards". The pupils then joined in enthusiastically in the bean game warm up activity where they responded to instructions such as "Runner bean". The pupils listened attentively and followed instructions well because the teacher had established appropriate routines. The main objective of the lesson, for pupils to move around controlling a ball and changing direction, was carefully explained to the class. As a result, the pupils knew exactly what to do. They performed with average levels of skill. However, the space available to them was not big enough and they impeded each other's attempts to practise. The time taken to change activities was sometimes too long which slowed down the pace of learning. A feature of this lesson was the support given by the teaching assistant to a pupil who was identified as talented. His skipping skills were well developed and, as a result, his achievement was good and his standard above average.

140. Improvement since the last inspection has been satisfactory. This represents good management given the national concentration on English and mathematics for part of the period between inspections and the school's drive to raise standards in these subjects. This is the same judgement that was made in 1997. The co-ordinator is knowledgeable and enthusiastic. He has a good action plan for the subject with one of the main priorities being the development of dance. Some careful review and evaluation highlighting strengths and weaknesses – "teachers find it boring to teach. Perhaps they should liven up their lessons!" The subject is very well resourced and has an appropriate policy document. There is a very good range of extra-curricular sports activities and the school takes part – with some success – in competitive fixtures against other schools. Two halls support the teaching of the subject well and, although the school's grassed and hard surfaced areas are limited, it has access to an all weather community pitch. Observation of teaching and learning is not undertaken in a structured developmental manner and assessment procedures in the subject are informal and not effective enough to promote maximum progress for all pupils. No use of information and communication technology was observed in the subject during the inspection.

## **RELIGIOUS EDUCATION**

141. In Years 2 and 6, pupils' knowledge and understanding of religious education meet the expectations of the Lewisham Agreed Syllabus. In Year 6, this is an improvement on the findings of the school's last inspection. Judgements in this inspection are based on classroom observations, analysis of pupils' work, scrutiny of teachers' planning and displays, and discussions with teachers and pupils. The wholly inclusive ethos of the school supports the teaching of religious education, and together with collective worship, it makes a distinctive contribution to pupils' personal development. All pupils, including those for whom English is an

additional language, make sound progress in the subject as they move through the school. Pupils with special educational needs are involved in all activities and make good progress. No differences in the attainment of boys and girls were observed.

142. The quality of teaching and learning is satisfactory in Years 1 and 2. This is the same as the finding of the previous inspection. In observed lessons, teachers demonstrated good subject knowledge and this enhanced the quality of vocabulary found in pupils' work, especially when referring to religious artefacts. Pupils' work also showed a Year 2 class had acquired appropriate knowledge of the Bible and an early understanding of holy books such as the Koran. This supported further studies into the Muslim faith, including the early life of Mohammed. Another Year 2 class had studied the Five Pillars of Islam and the pupils' knowledge indicated that many of them had begun to appreciate the distinctive richness and diversity of that particular religion. Where good teaching was observed the pupils were well managed and teachers and classroom assistants showed good awareness of social inclusion. The pupils were stimulated into concentrating well during question and answer sessions and the questions they asked showed that they had thought carefully and tried to make connections in their learning. However, in a Year 1 lesson the general impact on learning was greatly reduced when the teacher did not provide the pupils with sufficient new knowledge or understanding for them to tackle the tasks set.

143. The quality of teaching and learning is satisfactory in Years 3 to 6. The previous inspection reported "the quality of teaching is more variable" (than in Key Stage 1) and that "there is a greater variability in teachers' subject knowledge". There has been an improvement since the last inspection because, from lessons observed, teaching was at least satisfactory and teachers demonstrated consistently good subject knowledge. During a Year 3 lesson the pupils were learning about the Exodus and the deliverance of the Jews from slavery. The teacher read a passage about the role Moses played, with great energy and emphasis, however, the method chosen was not supported by suitable resources such as visual aids, which diminished the impact on learning. In a Year 5 lesson about "My Family Unit", the teacher chose an effective method to encourage the pupils to consider their responsibilities as a family member. By the end of the lesson, the pupils had gained an understanding of how life in the home can be a reflection of people's beliefs and family insights. The lesson was taught at a suitable pace and, combined with the teacher's sense of humour, promoted good behaviour and learning. Analysis of pupils' work indicated there were different levels of expectation from staff teaching the same year groups and rarely was work differentiated by task or content. Marking was often very constructive and positive but there was evidence that the quality of writing and recording skills were not sufficiently developed. A strength of the teaching at this key stage is the sensitivity and respect that teachers and pupils show towards the feelings, beliefs and opinions of others. and experiences to promote learning.

144. The subject co-ordinator has only held the responsibility for a few months but is determined to ensure that standards improve. The subject clearly benefits from its own stock of teaching aids and artefacts and those readily available from a resource centre in Lewisham. There is an action plan for 2001-2002, which recognises the need for more monitoring of lessons, the further development of differentiation and a portfolio of samples of pupils' work as a guide for standards. Assessment procedures are also included as an area for development. This is appropriate because the current provision does not fulfil the important role of supporting pupils' progress and there is evidence that staff are unaware that the performance of the majority of pupils should be within the religious education levels 2-5 by the end of Year 6. Planning is monitored by the co-ordinator and he also ensures there are attractive displays based on religious education themes around the school. Several noted during the inspection provide classrooms, corridors and halls with stimulating materials such as one on the theme of the Chinese New Year which clearly promote multicultural and multi-ethnic learning opportunities. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. It also is beginning to make greater use of information and communication technology as a tool for enhancing the pupils' learning as was demonstrated in a Year 1 lesson, which was observed in the school's information and communication technology resource room.