

INSPECTION REPORT

MIDDLE PARK PRIMARY SCHOOL

Eltham, London, SE9

LEA area: Greenwich

Unique reference number: 130921

Headteacher: Lorraine Ferriday

Reporting inspector: Mr Peter Howlett
23744

Dates of inspection: 19th – 22nd June 2000

Inspection number: 197693

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Middle Park Avenue Eltham London
Postcode:	SE9 5RX
Telephone number:	020 8850 8747
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Appropriate authority:	Greenwich
Name of chair of governors:	Carol Ladbrook
Date of previous inspection:	29 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
P Howlett	Registered inspector	Information technology, Physical education	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
S McDermott	Lay inspector	Equal opportunities	How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
M Cox	Team inspector	Science, Design and technology, English as an additional language	How well is the school led and managed?
I Stainton-James	Team inspector	English, Music	How good are curricular and other opportunities offered to pupils?
J Walsh	Team inspector	Maths, Religious education, Art	
R Arora	Team inspector	Geography, History, Special educational needs, Under-Fives	

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a larger than average primary school for boys and girls aged three to eleven years old. It has 334 full-time pupils on roll and a 50 place nursery currently attended on a part-time basis by 38 children, making a total of 353 full-time equivalent pupils overall.

The school is situated in the Middle Park estate in Eltham in the London Borough of Greenwich. Most of the pupils live on the estate and many come from homes with some degree of social and economic disadvantage. Approximately 55 per cent of pupils are eligible to free school meals, this is a very high proportion and well above the national average. Most pupils come from a white ethnic background and about 10 percent come from a variety of other backgrounds. Four per cent of pupils speak English as an additional language, which is higher than most schools. The school has identified approximately 40 per cent of its pupils as having special educational needs. This is considerably higher than average. Sixteen pupils have statements of special educational needs. Children's attainment on entry to the nursery varies, though overall it is well below average, and on entry to full-time education it is still well below average. The school is part of the South Greenwich Education Action Zone.

HOW GOOD THE SCHOOL IS

Middle Park is an improving school. It is an orderly and happy place and provides a good education for its pupils. Standards are low, but rising in English and mathematics, particularly at Key Stage 2 and pupils make good progress, albeit from a low starting point. The school has a number of strengths and these far outweigh its weaknesses. Teaching is good across the school and the school is well led and managed. It has a clear focus on raising standards. Taking these factors into consideration the school gives good value for money.

What the school does well

- Teaching is good and pupils make good progress, particularly at Key Stage 2.
- The school manages pupils' behaviour well, so they have positive attitudes to school and behave well.
- The school looks after its pupils very well.
- Provision for pupils with special educational needs and for pupils for whom English is an additional language is good.
- There is clear and effective leadership from the headteacher and senior staff.

What could be improved

- Standards in literacy and numeracy.
- Standards in and provision for information technology.
- Religious education at Key Stage 1 which does not meet the requirements of the Agreed Syllabus.
- Provision for pupils' spiritual development and Collective Worship.
- Involvement of parents in their children's learning and the quality of information about the progress their children are making.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the previous inspection in September 1997, the school was considered to have serious weaknesses. The school has made good progress since then. It has successfully addressed most of the key issues arising from the previous inspection and taken effective measures to improve standards in English and mathematics. The rate of improvement in national test results in English and mathematics at Key Stage 2, is better than that found nationally, though standards in information technology have not risen fast enough. The management of pupils' behaviour is very effective and pupils' behaviour is now good. The curriculum in design technology and in music is better. School development planning is now good. Provision for cultural development has improved, but not sufficiently for spiritual development. In addition, the management of the school, the quality of teaching and assessment, the quality of resources and the condition of the interior environment have improved. The headteacher, staff and governors are firmly focused on raising standards and the school is well placed to improve further.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E	B	well above average A above average B average C below average D well below average E
Mathematics	D	D	D	A	
Science	C	D	D	A	

This table shows that in the 1999 national tests at the end of Key Stage 2 results were well below average in English and below average in mathematics and science. When compared to schools that have pupils from similar backgrounds, pupils' performances in tests were above average in English and well above average in mathematics and science. Standards of attainment are still low, but they are improving. Over the last three years results in the Key Stage 2 national tests in English and mathematics have risen at a rate greater than that found nationally and in science have broadly matched the national trend. Standards of work seen in the current Year 6 generally reflect the test results in English and mathematics: attainment is lower than that typically expected at the age of eleven, but in science pupils achieve close to average standards.

At Key Stage 1, the 1999 tests results were very low in reading and writing and well below average in mathematics. Standards of work seen in the current Year 2, are still well below average in English and mathematics and are below average in science. When most children start school standards of attainment are well below those typical for their ages. Given most pupils' low starting point, standards seen at the end of Key Stage 1 represent satisfactory achievement and results at the end of their time at the school represent good achievement. The school set appropriate targets for 2000 and realistic and challenging targets for further improvements. If these are reached, results will represent good achievement overall given the school's context.

Standards in information technology and music are below average in both key stages. While pupils make satisfactory progress in lessons they develop a limited range of skills. At Key Stage 1 standards in religious education are below those typically found, however, pupils achieve well at Key Stage 2, and by eleven attainment meets expectations. Pupils' achievements are satisfactory in history, geography, design and technology, art and physical education and standards are average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school. In lessons the majority of pupils are keen to learn and find out more, although a few pupils are disinterested.
Behaviour, in and out of classrooms	Good. In lessons, pupils know the routines well and get down to work quickly and productively. They generally behave well at lunch times and break times. There are occasional outbreaks of inappropriate behaviour but overall the school is a quiet and orderly place.
Personal development and relationships	Good. Pupils generally show respect for each other and their teachers. The school council is a good example of how the pupils are developing as valuable members of their community.
Attendance	Unsatisfactory. Attendance is below the national average but is improving. The rate of unauthorised absence is well above the national average, but is gradually decreasing.

The school's consistent and calm approach to managing behaviour is having a very good effect and pupils' behaviour has greatly improved since the previous inspection. The school is working very hard with the pupils and parents to raise awareness of the need for regular attendance.

TEACHING AND LEARNING

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

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

Teaching and learning are good across the school. Over sixty per cent of lessons seen were good or better, including fourteen per cent very good lessons and one excellent lesson. Only two per cent of observed lessons were unsatisfactory. These figures represent a significant improvement on the findings of the previous inspection. Teaching of English, mathematics and science is good. Teaching of information technology is satisfactory. Teaching of religious education is good at Key Stage 2, but teachers do not fully cover the Agreed Syllabus at Key Stage 1. Teaching of design and technology is good and teaching of the other foundation subjects satisfactory. Good teaching enables pupils with special educational needs and the pupils with English as an additional language to make good progress.

Teachers are hardworking and conscientious and provide a good quality of education for their pupils. Teachers have good relationships with their pupils, manage their behaviour well and ensure that they work hard in lessons. Lessons are well organised and planned. However, teachers' marking does not point out to pupils how to improve and they are inconsistent in the use of homework.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for the children under-five and at both key stages. The school rightly gives high priority to teaching literacy and numeracy, and science is also well covered. Religious education at Key Stage 1 does not meet statutory requirements, and aspects of information technology and music are not covered in sufficient depth.
Provision for pupils with special educational needs	Good. Procedures for identifying these pupils are good. A comprehensive policy and appropriate training has provided effective guidance in writing individual educational plans with specific targets that are challenging but achievable. Good teaching supports that pupils make good progress.
Provision for pupils with English as an additional language	Overall, the provision for the small minority of pupils with limited English is good. It is a strong feature of the school's provision. Pupils are well supported through very good teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school makes good provision for pupils' moral and social development and satisfactory provision for their cultural development. The provision for spiritual development is unsatisfactory, because there are few planned opportunities to develop their spiritual awareness.
How well the school cares for its pupils	There is a strong atmosphere of care and concern for pupils' welfare. Child protection procedures are good. Assessment procedures in English, mathematics and science are good, but unsatisfactory in information technology.

The school values the views of parents, has established some effective links with them and provides satisfactory encouragement to parents to work in partnership with the school to promote their children's learning. In response, the contribution of the majority of parents to their children's learning, whether at home or at school is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective and strong leadership in developing and managing the school. She ensures a clear educational direction for the school and is well supported by the deputy headteacher, senior management team and the governing body. She manages people well and has good relationships with staff, pupils and most parents.
How well the governors fulfil their responsibilities	The governing body is supportive and plays an active role in the management of the school. Statutory requirements with regards to Collective Worship are not fully met.
The school's evaluation of its performance	The school has made a sound start in evaluating its performance. Target setting for pupils in English and mathematics is having a positive effect on standards. The school needs to develop further its use and evaluation of assessment and other data.
The strategic use of resources	Educational priorities are carefully identified and the school is very effective in ensuring that careful financial planning supports these priorities. The school is applying the principles of best value well. It monitors its spending effectively and the control systems are excellent. Accommodation is adequate and used appropriately; resources are good except in information technology and music. Staff levels are good. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children make good progress • Good teaching • Their children are expected to do their best • They are confident about approaching the school • The school helps their children to be mature and responsible 	<ul style="list-style-type: none"> • The amount of homework • Information on their children's progress • More activities outside lessons • The school working more closely with parents

Most parents have positive views of the school. A few parents have qualms about the right amount of homework, the information provided about progress, the leadership and management style and the range of activities provided outside lessons. The inspection team agrees with the positive views of the parents but also supports parents in their concerns about the lack of regular homework and unclear information on their children's progress. However, the inspection team judges that the school provides a good amount and variety of extra-curricular clubs and that the leadership and management of the headteacher and senior staff are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards of attainment are low throughout the school, but they are improving. Over the last three years, the school's results in the Key Stage 2 national tests in English and mathematics have risen at a rate greater than that found nationally. In the 1999 tests results were still lower than in most schools, particularly in English, but pupils' performance was better than that of pupils in similar schools in English and much better in mathematics. In science, results over the last three years have broadly matched the national trend and in 1999 were below the national average, but much better than that of similar schools. Standards of work seen in the current Year 6 generally reflect the test results in English and mathematics: attainment is lower than that typically expected at the age of eleven, but in science pupils achieve close to average standards.
2. Over the past four years, results in the national tests in reading, writing and mathematics at Key Stage 1 have not improved and in the 1999 tests results were very low in reading and writing and well below average in mathematics. Teacher assessments in science indicated that standards were close to average. Standards of work seen in the current Year 2 generally reflect the test results: in English and mathematics, attainment is much lower than average. In science standards are below average. In comparison to similar schools results were also well below average in reading and writing and below in mathematics.
3. When children enter the nursery and reception classes their levels of attainment are very low and their language, mathematical and social skills are well below those typically expected. The results of the local education authority's baseline assessment conducted on entry to full time education shows that children start their full-time education at Middle Park with overall levels of attainment well below the average for local schools. Very few children achieve or exceed the benchmark score indicating that many have special educational needs. Currently the school considers that 50 percent of its pupils have special educational needs. This is a very high proportion and well above the national average.
4. Given most pupils' low starting point, results at the end of Key Stage 1 are satisfactory but results at the end of their time at the school represent good achievement. For example, in the 1999 tests at the end of Key Stage 2: 55 per cent of pupils reached the expected levels in English, 68 per cent in mathematics and 82 per cent in science. However, good teaching does not fully compensate for the low starting points of most pupils and the proportion of pupils who reach the expected levels are below the national average in English and mathematics but close to average in science. The school set appropriate targets for 2000 and realistic and challenging targets for further improvements. If these are reached, results will still be well below the national average but will represent good achievement given the school's context.
5. Pupils on the special educational needs register are making good progress in lessons and over a longer period of time. Pupils with statements make equally good progress through carefully targeted work. Pupils receive teaching related to their specific needs based on the regularly updated individual educational plans. Pupils with English as an additional language (EAL) attain appropriately for their abilities and make good and sometimes rapid progress and this enables them to achieve within the curriculum, particularly in English. Progress is monitored and issues acted upon quickly and to good effect. This supports the school's overall mission of 'learning together to raise standards'.
6. Although pupils achieve well in English, attainment remains too low as the high proportion of pupils with educational needs has an adverse effect on overall standards. Pupils have good listening skills, but their speaking skills are less well developed. Most are reluctant to answer questions fully, being content to give one-word answers. However, some of the older pupils are able to express themselves clearly and can respond appropriately to what is said by others. Teachers place importance on reading and as a result of reading schemes, detailed reading records and assessment and teachers' hard work, pupils achieve well. As they progress through the school, pupils develop a range of reading strategies although their use of phonics is limited. Standards in reading are below average but are becoming closer to appropriate levels for pupils' ages by the time they are eleven. Overall standards attained in writing are below average, though at Key Stage 2 pupils are beginning to use more complex sentences, clear punctuation and a wider vocabulary. Their spelling is weak and the presentation of work is unsatisfactory.

7. In mathematics, standards are well below the national average at the end of Key Stage 1 and below average at the end of Key Stage 2. At the end of Key Stage 2 the majority of pupils add and subtract decimals competently and do simple calculations involving fractions. Higher attaining pupils competently convert fractions to decimals and then percentages. However, a significant proportion of the current Year 6 pupils lack the appropriate skills to do basic number work, for example, many still have difficulty in addition and multiplication and their below average skills in reading and writing have a detrimental effect on problem solving. Nevertheless, pupils' achievements by the time they leave school at eleven are good in comparison to the low starting point when they entered the school. In Years 4, 5 and 6 pupils are grouped by ability for numeracy lessons and this helps pupils with special educational needs make good progress because work is appropriately matched to their needs, though higher attaining pupils require more extended activities.
8. In science standards are just below the national average at the end of Key Stage 1 and broadly equivalent to the national average at the end of Key Stage 2. Low attainment in language has an adverse affect on the standards achieved in written and recorded work at Key Stage 1 and in extension work for higher attaining pupils at Key Stage 2. By the end of Key Stage 2 pupils are working at appropriate levels, although they have problems in expressing themselves clearly. Pupils achieve well in the area of investigative science, but higher attainers do not have sufficient planned opportunities to extend their learning. Thorough planning ensures that lower attaining pupils have equal access to the science curriculum at the appropriate level and targeted support is provided for EAL pupils. Both groups are well supported and make good progress in relation to their prior attainment.
9. Standards in information technology are below average. Pupils make satisfactory progress in lessons, albeit from a low base and within a limited range of skills. Many pupils reach expected levels in their word processing skills, but do not have enough opportunities to develop aspects such as information handling skills, the use of spreadsheets or the use of advanced search routines available on some CD-Roms.
10. In history and geography, pupils' knowledge and understanding is broadly within the levels expected for their ages. Pupils' achievements are satisfactory, though many pupils have difficulty in demonstrating their understanding, because of their lower competence in writing and spoken English. In religious education, pupils' achievement is unsatisfactory at Key Stage 1 and standards do not meets the requirements of the locally Agreed Syllabus. However, pupils achieve well at Key stage 2 and by eleven attainment meet the requirements. Pupils achieve appropriate standards in art, design and technology and physical education. In music, standards are below expected levels but pupils are now making satisfactory progress in aspects other than singing.

Pupils' attitudes, values and personal development

11. The attitudes of pupils to school are good. They have remained good since the previous inspection. Pupils arrive happily in the morning and parents report that their children like coming to school. In lessons the majority of pupils are keen to learn and find out more. Reception children in a mathematics lesson really enjoyed calculating the numbers that make up ten with the help of their own "magic fish". In another lesson the pupils were very keen to learn with the interesting resources; some could not contain themselves from calling out "When are we going to do the fans?" However, a few of the older pupils are sometimes sullen and disinterested. It is difficult to enthuse them and they contribute little to class discussions. The majority of pupils work well together. Year 6 pupils collaborated well in a design technology lesson to analyse and evaluate different types of biscuit. Many pupils are proud to explain to visitors what they are doing. The pupils in a Year 3 class learning how to set out a formal letter explained with animation why they were writing to Green Peace about endangered animals. A good number of pupils take part in the clubs on offer after school. Both girls and boys enthusiastically attended the dance club. Many pupils are very proud of their involvement in the design of the millennium garden and pointed out the stones that they had colourfully decorated. They generally show respect for their surroundings. There is no litter or graffiti. The pupils' positive attitudes to school are having a beneficial effect on their learning.
12. The behaviour of the pupils is good. It has greatly improved since the previous inspection. In all lessons observed, none was disrupted by unruly behaviour. Pupils know the routines well and get down to work quickly and productively. A few parents expressed concern about behaviour in the school. However, apart from some boisterous and coarse behaviour in the playground, the discipline of pupils around the school is good. It is particularly good in assemblies, where pupils arrive in a very orderly way, sit quietly and listen well. Lunchtimes are lively, social occasions with few incidences of inappropriate behaviour. The consistent and calm behaviour management is having a very good effect. There were three boys excluded for a fixed period in the previous school year. Most pupils speak politely to adults and are willing to help when asked. There are

isolated incidents of verbal and physical bullying, but on the whole pupils are confident to work and play together without fear of racism, sexism or name-calling.

13. The relationships in the school are good. This was particularly evident in the paired reading between the younger and older pupils. The Year 5 pupils were encouraging and helpful with the Year 1 pupils as they heard them read from their favourite books. In a Year 5 drama lesson pupils willingly included the girl with special educational needs in their plays on peer pressure. Pupils show good respect for all adults in the school. They value the opinions of their teachers and feel able to turn to them for support.
14. The personal development of the pupils is good. The majority of pupils take on responsibilities with maturity. Many classes have a list of jobs, which the pupils share out fairly and undertake willingly. The school council is a good example of how the pupils are developing as valuable members of their community. Representatives from Years 2 to 6 sensibly and democratically discuss items, which are of concern to pupils, such as the state of the outside toilets or activities in the playground. Sometimes in lessons pupils rely too much on the teachers and support staff to fetch resources and give them directions, rather than taking the initiative themselves and developing their own learning skills. However, there is some good practice, as in a Year 3 literacy lesson when the pupils independently fetched the dictionaries to find out the spelling of leopard and koala.
15. Pupils show satisfactory respect for the feelings, values and beliefs of others. In assemblies and religious education lessons many sympathise with the less fortunate. Year 4 pupils in a personal and social education lesson showed genuine concern for starving people in the world. Pupils bow their heads respectfully in assemblies when they are given a brief chance for reflection. However some find it difficult to understand that they can treasure special things, which are natural and beautiful just as much as tangible items, such as play-stations. On occasion the factual content of religious education and personal and social education lessons is at the expense of the development of emotional and deeper spiritual feeling in the pupils.
16. Pupils have a satisfactory understanding of their actions on others. Most pupils are considerate and keep an eye on how they can help others. Often a friend will sit as company with an unwell pupil who is waiting to be fetched to go home. However, some pupils do not consider the consequences of their silly behaviour on the learning of others in the classroom.
17. The attendance of pupils is unsatisfactory. The level of attendance is below the national average. However, the school has been working very hard with the pupils and parents to raise awareness of the need for regular attendance. Over the past three years the attendance rate has improved year on year. The rate of unauthorised absence is well above the national average, but is gradually decreasing. Most absence is due to illness, but in some classes there is a significant amount of holidays taken in the term time. The number of pupils not attending school because of birthdays, shopping trips or special treats is slowly decreasing, but still causes the school a major concern. The attendance rate in the week of the inspection shows a definite improvement and reflects the steady increase since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good. Over sixty per cent of lessons seen were good or better, including fourteen per cent very good lessons and one excellent lesson. Only two per cent of observed lessons were unsatisfactory. These figures represent a significant improvement on the findings of the previous inspection, when sixteen per cent of lessons were at least unsatisfactory, some were poor and less than a half were good or better. Overall, the school has maintained the good quality teaching of the children under-five since the previous inspection. The quality of teaching has improved and is now good at both key stages. At Key Stage 1 there were no unsatisfactory lessons, whereas sixteen percent of lessons were unsatisfactory at the previous inspection. At Key Stage 2 twenty per cent of teaching was unsatisfactory at the previous inspection, this has been reduced to four per cent and the proportion of good or better teaching has increased from forty per cent to over sixty per cent. Teaching of English, mathematics and science is good. Teaching of information technology is satisfactory. Teaching of religious education at Key Stage 2 is good, though not at Key Stage 1. Teaching of design and technology is good, while teaching in the other foundation subjects is generally satisfactory.
19. Teachers are hardworking and conscientious and provide a good quality of education for their pupils. For example, they provide good learning environments with well-organised classrooms enhanced by good quality displays. Teachers have clear expectations of pupils' behaviour and manage their pupils well. This good management ensures that lessons are purposeful and that pupils can concentrate on their work and are productive in their learning. Isolated instances of unacceptable behaviour are handled sensitively, so that the flow of lessons is not interrupted. For example, in a physical education lesson, when a disinterested boy's

behaviour began to be a source of distraction to others, the teacher quietly drew the boy aside and very firmly made her expectations clear. There were no problems after that. Teachers have good relationships with their pupils and this ensures that the learning atmosphere in lessons is harmonious. Pupils show good interest in their work and a willingness to work together or independently.

20. Pupils achieve well during their time at the school, because of this improvement in teaching. The quality of learning is satisfactory in the nursery class and good in the reception class and at Key Stage 1. Many pupils reach standards typical for their age by the end of Key Stage 1, despite starting school with low levels of attainment. Nevertheless, this good teaching does not fully compensate for the very low starting points of most pupils; so overall standards are still well below at the end of the key stage. At Key Stage 2 the quality of teaching and learning are good. While teachers help pupils make good progress, many still do not reach expected standards by the time they leave school, though overall standards have improved. Pupils with special educational needs make good progress in English, mathematics and science because work in lessons is carefully matched to their needs. In these subjects teachers make good use of their assessments to support future planning and to set work appropriately matched to pupils' attainment. However, higher attaining pupils sometimes require more extended activities to challenge them.
21. The overall quality of teaching of the children under-fives is good, though this is mostly because of the consistently good and very good teaching in the reception class. In the reception class, teaching is at least good in nearly all lessons and very good in many. Teaching is particularly good in literacy and numeracy lessons. In the nursery, teaching is predominately satisfactory with some good teaching. In both nursery and reception classes, teachers plan effectively to provide a range of activities with clear intentions. They know how young children learn and extend their responses sensitively. Their expectations are generally appropriate and the tasks match children's level of functioning and skill. The staff, including nursery nurse and learning support assistants within each class work effectively as a team and support one another, but there is lack of liaison in planning between the two classes.
22. The quality of teaching for pupils with special educational needs is good. Class teachers provide group teaching or individual support in the classroom. Other full and part time classroom assistants provide support to individuals as part of groups within the classroom. Class teachers and support staff work together and provide good support. The co-ordinator for special educational needs, works closely with specialist support services to promote effective teaching strategies. Teachers regard individual educational plans as working documents and have opportunities to discuss problems and concerns with the co-ordinator. Most teachers carefully plan work to match targets identified in the individual educational plans.
23. The quality of teaching for pupils for whom English is an additional language, provided by the specialist teacher, is very good. She enables pupils to learn well and make good progress. Her very good subject knowledge enables her to plan effectively, setting clear objectives. She has high expectations of her pupils and the work is challenging. Her management of pupils is good and she insists on high standards of behaviour. She employs a variety of teaching strategies and provides a good quality environment for learning. She liaises effectively with other members of staff, employs material resources to good effect and encourages pupils to take books home for homework.
24. Teachers' subject knowledge has improved since the previous inspection. Teachers now have secure subject knowledge across the curriculum and are confident in teaching all subjects. For example, teachers' ability to teach design and technology, music and information technology has improved since the last inspection. The quality of design and technology teaching is now good overall, thorough planning and making tasks relevant with lots of practical application enables pupils to make good progress in developing their design and technology skills. Teachers' confidence in teaching music has improved since the previous inspection, partly because they have access to a well-structured scheme of work, which has helped them improve their lesson planning. The teaching of information technology is now satisfactory. The school sets clear guidelines for the structure of lessons and teachers follow the same pattern: direct instruction to the whole class followed by pupils having turns on the computer, either during the course of the lesson or as a task to be completed by the next lesson. In this way all classes now have regular direct teaching of information technology skills.
25. Teachers are confident in teaching literacy and numeracy, and teachers structure their lessons in line with the recommendations of the national strategies. In English, the implementation of the national literacy strategy, booster classes, additional literacy support and the increasing competence of the teaching staff are all having a positive impact on the pupils' learning. In mathematics the effective implementation of the numeracy strategy has a positive impact on pupils' learning. Pupils' learning through the school and the development of their mental number skills is good and they have appropriate opportunities to apply their numeracy skills in other

subjects. For example, in design and technology, pupils accurately measure when designing and making a moving picture. In science, pupils record their results in both bar charts and line graphs and in art, pupils measure and draw designs of gardens.

26. Lessons are well organised. All teachers work hard to implement the national literacy and numeracy strategies, which provide good structure for their lessons. When lessons are good, teachers not only plan and organise the lessons in line with the recommendations of the strategies, they enthuse their pupils, promote good responses from them and ensure a lively pace to each part of the lesson. Teachers make appropriate use of resources. For example, teachers use artefacts and pictures well during religious education lessons and this has a positive impact on pupils' learning, helping them acquire good knowledge and understanding. However, teachers make only limited use of materials and artefacts to support learning in history. In information technology, teachers make effective use of available resources, but deficiencies in resources detracts from the quality of learning and inhibits pupils' progress. Time is generally used well; although the pace of most lessons is appropriate and often brisk, some afternoon science lessons are of two hours duration, and they can become laboured and unproductive towards the end of the sessions. Teachers make effective use of support assistants and parent helpers and this helps pupils with special educational needs make good progress.
27. Teachers' planning is good and they use a good range of teaching methods. For example, the good teaching in science is supported by thorough and detailed planning with very clear learning intentions shared with the pupils throughout the lessons and reviewed at the conclusion of lessons. Teachers make the purpose of lessons clear and pupils are shown what to aim for, so in most lessons pupils know what they are doing and why. For example, in physical education lessons teachers provide effective demonstration and clear instructions to pupils on how to develop their skills, so that pupils have a good understanding of the purpose of each activity. This helps pupils with their learning. In good lessons teachers reinforce these learning objectives throughout the session to keep pupils focused and productive. So for example, in an English lesson on advertisements for a child's shampoo, class and group discussions were lively, but clearly focused on the task, and pupils made good progress in developing their ideas and exploring language. Most teachers are good at asking questions. For example, good questioning in mental mathematics is often conducted at a brisk pace and this motivates pupils to respond positively. In a good music lesson, the teacher provided a good opportunity for pupils to develop their spirituality as well as their understanding of musical elements. Pupils were encouraged to close their eyes, think about what the music suggests to them and then draw what they saw in the music. In this way pupils are developing their knowledge and appreciation of music as well as thinking and talking about their feelings. In lessons work is generally matched to pupils' abilities, although pupils of higher attainment are insufficiently challenged during some lessons
28. One unsatisfactory lesson was the result of unsatisfactory pupil management and too much time spent telling pupils what to do, with little for pupils to do, other than follow instructions. Although only one religious education lesson was seen at Key Stage 1, other evidence indicates that pupils make unsatisfactory progress in religious education at this key stage. There are a few weaknesses in teaching. Teachers are inconsistent in their use of homework and marking of work to support pupils' learning. When teachers mark work, they seldom give pupils clear indications on how to improve. Their expectations of pupils' presentation of work are not high enough, and a few teachers do not provide their pupils with appropriate examples for spoken English. They plan insufficient opportunities for the use of information technology to support learning in other subjects.

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

29. The curriculum provided for children under-five is satisfactory. The curriculum for both nursery and reception classes is appropriately linked to the nationally agreed areas of learning for the under-fives. The programme of work in place is based on the advancement of children's skills, knowledge and understanding related to the key areas of learning and broadly incorporated into the National Curriculum programme of study. It is extended in the reception class to embrace the literacy and numeracy strategies. However, there is lack of collaborative planning and liaison between the nursery and reception classes. Provision does not include well-planned, regular outdoor play opportunities for under-fives in the reception class.
30. The school offers a broad curriculum that meets the statutory requirements of the National Curriculum at both key stages. The curriculum reflects effectively the stated aims, values and mission statement of the school. It provides an interesting and stimulating programme for personal development. However, it is not as yet meeting the requirements of the locally Agreed Syllabus for religious education at Key Stage 1 and pupils still do not have enough opportunities to develop some aspects of their information technology and music abilities such as,

data handling skills and singing. Sex education is taught as part of science and personal, social and health education in line with the governors' policy. Health and drug education is covered appropriately as part of the school's personal, social and science programme and through especially planned health promotions.

31. The school has a suitably designed curriculum framework for the whole school, which takes account of the twenty per cent non-National Curriculum time in an appropriate way. Particular emphasis is given to English and mathematics. The school has effectively introduced the National Literacy and Numeracy Strategies and both have been successfully implemented to good effect on the quality of teaching, and in turn on standards in both subjects. The school has introduced various other strategies, which are beginning to have a positive benefit on standards, particularly in English: the additional literacy strategy, booster classes and the family literacy workshops. Next year a phonics strategy is being piloted in Key Stage 1. As a result of the extra time devoted to English in particular, all other subjects have reduced but generally suitable time allocations. The length of the teaching week at both key stages is in line with national guidelines. This is an improvement from the previous inspection. The organisation for singing is often inappropriate; the quality of learning when pupils' experiences are mainly in very large groups is unsatisfactory.
32. Curriculum planning is satisfactory, and the curriculum is effectively organised and contributes to the overall quality of learning. The curriculum is planned and taught as separate subjects, but where appropriate there are effective links between subjects, often into a topic theme. This results in programmes of work having a good sense of meaning and purpose, as for example in science, when the growing of plants is linked in the study of sunflowers and the painting techniques of Van Gogh. In Years 4, 5 and 6 pupils are set by ability for numeracy lessons and in Year 5 and 6 for literacy. These arrangements generally work well and have a positive impact on the quality of learning and the progress that pupils, because most of the work is well matched to pupils' abilities. There are supportive policy statements and schemes of work for most subjects. This is a good improvement from the previous inspection. These are helpful in assisting planning and they provide a framework for ensuring that knowledge and skills are built upon. The medium-term plans are constructed to give a clear outline of the coverage of subjects. The short-term plans are helpful. They list learning objectives and assessment opportunities, but they do not always show how the learning of higher attaining pupils will be extended.
33. The good range of extra-curricular clubs enables many pupils to sample new activities and the residential visit for Year 6 is particularly beneficial. The school takes part in many different competitive matches with other schools in football, netball, athletics and swimming. These extra-curricular activities enhance and extend the curriculum and provide pupils with the opportunity to develop their social skills and other interests. The quality of the curriculum is much improved by the use of the local environment and outside visits to a range of places and events such as Eltham Palace and the Science Museum, which promotes the pupils' social and cultural development.
34. The schools' provision for homework is outlined in a school policy that aimed to ensure consistency of approach, meet the needs of individual pupils as well as extending and supporting their learning. Although the policy is quite clear, it is not always consistently applied across the school. There are sound links with the local community and other educational institutions.
35. Equality of access and opportunity is good. Policies and documentation provide a strong message that no pupil will be discriminated against, as summed up in one of the school's objectives: "To emphasise our fundamental commitment to equal opportunities". Several classes have more boys than girls, but this does not impinge on fair treatment of all in the class. Boys and girls are well involved in sports events and boys are welcome in the dance club. The few non-white pupils in the school are thoroughly included in all aspects of school life. Pupils with special educational needs and those with English as an additional language are all helped well to gain the most they can from their lessons. The school tracks the progress of pupils well to ensure that no pupil is gaining any less than any other from the curriculum on offer.
36. The school has maintained the good provision for pupils with special educational needs since the previous inspection. The school's systems and planning ensure that the curriculum meet the needs of all pupils on the special needs register. All staff that work with these pupils are involved in the preparation and review of their individual educational plans and the curriculum provision supports the learning targets identified in individual educational plans. Arrangements for the withdrawal of pupils for additional learning support are well planned to ensure equal opportunities and there are no pupils for whom the curriculum is disappplied. A comprehensive

policy provides effective guidance for staff. There is suitable training for teachers to write individual educational plans with specific targets, that are realistic but challenging, to ensure a degree of success on a regular basis. Overall, the provision for the support for the small minority of pupils with English as additional language is good. It is a strong feature of the school's provision.

37. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. Provision has significantly improved in pupils' moral, social and cultural development since the previous inspection. However, provision for spiritual development has only slightly improved as in the previous inspection it was judged as being poor.
38. The provision for spiritual development of pupils is unsatisfactory. Statutory requirements with regards to provision of a daily act of Collective Worship are not fully met. The school does not promote spiritual awareness well in assemblies or in religious education lessons. Opportunities for spiritual development are not planned consistently in other areas of the curriculum. However, during the inspection there were a few examples of raising pupils' awareness of the beauty of the natural world. For example, pupils in Year 4 studying soil samples expressed wonder and amazement when first exploring the soil for mini-beasts before planting their seeds. Assemblies are planned on specific themes, such as, treasured possessions. For example, during a class assembly pupils were asked to think carefully about their treasured possessions that had an impact on their lives. On occasions, the assembly becomes a religious education lesson with no act of Collective Worship. Brief moments of reflection took place in some assemblies but there were no opportunities for pupils to sing or listen to prayers.
39. The provision for the moral development of pupils is good. The school very effectively teaches the principles that distinguish right from wrong. Teachers provide good opportunities in class to highlight moral and social issues and provide a safe, caring atmosphere for pupils to talk about their feelings and concerns. The personal, social and health programme makes a valuable contribution to pupils' moral development. Teachers talk through any unacceptable behaviour with pupils. Classroom rules and guidelines are drawn up as part of the effective behaviour code. Most pupils show respect for each other, for adults and for property. For example, pupils take care of displays of work and artefacts in their classrooms and around the school. All adults in the school are influential in providing very good role models demonstrating care for others and a strong commitment to their work.
40. The provision for pupils' social development is good. Teachers promote co-operative and collaborative work in order to encourage pupils' social skills. This is evident in literacy, numeracy, science and physical education. Pupils' understanding of social responsibilities is heightened through the School Council. This is effective and pupils are given the opportunities to make an impact on decision-making. Lunchtime is considered to be an important social occasion. Pupils who are commended for good behaviour have the privilege to sit on the top table in the dining hall as their reward. The school does make provision for pupils who wish to sit and talk quietly by providing two rooms in the school to go to during lunchtime. One room is supervised by the SENO and the other, which is for the infant classes, is supervised by support staff. The school gives all pupils responsibilities in their classrooms. The older pupils have responsibility for younger pupils in paired reading activities. Year 6 pupils help at assemblies and in the library. All pupils from the early years upwards are responsible for leaving their tables tidy at the end of the day. Extra-curricular clubs and competitive matches with other schools develop pupils' understanding of teamwork and fair play. Pupils take part in a variety of visits, including a residential visit for Year 6 pupils.
41. The provision for pupils' cultural development is satisfactory. The school promotes cultural development through assemblies, religious education, art, stories, and relevant artefacts. It provides opportunities for pupils to appreciate the work of famous artists such as, Turner, Monet and Van Gogh. Pupils in Key Stage 2 begin to appreciate other religions and beliefs through learning about the principal religions. However, the school misses opportunities to promote a broader awareness of different cultures for example, in music. Pupils make a residential visit and visit a good range of places of interest. Visitors into the school include an African poet who made pupils more aware of the problems of racism, using art and poetry as the focus for this sensitive area. However, other visitors into the school are few. The school has yet to broaden its approach to this aspect and ensure that pupils are more aware of the diversity of the multi-cultural society that they live in.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has good procedures for the care and support of the pupils. Every pupil is looked upon as an individual to nurture and support as he or she progresses through the school. Pupils are safe and secure while at school. The arrangements for health and safety are good. The governing body and staff work well to ensure

that any potential hazards are removed and that the school is a safe environment. Each floor has a staff representative who monitors health and safety regularly in their rooms and corridors. The premises manager is vigilant and conscientious.

43. Procedures for the welfare of the pupils are good. The school has sufficient staff with first aid certificates. First aid boxes always accompany the pupils into the playground and when out on trips. Each class also has a regularly checked first aid box. Bumps and grazes are well recorded in the accident books and regularly monitored by the senior staff and health and safety committee. The school nurse visits about once a week and has her own room in which to conduct medicals and health checks. Pupils who are feeling unwell wait in the office under the care of the office staff. One area of concern is the lack of shade in the playground in very hot weather. During the inspection week hardly any of pupils were wearing hats to protect them from the strong midday sun.
44. The school has good procedures for child protection. All staff are vigilant and know the procedures to follow if they have any concerns. The headteacher and special needs co-ordinator liaise effectively with the child protection agency should the need arise. The special needs co-ordinator, as the designated person to deal with child protection issues, has attended appropriate training.
45. The school has very good procedures for monitoring and promoting attendance. Pupils and their families are regularly reminded about the need for regular attendance via newsletters and assemblies. Weekly awards are given for good class attendance. These are prominently displayed outside the classrooms. The school has made a very successful appointment of an extra member of the office staff to work on improving the attendance levels. The appointment is partly funded from Education Action Zone money. The school carefully monitors and analyses the attendance figures to identify individual and group problems and the administrative officer sensitively deals with parents who keep their children off school for unnecessary reasons. The staff in the school office are thorough in following up the reasons for pupils missing school. Teachers mark registers effectively in the morning and afternoon and make a clear distinction between authorised and unauthorised absence. To promote punctuality, the school occasionally makes "early morning" calls to families who have problems in getting up to deliver their children to school on time.
46. The promotion of behaviour and discipline is good. The school has a comprehensive set of appropriate strategies for behaviour management, based on a well-written behaviour policy. All staff are consistent in dealing with instances of ill discipline. They treat any misbehaviour calmly, fairly and generally unobtrusively. Good behaviour is well promoted by the use of the Happy and Sad Boards in each class. These are monitored regularly and culminate in certificates of achievement or Golden Pencils for consistently good or improved behaviour. Those pupils with a number of "sad faces" meet the headteacher to discuss how they can improve. In extreme cases parents are informed and rightly included in helping the school to improve the behaviour. At lunchtime, as part of the "Peace at Lunchtime" strategy, pupils are removed to "Room 16" to reflect on their misdemeanours. Here they are monitored and supported well. The involvement in the Charlton Athletic football "On Target" scheme has made a positive contribution to the improvement of behaviour. The school also has good procedures for addressing bullying. It maintains a racial incident register, but as yet does not have a separate anti-bullying policy. The school has made a positive improvement in behaviour management since the previous inspection. It is clearly evident in the better behaviour both in the classroom and outside.
47. Pupils are supported well in their personal development. The children new to the nursery and reception are settled in effectively with the full support of their parents. All junior pupils have personal, social and health education lessons. The older pupils have sex education and lessons on the use and misuse of drugs. The good range of extra-curricular clubs helps the pupils to build on their social development, as does the residential trip, the school council and the paired reading scheme. The older pupils have been well involved in setting their own personal targets. Some pupils have made Millennium Promises and Year 6 pupils have designed a tree giving their "dreams" or targets for the future. The school provides effective guidance to Year 6 pupils, as they prepare to move on to secondary school. Pupils, who may lack confidence when transferring to a large secondary school, receive specific support. Procedures for monitoring personal development are satisfactory. There is much good practice, but as there is not yet a policy or scheme of work for personal and social education, the school cannot accurately ensure that pupils build on their personal development consistently as they move up the school. The school has recently appointed a co-ordinator for personal and social education. She is already working with the Local Education Authority to link a new scheme of work with the new citizenship education requirements of September.
48. Assessment systems are well established in English, mathematics and science. There are good assessment procedures in English with regular tests in reading and writing. For example, the school's WITS (Writing In

The School) policy ensures a portfolio of pupils' work throughout their time at the school. Arrangements for assessing pupils' work and achievement in mathematics are good. Targets are set for each pupil and regularly reviewed so progress is easily checked. In science, teachers keep continuous records of the pupils' progress and pupils are involved in their own self-evaluation. However, despite these positive features there are some weaknesses in the school's assessment procedures. Assessment procedures for information technology are unsatisfactory. Teachers keep records to ensure pupils have equal access to information technology activities, but they do not assess pupils' progress against expectations in the National Curriculum programmes of study. In religious education and the foundation subjects, few detailed records are kept and assessment is left to the teachers. So the school cannot build up an accurate picture of what individual pupils know and understand. One consequence of this is that reports to parents are not informative enough. Pupils' individual assessment records focus primarily on recording those aspects of the National Curriculum that have been covered, and lack a specific emphasis on raising pupil achievements.

49. There are some good assessment practices and the way in which planning and assessments are organised and used has improved since the time of the previous inspection. Teachers and classroom assistants routinely assess what pupils are able to do in the core subjects, and this information is used well in planning subsequent work. For example, in mathematics teachers use assessment information well when planning their lessons in order to set work appropriately for pupils' needs. In science very good use is made of assessment to support future planning. While the school's agreed marking policy is a positive step it is not always applied consistently as there are few examples of constructive comments indicating to pupils what they need to do to improve.
50. There are consistent procedures for assessing children under-five on a day-to-day basis to check their progress and plan what they need to do next. However, there is lack of liaison between the nursery and reception class. In English, the assessment procedures and the recording of children's progress are good in reception. In the nursery, although samples of work are saved each term to track progress, the teacher does not always plan work to build on what has already been achieved, especially for older four-year-olds. In reception there are useful regular assessments made of the individual children's progress in mathematics.
51. There are effective assessment procedures in place for pupils with special educational needs. Monitoring and reviewing procedures, and assessment, recording and reporting meet statutory requirements in relation to pupils with special educational needs. The identification and support of pupils with special educational needs is good. The individual educational plans are carefully produced with specific, achievable targets, and these are regularly reviewed. The review dates are established for all on special needs register. Information gathered from optional, national and standardised tests are used systematically to identify any lack of progress. Annual reports keep parents well informed. Parents and supporting agencies are fully involved. There are appropriate links with the educational psychologist and other agencies such as school health adviser, occupational therapist, speech and language therapists. There are good assessment procedures in place for pupils with English as an additional language. Early identification supports progress and action plans are thorough and reviewed regularly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Most parents have positive views of the school. The small number who attended the meeting before the inspection were generally satisfied with the standards their children achieve, but had some concerns about behaviour and the consistency of the setting and marking of homework. Under a fifth of all parents returned the questionnaires. The vast majority of the completed questionnaires show solid support for the school. A few parents have qualms about the right amount of homework, the information provided about progress, the leadership and management style and the range of activities provided outside lessons. The inspection team supports parents in their concerns about the lack of regular homework and unclear information on their children's progress. However, the team judges that the school provides a good amount and variety of extra-curricular clubs for the pupils and that the leadership and management of the headteacher and senior staff are good.
53. The school values the views of parents and has established some effective links with them. The school provides satisfactory encouragement to parents to work in partnership with it; to promote their children's learning. The headteacher is very accessible and she and other members of staff are often seen in the playground talking to parents. The quality of information provided to parents is satisfactory. The headteacher sends out newsletters every month and class teachers update parents on topics and trips for the next term. There is an informative notice board by the entrance to the office letting parents know about the Education Action Zone scheme, but the

main parents' notice board is inside the school and often goes unnoticed by visitors. The school has arranged one recent curriculum evening on the literacy hour, but has not organised an information evening on the numeracy strategy to allow parents to understand how to support mathematics at home. Parents are invited to termly parent clinics to discuss their child's progress, but the end of year reports are unsatisfactory, because they fail to give sufficient information on how each child has progressed over the year. Reports give little detail beyond the main subjects of English and mathematics and do not indicate to parents how their children can improve. Parents are always welcomed to come and help in the school or attend the year group assemblies. A survey to canvas parents' views was sent out in March. However, it is unsatisfactory that the results have not yet been shared with the parents.

54. Parents of pupils with English as an additional language have easy access to the all staff, informally at the beginning of the day, and also through formal meetings and reviews. The EAL teacher has set up good links with parents and guardians. Parents seek and receive advice willingly. Information in the annual reports to parents is limited. The co-ordinator of special educational needs liaises with parents at all stages and meets them regularly as required in the school playground for any exchange of information. Parents are fully involved in the identification of pupils' needs and all reviews. They are kept informed of all individual educational plans.
55. In response, the contribution of the majority of parents to their children's learning whether at home or at school is unsatisfactory. Most seriously, a significant number of parents persistently bring their children late to school. Insufficient numbers of parents hear their children read at home and many are unclear about the procedures for homework. The school has a homework policy, but has not ensured that all parents are aware of its importance on their children's learning. Most parents do not attend parent clinics or school meetings, but there is usually a good turnout at entertainments and concerts. The return of the home/school agreement has been very disappointing.
56. The impact of the parents' involvement on the work of the school is satisfactory. There is no formal parent teacher association, but some parents can always be called upon to help at school events. There is a core of interested and committed parents who are often seen in school helping with reading in the Adult Child Reading Club. They are also regular supporters of the Literacy Open Hour and can be seen taking part enthusiastically in their children's literacy lesson. This small group of parents at the infant end of the school is beginning to set a trend of increased support. The school has agreed that the role of parents in the learning process is a priority in the school development plan for next year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher and deputy headteacher provide effective and strong leadership in developing and managing the school. They are well supported by the senior management team and key members of the governing body, particularly the chair of governors. The positive leadership of the headteacher ensures a clear educational direction for the school. She manages people well and has good relationships with staff, pupils and parents.
58. The school has made good improvement since the previous inspection in September 1997 when it was considered by the inspection team to have serious weaknesses. Subsequent monitoring visits by HMI and the Local Education Authority's inspectors have noted the school's continuing success in addressing the key issues identified in that inspection. This inspection confirms that the school has made good progress not only in addressing the issues identified, but also in improving the overall provision. It has taken effective measures to improve standards in English and mathematics, though standards in information technology have not risen fast enough. School development planning is now good. The management of pupils' behaviour is now very effective and pupils' behaviour is good. Curriculum provision is better. In addition, the management of the school, the quality of teaching and assessment and the quality of resources and the condition of the interior environment have improved. The school has made a sound start in its analysis of performance data. For example, analysis of overall results has identified weaknesses in spelling, reading and writing, which the school is now addressing. The school acknowledges that it needs develop the use of the information it gains from the analysis of test data, and to establish better the potential of all the pupils in order to improve standards in English and Mathematics. Target setting for pupils in English and Mathematics is having a positive effect on standards.
59. The school's management structure provides clear delegation of responsibilities and all teachers, with the exception of those newly appointed, have appropriate roles of responsibility. Management of the curriculum is secure. Staff are well supported by the deputy headteacher who has the oversight of staff development. The

school's approach to the monitoring, evaluation and development of the teaching and learning has some strong features and this has resulted in an improvement in the quality of teaching since the previous inspection. For example, the deputy headteacher, as the co-ordinator for mathematics and a leading teacher of mathematics in the Local Education Authority, has given model demonstration lessons, and teachers have benefited from the quality of her teaching and guidance. She observes colleagues teaching and monitors their planning and pupils' work. She provides appropriate feedback to teachers as a result of this monitoring exercise. However, this good practice has not been extended to provide opportunities for middle managers and other subject co-ordinators to observe and monitor in the classroom. Some literacy observations have taken place and the science co-ordinator analyses the teachers' assessments and the national test results and feeds back information to senior managers. Most co-ordinators monitor the teaching and learning through scrutinising the teachers' planning and the pupils' work. However, a planned programme of observation of the teaching and learning in action by co-ordinators has yet to put in place.

60. The governors, particularly key members, are supportive of the school and are actively developing their roles. The chair works closely with the headteacher and has an in-depth knowledge and understanding of the needs of the school. Named governors have the responsibility of the over-sight of literacy, numeracy, special educational needs, child protection, health and safety, and governor training. They visit the school and report back regularly to committees and the full governors meetings. A report form recording visits is filed and used to support feedback. This keeps the governing body well informed and very supportive of all aspects of curriculum development. The shared commitment to improvement and capacity to succeed is very good. However, currently, there are no links with the other key areas of science, information technology and religious education or the other foundation subjects. The governors monitor the work of the school mainly through committee reports and the headteacher's report. The Governing Body is appropriately involved in school development planning which includes governors' priorities. However, communication with parents is limited. Not all parents are aware of who the governors are and there is currently no governors' noticeboard. The Governing Body does not ensure that statutory requirements with regards to provision of a daily act of Collective Worship are fully met.
61. Staffing levels are good and staff work well together. There are sufficient, suitably qualified and experienced staff to effectively meet the demands of the National Curriculum and religious education, and the curriculum for the under-fives. There are co-ordinators for all subjects and additional teaching staff to support pupils with special educational needs and pupils with English as an additional language. Most staff provide good role models and there is a satisfactory gender balance. There is a good number of educational support staff who are highly valued and provide valuable support for teaching staff and pupils. Staff training needs are identified and linked both to the school's prioritised development and the individual professional needs of the teachers. Training is provided for all support staff who attend professional development meetings on a regular basis. There is very effective support provided for newly qualified teachers and for all staff new to the school. The appraisal of the teaching staff has lapsed and the school is awaiting the new orders regarding performance-related development and training
62. Management of the provision for pupils with special educational needs is good. The school's systems and planning ensure that the provision fully meet the required staged approach. The school meets requirements of the national Code of Practice and there are good arrangements in place for annual reviews. A sound action plan for special educational needs forms part of the school development plan. There are appropriate arrangements for monitoring the provision by the governors, the headteacher and the special educational needs co-ordinator (SENCO). The support for ethnic minority achievement is well led by the headteacher with very good support from the specialist teacher. There is an effective partnership between them, the SENCO and class teachers. A useful policy was written in 1999 and will be reviewed shortly. All staff have shared responsibility for the development of pupils for whom English is an additional language. Monitoring is carried out by the headteacher and the specialist teacher who feedback to the class teachers. Governors receive regular feedback through the headteacher's report.
63. The school is very effective in ensuring that careful financial planning supports its development priorities. The school development plan is much improved since the last inspection and is now a good and effective working tool, for the school to accurately plan in the long term. It is central to the management of the school's improvement. It is curriculum led and co-ordinators receive allocations following consultation with senior staff and governors. The governing body and senior staff monitor progress towards achieving its long and short-term targets.
64. The school procedures for monitoring the budget are good. The headteacher and the governors' finance committee routinely check the budget and monitor that any spending is having the best effect on the learning of

the pupils. The governors carefully ensure that money unused in one area is directed to an area of more need. The chairman of the finance committee is knowledgeable about the school, aware of the key priorities and uses his financial expertise to the school's advantage. The school appears to have a large amount of money not spent from the previous year. This has been clearly identified to settle the outstanding bills for the recent extensive building work. The school is applying the principles of best value well. It regularly checks that it is gaining value for money from contracts and compares standards and costs with other schools. The school has started to formally consult the parents, pupils and staff to ensure that major spending decisions, such as the development of the school grounds, are in the best interests of all school partners.

65. The governors have taken a considered decision to spend a comparatively large amount on special educational needs. Linked to this is the appointment of a large number of classroom assistants. The resulting good provision for the pupils with special needs and their good progress shows that this is money well spent. The teaching staff are well deployed to the best advantage of the pupils' education.
66. The school's resources for learning are good and are used effectively. The quality of English resources, including books is good. Mathematics and science are well resourced and materials and equipment are of good quality and well organised. The school is well resourced for art and design and technology and the materials and equipment are well organised in the central resource room and well used throughout the school. Religious education resources are good. Resources for the under-fives are satisfactory and accessible. There is an inadequate range of resources for music. Resources for information technology have improved since the previous inspection, but the ratio of computers to pupils is less than average. Teachers make good use of the available computer equipment but the inadequacy of resources is a major factor inhibiting opportunities for pupils to develop their information technology skills.
67. The accommodation is adequate for teaching the primary curriculum and is generous in size. The school makes satisfactory use of the available accommodation. A rolling programme of premises maintenance has improved the condition of the interior since the previous inspection. Classrooms are well organised and with good displays provide attractive learning environments for pupils. The school makes use of as many rooms as it can in such a big building. There are extra common rooms and study rooms for the junior pupils as well as a conference room and parents' room. Although the library is situated on the top floor it is well used. Funding from the Education Action Zone (EAZ) has provided a small computer suite. The teaching areas for the under-fives are suitably organised. There is a designated art and technology room and a room earmarked for information technology, but this not yet in use. There are 3 halls and the school has plans to convert the upper hall into a dance and drama studio. There are special toilet facilities, on two floors for the disabled. The Local Education Authority is currently considering ways to make efficient use of the space over and above the needs of a primary school. Outside the accommodation is currently limited in ways it can support the curriculum, but the school has started to develop it with a Millennium Garden and wildlife area.
68. The school uses money that it receives for specific purposes very well. The large grant for work connected with the Education Action Zone has been spent very effectively to match the priorities in the EAZ action plan. In particular, the small proportion allocated to improving the attendance via the 'Blitz project', is being very well used to start the improvement in attendance levels. Money received for pupils for whom English is an additional language is being carefully managed for the benefit of the specified pupils. The ethnic minority achievement grant to support these pupils is minimal and does not fully cover the present part-time teacher and material resources. The school receives an additional grant from the Local Education Authority. The funds designated for special educational needs are also managed carefully to provide suitable resources including support staff to enhance curricular access and progress.
69. Financial control remains excellent. The headteacher delegates the day-to-day running of the finances to the school administration officer. The administration officer is extremely thorough and dedicated and brings a great depth of financial expertise to the school. New technology is used well in the school office to take the administrative pressure off the teaching staff.
70. The school provides good value for money. This takes into account the background of the pupils and their low attainment on entry to the school. When compared with the positive attitudes and achievements of the pupils, the good quality of education provided, the strong leadership and the improvement of the school since the last inspection it is clear that this is an effective school. The school has average costs for a London school so can be judged to be giving good overall value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. * Improve standards in English by:
- providing more opportunities to develop pupils' comprehension and research skills in other subjects (paragraph 95),
 - teaching the basic skills in phonics and spelling (paragraphs 95,96),
 - extending opportunities for the development of pupils' speaking and listening skills (paragraph 94)
 - encouraging pupils to improve the presentation of their work (paragraph 96),
 - using marking to indicate to pupils how to improve their work (paragraph 98).
72. * Improve standards in mathematics by:
- developing strategies to help pupils with worded-problems (paragraph 105),
 - providing more extended activities to challenge the higher attaining pupils (paragraph 197),
 - supporting individual teachers where necessary in improving any shortcomings in their numeracy lessons: the pace of lessons, the planning of main lesson activities or the use of plenary session (paragraph 107),
 - using marking to indicate to pupils how to improve their work (paragraph 107).
73. * Improve provision and standards in information technology by:
- implementing in full a scheme of work that ensures full coverage of the National Curriculum programmes of study (paragraph 147),
 - developing a whole school approach to assessing pupils' progress against national standards (paragraph 147),
 - identifying planned opportunities for information technology to support pupils' learning in other subjects (paragraph 145),
 - improving the range and quantity of resources (paragraph 147).
74. Broaden the curriculum by:
- giving sufficient time for some subjects, religious education at Key Stage 1 and music so as to provide sufficient worthwhile opportunities (paragraph 30),
 - improving the quality of the provision for pupils' spiritual development (paragraph 38),
 - meet statutory requirements for collective worship (paragraph 60).
75. * Promote greater involvement of parents in their children's education by:
- developing consistency in the use of homework (paragraph 34),
 - making better use of reports to inform parents on their children's progress (paragraph 53),
 - maintaining efforts to improve attendance and punctuality (paragraphs 45, 17,55),
 - developing home school partnership in reading (paragraphs 55,95).

* These key issues have been identified as priorities in the school's development plan.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve assessment in religious education and the foundation subjects (paragraph 48)
- Develop further the use and evaluation of performance data in raising standards (paragraph 58)
- Provide further training for teachers to help them assess levels of attainment in science (paragraph 116)
- Provide more opportunities for all co-ordinators to monitor and evaluate provision and standards in their subjects (paragraph 59)
- Improve the teaching of singing and resources for music (paragraph 151,153)
- Improve planning and liaison between the nursery and reception classes (paragraph 29)
- Put in place appropriate procedures for the appraisal of staff in line with new requirements (paragraph 61)
- Extend pupils' knowledge and appreciation of the cultural diversity that exists in British society (paragraph 41)
- Improve outdoor play opportunities for children under-fives in the reception class (paragraph 87)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	12	43	34	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	334
Number of full-time pupils eligible for free school meals		172

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	16
Number of pupils on the school's special educational needs register	4	66

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	2.5
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	28	21	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	21
	Girls	13	13	15
	Total	27	25	36
Percentage of pupils at NC level 2 or above	School	55 (54)	51 (67)	73 (77)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	16	27
	Girls	13	14	20
	Total	31	30	47
Percentage of pupils at NC level 2 or above	School	63 (60)	61 (75)	96 (95)
	National	82	86	87

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	39	34	73

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	30	34
	Girls	18	20	26
	Total	40	50	60
Percentage of pupils at NC level 4 or above	School	55 (37)	68 (51)	82 (65)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	32	36
	Girls	18	24	26
	Total	41	56	62
Percentage of pupils at NC level 4 or above	School	56 (39)	77 (53)	85 (69)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	282
Any other minority ethnic group	22

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	3	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)	14.9
Number of pupils per qualified teacher	22.4
Average class size	23.9

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	226

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	6.3
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	857492
Total expenditure	837320
Expenditure per pupil	2023
Balance brought forward from previous year	98058]
Balance carried forward to next year	118230

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	390
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	24	4	4	0
My child is making good progress in school.	50	40	6	3	1
Behaviour in the school is good.	40	44	9	6	1
My child gets the right amount of work to do at home.	32	38	17	11	2
The teaching is good.	59	33	3	3	1
I am kept well informed about how my child is getting on.	55	29	7	7	1
I would feel comfortable about approaching the school with questions or a problem.	65	26	7	1	0
The school expects my child to work hard and achieve his or her best.	57	40	3	0	0
The school works closely with parents.	47	33	14	3	3
The school is well led and managed.	40	40	7	9	4
The school is helping my child become mature and responsible.	49	42	3	3	3
The school provides an interesting range of activities outside lessons.	27	30	16	6	21

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

76. The school has a 50 place part-time nursery for 3/4-year-olds. Due to the falling roles, there are 38 children currently attending the nursery class. Children from nursery transfer to the reception class at the beginning of each term. At the time of inspection, 17 children in the reception class were under-five and following a range of learning experiences within the nationally recommended areas of learning, broadly incorporated into the national curriculum programmes of study.
77. Children's attainment on entry to the nursery is very low. The evidence gathered through observations during inspection indicates that majority of children have limited skills in the areas of language, mathematical area of learning and knowledge and understanding of the world. Children's personal and social as well as independent skills, and fine and gross motor skills are also weak. Both nursery and reception classes have a higher than average number of children with special educational needs. A very few children with English as an additional language are at an early stage of learning English. By the age of five most of the children have not reached the expected standards in language and literacy, mathematics and knowledge and understanding of the world. While a significant number of children are below the expected standards in their personal and social, physical and creative development in the reception class, most children in the nursery achieve well below in these areas of learning. On arrival to the reception class, pupils' skills are well below average when compared nationally and locally with children of a similar age. The baseline assessments carried out during the first few weeks confirm these results. Children enjoy first-hand experiences and purposeful play. Most children make satisfactory progress over their time in the nursery and reception classes. The children with special educational needs and those for whom English is an additional language receive well-planned extra support to enhance their progress. The school has generally maintained standards outlined in the previous report.

Personal and Social Development.

78. Most children attain well below the expected standards in their personal and social development by the age of five. In the nursery, while some children feel confident and secure and are beginning to stay at activities of own choice for a short period of time, most have limited concentration span and need the constant reassurance of an adult to engage in activities. The reception children who are slightly older show good progress as they learn to co-operate, share and take turns. They work both as part of a group and independently, and use their initiative in solving problems. Most children are beginning to develop confidence, knowledge and independence through constant encouragement and a variety of learning situations. They begin to form positive and respectful relationships, and to communicate effectively with one another and with adults. The staff acts as good role models and explains clearly what is expected of them. Some simple classroom rules are shared with children. They are taught the difference between right and wrong and guided to behave sensibly at all times. Children show consideration and respect for property and each other. Most children are learning to share equipment and take turns when an adult takes the lead.
79. The teaching of personal and social development is good. The staff share appropriate expectations of behaviour. The learning areas are always well prepared and organised with a range of interesting activities. The children are managed skilfully and kept purposefully occupied. Their play and responses are supported sensitively.

Language & literacy

80. By the age of five the attainment of the majority of children is well below the expected standard. Progress shown by most children in language and literacy skills is sound. Children listen attentively and respond well to stories and songs, but many under perform in speaking. Some children have speech and language difficulties. They are skilfully supported and encouraged by the extra adults present; to talk and share experiences. Pupils are given planned opportunities, for example, imaginative play in the nursery's 'Vet's Corner'. Children under-five in reception are beginning to take part in conversations speaking increasingly confidently and clearly. A few recognise own names and try to copy these. They enjoy experiences of mixing paint some produce strings of letter type shapes. Children in reception class regularly participate in a range of opportunities structured to develop and practice mark making and early developmental writing skills. Many older children however, lack

good hand control in copying writing underneath teachers. Good progress is made when adults work in small groups or on one to one basis to provide opportunities for direct eye contact and individual attention. Children learn to handle books carefully and know how these are organised. All children are encouraged to take books home and share with adults. They regularly listen to stories and behave like readers. The under-fives in reception are gaining knowledge of letters and sounds. For example, they know letter 'p', in the story of The Three Little Pigs.

81. The overall teaching in this area of learning is good, particularly in the reception class where the teacher effectively familiarises children with written vocabulary and focus on key words. The literacy lessons effectively promote the development of early reading, writing and spelling skills. Children show some knowledge of the sequence of events in the story with support and use the key words with growing familiarity to written language. They are encouraged to undertake a range of activities related to literacy. The 'family literacy' activities enhance children's progress further. The assessment procedures and the recording of children's day-to-day progress are good. In the nursery, although samples of work are saved each term to track progress, the teacher does not always plan work to build on what has already been achieved, especially for older four-year-olds. The expectations of work are not sufficiently high. In some lessons there is lack of emphasis on active interaction in the nursery. Adults do not encourage talk sufficiently during activities.

Mathematics

82. By the age of five the attainment of the majority of children is well below the expected standard. Children's progress in the mathematical area of learning is sound overall. Older children sort and match colours and shapes. A few count using every day objects up to 5. A few children are able to count to ten, and have a satisfactory grasp of 'one to one' when counting. Many children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. Most however, do not describe objects by position, shape, size, colour and quantity accurately. They are beginning to use mathematical phrases of comparisons such as, bigger and smaller. This is evident in their use of large and small construction equipment and working with jigsaws. The under-fives in reception classes benefit from the sufficient opportunities introduced as part of the numeracy hour. They make representations of numbers 1-5 and learn to write the number symbols correctly. Most children demonstrate limited knowledge and understanding to solve simple problems involving addition and subtraction, and vocabulary such as, add one more or take one more away, how many altogether and how many left. Nursery children, especially the older group has limited experience of direct teaching of number recognition and understanding.
83. Teaching in this area of learning is better in the reception class. Opportunities to include practical activities to understand and recognise numbers are well planned. There is effective adult involvement in children's activities and useful timely assessments made of the individual children's progress. Children are helped to move forward progressively through practical tasks. The teacher plans suitable activities to consolidate the correct use of language involved. In both nursery and reception classes sound use is made of the number rhymes and songs to enhance learning.

Knowledge and understanding of the world

84. By the age of five, standards in this area of learning are well below those typically found. Children in the nursery are developing knowledge of caring for pets and talk interestingly in the Vet's corner. They freely explore with sand, water and play-dough, but do not explain clearly what they are doing. There are some opportunities for children to explore with everyday objects of interest; as well as select from a variety of reclaimed materials to make imaginative models and develop skills, such as cutting, joining, folding and building. Cooking and tasting sessions are rare. Children have experience with mixing salt dough and observe change in ingredients. A few under-fives in both reception and nursery demonstrate developing control of using the mouse to move pictures on the computer screen. The children in the nursery are beginning to understand why plants die in the sun and with no rain.
85. There is effective adult involvement in children's activities and encouragement to explore new ideas. The science element of this area is suitably emphasised in reception class. Children are effectively supported in their understanding of floating and sinking and pressures of water. Nature displays to enhance children's learning are used satisfactorily in both the nursery and reception. Staff respond positively to pupils' responses and provides appropriate explanations to the questions children ask.

Physical development

86. By the age of five the majority of children do not reach the expected standards. The overall progress in the physical development of all the under-fives is generally good. Children in the nursery are developing co-ordination in the use of large play equipment, such as bikes. The spacious outside provision and the available outdoor resources are used well: to promote the development of fine and gross motor skills through effectively planned activities, to progressively provide experience with skills such as running, riding, throwing and catching, balancing, climbing and jumping. The reception under-fives move with improving body control and awareness of space. They have a regular opportunity for singing games, physical education and movement with music in the main school hall. Nursery children use construction toys and malleable materials with appropriate tools. They do not have planned opportunities for physical education lessons in the hall to enhance body control and hand and eye co-ordination.
87. The staff has a very sensitive awareness of children's safety and carefully match tasks to their own expectations and children's level of functioning and skill. They provide calm and sensitive support and show a good understanding of how young children learn. The outdoor provision to enhance children's gross motor skills and opportunities to use a range of large and small community toys and riding equipment such as bikes and climbing equipment, is not available for reception children.

Creative Development

88. By the age of five the majority of children do not reach the expected standards. Most children show steady progress in all areas of creative learning. Older reception children experiment with paint and use their observations and imagination to create pleasing results. The nursery children are given opportunities to explore colour, texture and shape, through working with different materials to create collage. However, the nursery children make insufficient progress in their creative development. Opportunities to use and select from a variety of materials independently and create own imaginative artwork are limited. They sing and clap rhythms and express enjoyment. Opportunities for children to explore sound and depict ideas and feelings through using percussion instruments are limited.
89. While the overall teaching in this area of learning is sound, the art activities are sometimes over directed and adult dominated. Teachers do not encourage talk and ask relevant questions to extend appropriate vocabulary.

ENGLISH

90. Standards at the end of Key Stage 1 are well below average. Standards at the end of Key Stage 2 are below average.
91. In the 1999 national tests at the end of Key Stage 1, the proportion of pupils achieving the expected standard and above in reading and writing was well below the national average. When the school's performance is compared with similar schools, results in reading and writing were well below average. Test results over a four-year period in reading and writing were very low in comparison to national averages. The unconfirmed national test results for 2000 indicate that the performance of pupils in reading, spelling and writing is still well below average.
92. The findings of the inspection are that standards in English are beginning to show a slight improvement. This improvement is directly related to the good teaching and consistent implementation of the national literacy strategy. The introduction of the Family Literacy Project in reception and Year 1 is also beginning to show a positive effect. Pupils are making satisfactory progress and the standard of work in the current Year 2 represents satisfactory achievement. Pupils with special educational needs make sound progress towards their targets and those pupils for whom English is an additional language make good gains in their learning. Despite good teaching the school is not able to fully compensate for many pupils' low starting point.

93. The results of the national tests in English at Key Stage 2 in 1999 were well below the national average, but in comparison with similar schools results were above average. Over the last three years the school's results have risen at a rate greater than that found nationally. The inspection findings indicate that this trend is continuing and the standards are improving. The work of the current Year 6 pupils shows that standards are below rather than well below that typically found. Although attainment remains too low, the standards of work represent good achievement. The high proportion of pupils with educational needs continues to have an adverse effect on the average attainment of pupils at Key Stage 2. Pupils overall make good progress: the introduction and full implementation of the national literacy strategy, booster classes, additional literacy support and the increasing competence of the teaching staff are all having a positive impact on the pupils' learning in most lessons. In addition, teaching assistants and parent helpers, make a positive contribution to pupils' learning.
94. Pupils have good listening skills, but their speaking skills are less well developed. This is because they start from a lower point of linguistic skill on entry to school, which is reflected, in the present findings. By the end of Key Stage 1 many pupils have a limited range of vocabulary when talking formally in the classroom situation, but regular practise and discussion in literacy work is helping to extend their vocabulary. Drama lessons are also helping to build up pupils' confidence in speaking. Pupils sit and listen to instructions with varying degrees of success. All listen with enjoyment to stories read to them. Overall, the development of speaking skills is below average for most pupils. Most are reluctant to answer questions fully, being content to give one-word answers. However, some of the older pupils are able to express themselves clearly and can respond appropriately to what is said by others. In science lessons, pupils often have difficulty recording their findings, although teachers support them by providing appropriate speaking and listening tasks.
95. Overall standards in reading are below average, but by the time the pupils are eleven, standards are close to appropriate levels for their ages. Teachers place importance on reading and as a result of the policy, reading schemes, detailed reading records and assessment and the teachers hard work, standards are rising. Most young pupils know that both print and picture carry meaning. A younger pupil, though hardly able to read, was able to tell the story through the pictures. As pupils progress through the school they are developing a range of reading strategies, although their use of phonics is limited. The school is piloting a scheme for phonics at Key Stage 1 to start in September. As they grow older they are able to read with reasonable fluency but limited expression. They are able to comment on the stories and characters they had read about and many are reading with interest fiction and non-fiction books. Through the paired reading scheme pupils are increasing their interest in books and putting the library to good use. The successful implementation of the literacy strategy has already helped to increase the standard of reading in the school but not all pupils regularly read at home to complement the reading at school. Comprehension skills are beginning to develop satisfactorily as was seen in the 'Stowaways'. All pupils show interest in poetry and good examples were seen of their poems on a Christmas theme. There are limited opportunities for the older pupils to develop independence in using books for researching topics for example, in history and geography, though teachers provide appropriate opportunities in science.
96. Overall standards in writing are below average. Many younger pupils write their name clearly and copy the teacher's writing with varying degrees of accuracy and their formation of letters is nearly always correct but rarely on the line. At the end of Key Stage 1, only half of the pupils are able to write independently using simple words, phrases and sentences, make meaning clear with logical sequencing and use capital letters and full stops. However, a piece of work retelling the story of Cinderella and instructions on how to make a ham sandwich show how some pupils are able to write in sequence. Spelling at Key Stage 1 is very weak, although pupils often make good attempts at spelling new words. A story about Mildred at the seaside showed creativity in the vocabulary, correct use of capital letters, full stops and speech marks, but very weak spelling. At Key Stage 2, pupils are beginning to use more complex sentence construction, clear punctuation and a wider vocabulary. A first person account of 'Cinderella, my story' was written with imagination and enthusiasm. Pupils are learning to write for different groups and some good work was seen arguing the pros and cons of the death penalty, which distinguished well the difference between fact and opinion. Alliteration is used to good effect in their creative writing as in 'Summer is sticky, sweating and scorching'. Pupils are beginning to draft and edit their writing but presentation of work in other subjects and standards of handwriting are often weak.

97. The quality of teaching is good. All teachers work hard to implement the National Literacy Strategy, which provides good structure for their teaching. When lessons are very good, teachers not only follow the structure of the literacy hour and plan and organise the lesson effectively, they really enthuse pupils and ensure a lively pace, promoting good responses from pupils. Teachers make good connections to other parts of the curriculum for example, letter writing to Green Peace, the conservation organisation, promoted good discussion on environmental issues. Teachers have good subject knowledge and are good at informing pupils about the purpose of lessons and making clear their expectations. By frequent referring to these objectives during lessons, the teachers keep pupils focused and learning purposeful. So for example, in a lesson on advertisements for a child's shampoo, class and group discussions were lively, but clearly focused on the task, and the subsequent writing task was productive as pupils made good progress in developing their ideas and exploring language. Teachers establish very good relationships with their pupils, so that the good atmosphere in class and the right learning environment contributes to the improving standards of literacy in the school. They have good classroom management skills, and make full use of their additional staff to support individuals and groups. Learning support assistants and parent helpers give valuable support to group work in classes and as a result pupils with special educational needs make good progress with their learning. Time is used efficiently and teachers use a suitable mixture of approaches, including whole-class expositions and focused teaching groups.
98. Teachers make good use of questions to check how much the pupils know and also to extend pupils' learning and to encourage them to further achievement. However, marking does not always tell pupils how to improve their work and the annual reports to parents also generally omit what pupils need to do to improve. Teachers plan within year groups, which help to ensure consistency in the teaching of the basic skills for reading and writing in the school though they do not always stretch the higher attaining pupils sufficiently. Teachers take appropriate opportunities in some subjects to develop pupils' literacy skills though there is limited use of information technology.
99. Pupils have good attitudes to their work. They behave well, and are keen to learn and mostly settle quickly to their work. They are able to sustain interest in their work, aided by the high level of support staff in the school. When tasks are stimulating, as when drama is involved, they show a real enthusiasm for language work. Where pupils have the opportunity to work in groups or pairs they collaborate well and this helps their growing independence in learning.
100. The subject fully meets the requirements of the National Curriculum and literacy is taught daily throughout the school. Pupils have a good quality of access to the curriculum, enabled by the high level of support staff within the school. The quality of leadership and management of the subject is good and the co-ordinators although not in post very long, have a sound understanding of their role. Assessment is firmly in place and with regular tests in reading and writing pupils' progress is being well recorded and individual tasks are being set. Although the library is situated on the top floor, it is well used with classes having weekly sessions to learn library skills. The quality and quantity of books is good and there have been some recent good additions to the school's resources for literacy. Each class has a range of fiction books. The school is aware that attainment in English is too low and has introduced several strategies to improve this situation and these are beginning to have a positive effect.

MATHEMATICS

101. Standards are well below average at the end of Key Stage 1 and below average at the end of Key Stage 2. The high percentage of pupils with special educational needs and pupils' low levels of prior attainment, particularly in language skills, adversely affect test results and overall standards. However, the quality of pupils' learning has improved since the previous inspection and pupils now make good progress. Although, overall standards are not in line with national averages by the time pupils leave school at eleven, they achieve well, given the low starting point for most pupils. Pupils with special educational needs and pupils with English as an additional language also achieve well in relation to their prior attainment.
102. Over the past four years results in the national tests in mathematics at Key Stage 1 have not improved and in the 1999 tests results were well below average in mathematics. In comparison to similar schools results were below average. There was no significant difference between boys and girls results. Inspection evidence of the current Year 2 pupils indicates that pupils' attainment is similar to the test results. Test results at Key Stage 2 were better than at Key Stage 1, but still below the national average. However, results were well above average compared to similar schools. The performance of boys and girls were similar. Over the last three years results in the Key Stage 2 national tests have risen at a rate greater than that found nationally. Standards of work seen in the current Year 6 generally reflect the test results: attainment is lower than that typically expected.

103. By the end of Key Stage 1, most pupils order numbers to at least 100 and know what each digit represents. Pupils use a small range of methods, such as “counting on and back” to mentally solve problems. They write numbers from one to a hundred and undertake addition and subtraction up to fifty. For example, pupils add and subtract nine by adding and subtracting ten and then adjusting the result by one. Pupils are beginning to understand multiplication as repeated addition. Most pupils are developing a sound knowledge of the 2 and 5 times multiplication tables. Pupils recognise coins and add up to twenty pence confidently solving simple oral problems. They know the names and some of the properties of two-dimensional shapes. Pupils use standard and non-standard methods of measurement and complete symmetrical patterns accurately.
104. By the end of Key Stage 2, pupils have experienced a broader range of mathematical activities. They use a variety of mental and written methods for calculating numbers up to 1000 or more. Most pupils add and subtract decimals competently and compare equivalent fractions. Higher attaining pupils competently convert fractions to decimals and then percentages. Average and lower attaining pupils use a calculator to find different percentages of numbers and money. Pupils in Year 3 use a different strategy to add on eleven to numbers up to one hundred by first adding on ten and then adjusting by one. In Year 4, pupils classify shapes according to their angles and then measure different acute and obtuse angles using a protractor. Pupils are able to round, partition and find the range, mean, median and mode. For example, pupils in Year 5 were using their knowledge of averages to work out the average ages of two football teams and then plot their information using data analysis. Higher attaining pupils in Year 6 confidently find increase percentages of different objects while the lower attaining pupils work out the cost of a London trip. By the end of the key stage, pupils have a secure knowledge of two and three-dimensional shapes. They successfully plot data and extract information from their block graphs.
105. However, many pupils in both key stages have difficulties in understanding mathematical problems in word form and then using the appropriate strategy to work out the task successfully. This is due to below average skills in reading and writing which has a detriment effect on problem solving techniques. About a one third of the pupils in Year 6 and Year 2 lack the necessary skills in number work. For example, average and lower attaining pupils in Year 6 had difficulty in addition and basic multiplication. The school is working hard to improve this area of mathematics through strategies in the designated numeracy time.
106. The quality of pupils’ learning through the school is good, due to the effective implementation of the Numeracy Strategy and good teaching. However, good teaching does not fully compensate for the very low starting points of most pupils at Key Stage 1 and their progress is held back by their poor skills. Nevertheless, the strategy is having a positive impact on pupils’ learning and is helping pupils make good progress overall, particularly at Key Stage 2. The pupils in Years 4, 5 and 6 are set for numeracy lessons. These arrangements generally work well. Pupils with special educational needs make good progress, because work in lessons is carefully matched to their abilities. There are good procedures for the ongoing assessment of attainment in mathematics, and this helps teachers to set work matched to pupils’ abilities. Throughout both key stages, pupils’ mental skills are being appropriately developed within numeracy lessons. Pupils use their numeracy skills to support other subjects throughout both key stages. For example in design and technology pupils have opportunities to accurately measure when designing and making a moving picture. In science, pupils record their results in both bar charts and line graphs. Within art, pupils measure and draw designs of gardens as part of improving the environment and symmetrical shapes are used well to show shadows and patterns in mathematics.
107. The previous inspection report identified some poor and unsatisfactory teaching in both key stages. This has improved significantly and the teaching of mathematics is now good across the school. Teachers have good subject knowledge and understanding of how to teach numeracy at both key stages. The use of the Numeracy Strategy is having a positive impact on teachers’ planning, classroom practice and pupils’ progress. All lessons start with some mental or oral work. This is usually successful, because questioning is brisk and matches the needs of all the pupils. Planning is good across the school and teachers generally ensure that pupils of all abilities work at appropriate tasks, though on occasions planning for the higher attaining pupils does not indicate sufficient challenging activities. Learning objectives for lessons are clear and shared with pupils so they understand what is expected. This is a strength in the teaching. The management of pupils is good and contributes to the good behaviour seen in most lessons. When teaching is effective, there is good pace, skilful questioning and management and challenging activities planned. For example, in one very good lesson, the teacher used open-ended questioning effectively to enable pupils to share their own ideas and suggestions on angles and other quadrilaterals. Where teaching is less effective, it is because the pace of the

lesson is slow, the main activity of the lesson is too long or the plenary session is not used effectively to build on pupils' previous learning. For example, in an otherwise satisfactory lesson, pupils took time to settle for the plenary session and the questioning used was not sharp enough or well focused on prior learning. Teachers offer feedback to pupils during teaching sessions and in most lessons the plenary session is used effectively. When support staff are available they are used well to reinforce pupils' learning, particularly those pupils with special educational needs. The quality of marking of pupils' work varies across both key stages and there is insufficient attention given to the presentation of work. Homework is not used well to support pupils' learning.

108. Pupils have good attitudes to work and this contributes well to the quality of learning that takes place. Pupils enjoy mathematics lessons. They do show great enjoyment of mental mathematics, especially when there is a slightly competitive edge or time limit to the task. For example, pupils in Year 6 enjoyed the challenge of "beating the calculator" by one pupil trying to calculate different periods of time before another pupil had found the result on the calculator. Generally, pupils listen well to their teacher and work well with good levels of concentration. They work especially well together in pairs and groups. They show respect for the efforts of each other. Equipment is used sensibly and pupils collect and distribute resources responsibly in lessons. Relationships between teachers and pupils are good. The quality of written work and presentation is inconsistent, although some teachers do give good guidance. Most pupils concentrate well in lessons and behaviour is good.
109. Curriculum provision has improved since the previous inspection. The curriculum is based on the Numeracy Strategy and is good, broad and well balanced. There is sufficient emphasis on mental mathematics, problem solving and investigations and coverage of the other areas of mathematics is good. Assessment practice is good and the systems are well established. The current arrangements for assessing pupils' work are good and pupils' achievement and progress is easily checked. Targets are set for each pupil and regularly reviewed. However, the annual reports to parents generally omit what pupils need to do to improve. Teachers use assessment information well when planning their lessons in order to set work appropriately for pupils' needs.
110. The management of the subject is good and the co-ordinator provides good leadership and effective support for her colleagues. The quality of teaching has been enhanced by model demonstration lessons by the co-ordinator, who is a leading teacher of mathematics in the local education authority. She has played a major part in the implementation of the Numeracy Strategy and teachers have benefited from the quality of her teaching and guidance. She observes colleagues teaching and monitors planning and pupils' work in the classroom. She provides appropriate feedback to teachers as a result of the monitoring exercise. Resources are good and have improved since the previous inspection. They are well used in lessons and contribute well to the quality of pupils' learning experiences. Resources in information and communication technology are inadequate and the school is aware that this area requires attention. Display work in mathematics is good and links well with the current curriculum topics.

SCIENCE

111. Standards of attainment are just below the national average at the end of Key Stage 1, and are broadly equivalent to the national average at the end of Key Stage 2.
112. The 1999 teacher assessments at Key Stage 1 indicated that pupils' scientific knowledge and understanding was below the national average, but that their skills in investigative science were good. In comparison with schools in similar contexts, results were well above average. In the 1999 national tests at the end of Key Stage 2, the percentage of pupils reaching or exceeding the expected level, Level 4, was close to the national average. However, those reaching at the higher levels were well below the national average. A significant number of pupils are working at levels below those expected for their ages in language and literacy. This has a detrimental effect on the standards achieved in science, especially in written and recorded work at Key Stage 1 and in extension work for higher attainers at Key Stage 2. Nevertheless, there have been significant advances in the area of investigative science since the previous inspection across both key stages. The subject is secure within the whole curriculum and a strong feature of the school.

113. By the end of Key Stage 1, pupils know how and where to retrieve information from science books. They can use research skills to investigate soil samples and are aware of the health risks involved by wearing rubber gloves to protect themselves. In one Year 2 class the pupils talked with good knowledge and understanding of how scientists work, using appropriate scientific language, for example, observation, exploration and evidence. In another Year 2 class the pupils were able to identify different mini-beasts, drawing upon their previous learning. The pupils in Year 1 were investigating how the senses are used to communicate information about the world around them. Through carefully planned science workshops the pupils developed their knowledge and understanding of touch, hearing, taste, smell and sight developing their science vocabulary well. In one task the pupils investigated the differences between types of crisps and collated the results using a fair test. Another group investigating sight, closely observed their eyes and the reaction of the pupils to the dark and bright light by moving into a darkened room. These were good science learning experiences that excited and motivated the pupils. They have good attitudes to their science work, behave well in lessons and make good progress.
114. By the end of Key Stage 2, pupils are working at appropriate levels, although they have problems with their language and literacy skills, especially in expressing themselves clearly. In the Year 6 classes the pupils understand the need for fair tests. For example, when investigating which paper towel is the best and which plastic bag is the strongest, Year 6 pupils could draw upon their previous learning to conduct a systematic enquiry, using appropriate scientific language to explain the behaviour of materials. They can design a fair test and with the help of a science-writing frame, they systematically developed the question from initial hypothesis to a sound conclusion. They can distinguish between independent and dependent variables; identify resources required and method to be used. Year 6 pupils take part in sex education lessons with growing confidence and maturity. They are knowledgeable about the size of the foetus at different stages and are able to model the length of the foetus in plasticine. A Year 5 class, investigating life processes are able to create a life-line ordering pictures cut out of magazines to present, with some accuracy, the stages of human life from fertilisation to death. They use words such as sperm, pregnant and adolescent confidently, although the task was unchallenging for the more able. Year 4 pupils when testing the growth of seeds under a variety of conditions, can brainstorm likely outcomes and variables, and reach group consensus decisions about ways forward. Year 3 pupils explore how light travels through some materials and not others. They work in groups investigating ways of creating tests with considerable success. They report back their findings to the whole class, explaining their methods and the materials used. Pupils in Key Stage 2 have good attitudes to science, behave well and are making good progress.
115. The school gives good support to the large number of pupils with special educational needs and the small number of pupils learning English as an additional language. Teachers' thorough planning ensures that lower attaining pupils have equal access to the science curriculum at appropriate levels. The school provides targeted support for those pupils who speak English as an additional language. Both groups make good progress in relation to their prior attainment. However, teachers plan insufficient additional opportunities for higher attainers to work at more advanced level tasks, especially at Key Stage 2.
116. The quality of teaching is good across the key stages and sometimes very good. An excellent lesson was observed in Year 2. This good teaching is supported by thorough and detailed planning with very clear learning intentions shared with the pupils throughout the lessons and reviewed at the conclusion of lessons. The teachers' subject knowledge is generally good and at least sound, and there is a growing confidence amongst the staff, well supported by effective leadership provided by the co-ordinator. Teachers keep continuous records of the pupils' progress, though further training is required for teachers to assess levels of attainment across the school. Teachers make good use of assessment information to support future planning and involve pupils in their own self-evaluation. Lessons are well organised and the pupils are well managed: they are keen to learn and respond well to their teachers' efforts. Pace in most lessons was appropriate and often good. However, some afternoon lessons of two hours duration became laboured and unproductive. Teachers plan well for speaking and listening tasks and support pupils well in their writing tasks as pupils do not find recording easy and articulate their findings sometimes with considerable difficulty. Sometimes teachers plan effective links between subjects. For example, the growth of sunflowers was linked to mathematics for measuring growth, and art by looking at the work of Van Gogh. Computer assisted learning was not in evidence to support development in science during the inspection and does not appear in the teachers' planning.

117. The co-ordinator provides strong leadership. There is a useful science policy and a scheme of work that supports teachers in their planning and enables them to plan effectively in year teams. The co-ordinator monitors teaching and learning, scrutinising closely teachers' planning and pupils' work. However, observation of teaching and learning in action in the classrooms has yet to be prioritised in the school's planned development. He analyses the teachers' assessments and the national test results, for example regarding gender bias, and feeds back information to senior managers and class teachers. He holds regular discussions with teachers through staff meetings, and phase co-ordination and he has provided training to promote the use of prompt sheets and to introduce new resources. The effective assessment procedures introduced last year have been welcomed as useful and efficient tool to support short-term planning. The subject is well resourced and materials and equipment are of good quality and used effectively. However, the annual reports to parents generally omit what pupils need to do to improve in the subject.

ART

118. The school has maintained standards since the previous inspection. Standards of pupils' work are typical of those found for pupils of similar age at the end of both key stages. Judgements are mostly based on evidence gained from the art on display, sketchbooks, teachers' planning and discussion with the headteacher.
119. At Key Stage 1, pupils confidently use a range of techniques. Pupils show a sound understanding of perspective when making detailed drawings of plants in pencil or when painting in the style of Van Gogh. They experiment with colour mixing, before applying the paint to create a colourful image. Pupils use a good range of media, such as, plasticine, clay, paper, card as well as pencils, chalks and pastels. Pupils began to compare some of their work with that of well-known artists, such as William Morris.
120. At Key Stage 2, pupils develop their drawing skills and increase their awareness of techniques and styles of other artists. Pupils make well observed and beautifully executed paintings of water scenes in the style of Monet. They begin to extend their knowledge of line and form and develop their skills of colour selection and blending. They make decorated masks using a range of materials and textures to create a colourful image with correct perspective and scale. Pupils' drawing skills develop at an appropriate rate. For example, observational drawings of trees with effective colouring and the use of shading create a good sense of depth. Pupils show perseverance when producing sketches of zigzags, curls and whirls in their sketchbooks.
121. It was not possible to see sufficient lessons in both key stages to make an overall judgement on the quality of teaching. Observations of teachers' documentation and pupils' art on display show that art is appropriately taught at both key stages. Teachers' planning is good. Much of the work on display shows that different techniques and media have been used. In the one lesson seen pupils show sound attitudes to learning and to the subject. Teachers celebrate pupils' successes and progress by thoughtfully monitoring finished work for displays in classrooms and around the school. Progress is satisfactory for all pupils across the school. Older pupils use sketchbooks and these indicate a satisfactory range of techniques and sound progress.
122. The management of the subject is sound overall, but at present there is insufficient monitoring and evaluation of teaching and learning. A scheme of work gives very helpful guidance to teachers. There is a central store of materials that is freely available to teachers. The large art room gives pupils the opportunity to work in a more specialist area. The subject contributes satisfactorily to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

123. Pupils achieve standards that are in line with those expected for their ages by the end of both key stages. This represents an improvement since the previous inspection.
124. Owing to timetable arrangements during the week of the inspection, only one lesson was observed in Key Stage 1. Evidence was gathered from discussion with the co-ordinator, through an analysis of work samples and work on display.
125. At Key Stage 1, pupils have appropriate experiences in designing and making based on the recently introduced scheme of work. Pupils in Year 1 are currently working through a food technology unit rotating in groups over a four-week period. Through designing and making breads, they investigate the properties of dough, flour,

taste and texture. Using a prepared worksheet and a star diagram technique, they are able to generate their own ideas, recognise basic features of products and use pictures and words to develop a theme. They are beginning to modify their original thinking to make improvements. Overall, this is a good design and technology experience, pitched appropriately to the age of the pupils.

126. At Key Stage 2, where more lessons were seen, the pupils showed a developing knowledge and understanding of the process of design and produced interesting outcomes. In Year 3 the pupils evaluate their purses, by testing whether they would hold real small change and fit in a pocket. They work through a systematic approach to designing, firstly considering their design specification, materials, fastenings and decoration before first making a model out of paper from a plan. Other work covered previously included designing and making an ideal sandwich. Pupils in Year 4 are designing and making a paper sliding mechanism or sliding picture. This is a more 'teacher focussed' task, which does not allow the pupils sufficient autonomy to come up with their own ideas. In Year 6 the pupils analyse and assess different types of biscuit, using their own criteria. This is well developed in comparison with the Year 1 activity and pupils are able to select criteria for testing and record their findings on a suitable chart, in preparation for designing and making their own ideal biscuits later. These lessons caught the pupils' imagination; simple to set up and with appropriate links to design and evaluation. By the end of the key stage, pupils are working independently and are able to agree results in a collaborative way.
127. Teachers' subject knowledge and confidence in teaching the subject has improved since the previous inspection. The quality of teaching is now good overall, enabling pupils to make good progress in developing their design and technology skills. The good teaching was based on teamwork and the promotion of responsibility and personal learning. In one Year 6 lesson the pupils were reminded about good presentation of handwriting, decoration and how to make their work look attractive. This supports the promotion of pupils taking pride in their work. The good teaching was supported by thorough planning, making the task relevant with lots of practical application. Only one lesson was unsatisfactory. This was the result of unsatisfactory pupil management and too much time telling pupils what to do, which left little for the pupils to create other than copy teacher-led instructions. Pupils generally have good attitudes to learning and respond and behave well for most of the time. There is, occasionally, some silliness and talking when teachers are talking, but the more experienced teachers deal with this effectively.
128. Management of the subject is broadly satisfactory. There has been good improvement in the quality of provision since the previous inspection and the co-ordinator has clear plans for future developments. She has some good ideas for developing the art, design and technology studio to support the teachers' growing confidence with the subject. The co-ordinator is currently working on a draft policy about which the staff will be consulted. Project boxes are proposed to support the units in the new scheme of work. Assessment cards will follow the pupils through the school when implemented. She has ideas to develop links between control technology and designing and making. However, the pace of change is currently too slow. The co-ordinator does not have short enough deadlines or sufficient monitoring by senior staff. The school is well resourced for design and technology. The materials and equipment are well organised in the central resource room and well used throughout the school.

GEOGRAPHY

129. The school has maintained standards since the previous inspection. Pupils' achievements are broadly typical for their ages and they make satisfactory progress overall in both key stages. However, many pupils have difficulty in demonstrating their understanding, because of their lower competence in written and spoken English. Pupils with special educational needs and pupils for whom English is an additional language make satisfactory progress. They receive sound support because teachers generally plan tasks appropriately matched to their learning needs.
130. Pupils in Key Stage 1 develop a sound understanding of their local and wider areas. The younger pupils are developing knowledge about where they live and learn about their address. They develop adequate understanding of different seasons and types of weather. Year 1 pupils learn about distinct features of their own locality. Year 2 pupils study a distant locality, for example, the Lake District and compare the human and

physical features with their own in Middle Park. Pupils also show improving skill in planning and plotting simple routes, for example from home to school or to the swimming pool.

131. Pupils continue to make sound progress in Key Stage 2, and by the time they are eleven, they have learnt about the stages of a river, and know that rivers have tributaries, sources, channels and mouth. They have adequate knowledge of directions on a compass and sound understanding of the use of keys and symbols, when using atlases and maps of different scales. Year 6 pupils know about the main features in London Town and the tourist attractions. They confidently respond to geographical questions and use co-ordinates to plot the main attractions on the maps of different scales. Year 3 pupils have knowledge of different shops in the area. They devise a questionnaire to investigate shopping habits as part of their local study. Year 4 pupils investigate and measure temperature, the wind speed and direction of wind in the playground. They learn that different locations may have characteristics and features that are the same and others that are different. Most pupils have limited skills in the use of sources of information, such as books, maps and plans. Pupils use of appropriate terminology is limited and their speaking and listening skills are below average.
132. The quality of teaching is satisfactory overall. Teachers demonstrate sound geographical knowledge and understanding of the subject, which is made accessible to pupils through clear explanations and questions that probe thinking. Most teachers plan well and their lessons are based on clear objectives. Teachers use appropriate methods and effective questioning. Praise and encouragement is used to a good effect in lessons. Teachers' expectations of pupils are generally appropriate and planning takes account of clear objectives for learning at different levels. Some times the lessons do not develop in well-managed stages and at a good pace with a task that provides sufficient challenge to all pupils.
133. There are sound opportunities for fieldwork. The whole school Millennium project relates to the study of the Eltham Palace and enhances the work in geography. Pupils have benefited from opportunities to use and develop map work skills and knowledge of the local features. They have opportunities for orienteering on their residential school journey. Although the teaching of geography makes a sound contribution to the development of pupils' literacy skills, teachers do not make sufficient use of information technology to promote pupils' geographical skills, so for example, pupils do not readily extract information required, from a CD-Rom.
134. The curriculum is satisfactory. There is a long-term overview of topics and the school is currently planning to adopt the national guidance in the subject. However, there are no formalised assessment procedures in the subject. Management is satisfactory. The co-ordinator monitors planning and pupils' work in geography. She has clear future direction in the subject. The available resources in geography are sufficient in terms of range and quality of up to date maps of different scales. The school has some reference books and materials, including suitable atlases, globes and large maps. The local area is studied in detail and pupils are able to benefit from visits to local places, such as the London City and a farm.

HISTORY

135. Pupils achieve appropriate standards and their historical knowledge and understanding is broadly within the levels expected for their ages. Pupils, including those with special educational needs and those for whom English is an additional language make satisfactory progress at both key stages. However, many pupils have difficulty in demonstrating their understanding, because of their lower competence in written and spoken English.
136. Only one lesson in Year 5 was timetabled during inspection. Additional evidence for progress was therefore derived from examination of pupils' work, interviews with staff and pupils and teachers' planning.
137. At Key Stage 1, most Year 2 pupils demonstrate a developing understanding of the past and a sense of chronology by their ability to sequence events and objects. Through visual sources and examination of old and new toys, younger pupils in reception and Year 1 classes discover aspects of the past and compare them with present times. Pupils are developing confidence in the correct use of words and phrases that relate to the passing of time. Pupils in Year 5 study the ships of long ago and compare these to the present day. Most pupils accurately place the periods of British history on the time-line in relation to the Ancient Greeks, the Romans and the present day. Year 6 show factual knowledge and understanding of aspects of history, for example the

World War 2 recently covered as part of the topic, Britain since 1930s. They are beginning to think more clearly about everyday lives of ordinary people and compare and contrast what they discover with own lives in the present day.

138. Pupils' progress throughout the school is enhanced by their visit this year to the local Eltham Palace, one of the oldest estates belonging to the crown. The work throughout the school was progressively planned and based on the study of the palace and extended to all areas of the curriculum. Pupils show increased knowledge of the Tudor Times and the 1930's buildings. They learnt about Eltham Palace in both geographical and historical context, through for example, studying photographs of then and now. The project supported the range and depth of historical knowledge and understanding, especially in Key Stage 2, as evident from the analysis of pupils work on display. However, pupils are not sufficiently skilled in using and interpreting a wide range of historical sources and evidence. Many do not confidently ask questions from the past in order to develop their historical enquiry. There are limited opportunities for pupils to use information technology to support research and investigation in history.
139. The quality of teaching is at least satisfactory based on the evidence gathered and the one lesson observed in Key Stage 2. Teachers make effective use of their own knowledge and understanding of the subject, but they make limited use of materials and artefacts to support lessons. Teaching of history makes satisfactory contributions to the development and use of literacy skills. Pupils confidently use their knowledge of numbers to work on time-lines. The quality of pupils learning is sound. Most pupils are interested and inquisitive about the past. Their attitudes and responses in history are positive. They show keen interest in finding out about how people lived in the past and how things have changed over time. They behave well in most lessons and listen attentively.
140. The curriculum is satisfactory. The long-term overview of topics provides a broad curriculum though the school plans to adopt the national guidance. The out of school visits to local places of interest based on class topics effectively enhances pupils' learning. There are no formal procedures for assessment of pupils' progress in history. The monitoring role of the co-ordinator is satisfactory. Pupils' work is carefully monitored and checked for progression. Resources are adequate in range and quality.

INFORMATION TECHNOLOGY

141. By the end of both key stages, standards across the required range of information technology skills are below expected levels.
142. The school has made a sound start in addressing the key issue from the previous inspection on raising attainment. Standards are better than at the time of the previous inspection, when pupils' achievements were judged to be well below average and pupils were making unsatisfactory progress across the school. Now pupils make satisfactory progress in lessons, albeit from a low base. Many pupils reach expected levels in their word processing skills by the time they leave the school at eleven. However, pupils still do not have enough opportunities to develop aspects such as, information handling skills, the use of spreadsheets or the use of advanced search routines available on some CD-ROMs.
143. By the end of Key Stages 1, standards are below expected levels. Pupils show interest and confidence rather than competence in their use of computers. Many pupils have the confidence to work independently or with a partner on computer programs. Younger pupils can use a tape recorder and headphones. Year 1 pupils know the names and functions of different devices and are familiar with the mouse and keyboard. The more able can select, move and delete text. Year 2 pupils are confident in using computer equipment: they can turn the computer on, load specific programmes from hard disc and print their work. They can use the keyboard and mouse to enter instructions and use a menu bar in a simple paint package, controlling colour and shape to create pictures. By Year 2, pupils can type a few lines of simple text straight on to the computer using some basic word processing skills. They can change type and size of font, using appropriate keys to produce text in sentence format. However, they have little notion of how to change the format of text or present work using different layouts. They know how to use the delete key, but do not have the basic skills to edit their work. Pupils do not have the opportunity to study all aspects of the subject. While pupils have a sound knowledge of everyday devices that can be controlled by giving signals or commands, they do not learn how to control the movements of devices on screen or floor and to record the instructions given.

144. By the end of Key Stage 2, pupils' overall attainment is below average. Pupils make satisfactory progress in developing their word processing skills. In a Year 3 lesson pupils use a text tool to add labels to their pictures and learn how to use the undo button. Year 5 pupils make satisfactory progress when giving instructions for controlling the movements of devices on screen and recording the commands given. Their learning would be enhanced, if there were similar opportunities for giving instructions to floor devices. By Year 6, pupils have the skills to create simple poems and write stories and dialogues directly onto the screen using a variety of fonts, though they do not as yet add graphics to their written work. Year 6 pupils can use a word processing package to enter questions and speech marks, and centre and underline text. They make satisfactory progress, because they are familiar with the options the application has to offer.
145. Sometimes teachers use programs effectively to support learning in other subjects, for example, to draft or redraft work in English. However, there are not enough opportunities taken within other curriculum areas to develop pupils' information technology capabilities. For example, pupils have few opportunities to develop their word processing skills across the curriculum and apply their skills in a meaningful context. The school makes limited use of graphics and information handling software and control in the support of mathematics and science. In history and geography, there is little evidence of the use of information technology to develop research skills. Teachers provide few links with art and music.
146. The quality of teaching is satisfactory. This is an improvement since the previous inspection. Then there was no direct teaching of information technology observed during the inspection week, and teachers lacked confidence in teaching the subject. Now there is focused teaching of skills and teachers have secure knowledge of the software and shows confidence in using their skills. All classes have regular direct teaching of information technology skills. There is good consistency in teaching and in the structure of lessons as the school has set clear guidelines. In all lessons teachers follow the same pattern: direct instruction to the whole class followed by pupils having turns on the computer either during the course of the lesson or as a task to be completed by the next lesson. This strategy ensures the effective use of limited resources, but does not enable pupils to have sufficient 'hands-on' experiences and inhibits progress. However, pupils make satisfactory progress in the lessons because they are conducted at a brisk pace and teachers organise appropriate activities for those pupils not on the computer. Teachers provide effective demonstration and clear instructions to pupils on how to use the program, so that pupils have a good understanding of the purpose of each lesson. When using computers, pupils respect the equipment and can concentrate for adequate periods of time. Pupils work together well and show good levels of independence.
147. Management of the subject is satisfactory. The school has made a sound start since the previous report in making improvements in its provision. The co-ordinator has been in post for a year and has helped to move the school forward, though not as quickly as is needed. Improved documentation offers staff sound support and guidance. This has led to greater confidence in teaching and a systematic approach in teaching the subject. Curriculum provision has improved, and the school has adopted a programme of work that develops pupils' skills progressively through the school. However, the school does not offer a sufficiently broad curriculum, because pupils do not have enough opportunities to develop the required range of information technology skills. Assessment procedures are unsatisfactory. Teachers keep records to ensure pupils have equal access to information technology and undertake required tasks, but they do not assess pupils' progress against expectations in the national curriculum programmes of study. Resources have improved since the previous inspection. For example, funding from the Education Action Zone has provided a small computer suite, but the range of hardware available is still insufficient and the ratio of computers to pupils is less than average. The inadequacy of resources is a major factor inhibiting pupils' opportunities to develop their skills. The senior management team have a clear understanding of the required improvements and have built appropriate targets into the school development plan.

MUSIC

148. Standards are below those typically found by the end of both key stages. Nevertheless, the school has made a sound start in addressing the key issue from the previous inspection on raising standards. Standards are better than at the time of the previous inspection, when pupils' achievements were judged to be well below average and pupils were making unsatisfactory progress across the school. Now pupils make at least satisfactory progress in lessons, though progress in singing remains unsatisfactory at Key Stage 2.
149. At Key Stage 1, Year 1 pupils get the opportunity to perform rhythms using graphic notation, and explore the sounds of different percussion instruments. They are also able to recall previous songs learnt such as 'London Bridge is Falling Down' and 'My Mama told me!' Most of the pupils sing tunefully and enjoy their singing.

In Year 2 they are beginning to identify quick and slow sounds and are finding ways of representing slow and fast. In a lesson seen a group of pupils were able to perform their own compositions to the class.

150. At Key Stage 2, Year 3 pupils listen carefully to and make simple appraisals of a piece of music. Pupils are developing their knowledge of tempo, dynamics pitch and the duration in the length of notes. They are also able to identify a few instruments, such as the violin and the piano. By Year 4, pupils have developed their composing skills and can produce simple pieces to illustrate a particular theme or topic as for example, a clock maker. These pieces are interesting and reflect the chosen ideas, but pupils do not reach the expected levels of attainment by the end of the key stage, as they are not yet building effectively on prior experience of compositions. Pupils' achievements in singing are unsatisfactory and their singing skills are below those typically found for their ages. The standard of singing in Year 6 is below expected levels, because their singing lacks clear diction and has little variety in dynamics or phrasing.
151. The quality of teaching has improved since the previous inspection when it was unsatisfactory. Teaching overall is now satisfactory. While the quality of teaching in observed lessons was generally good, there are shortcomings in the school's teaching of singing. The school provides limited opportunities for pupils to adequately develop their skills of round and part-singing. There was, in most cases, little singing in the assemblies attended during the week of the inspection. Staff missed opportunities to increase pupils' appreciation of music when no mention was made of the composer or title of pieces played before and after assembly. Teaching methods for singing are often unsatisfactory, because pupils' experiences are mainly in very large groups, for example all Year 6 together. In consequence, pupils' progress in singing is unsatisfactory.
152. Teaching in lessons is often good because teachers manage pupils very well so all pupils are fully involved in the lesson activities and remain on task. Pupils' response to music is positive and the majority enjoy their music lessons. Sometimes when enthused by the teacher pupils make good progress in the lesson. All pupils enjoy the practical activities when these are stimulating and interesting and handle the instruments with care. In one good lesson the teacher provided a good opportunity for pupils to develop their spirituality as well as their understanding of musical elements. Pupils were encouraged to close their eyes, think about what the music suggests to them and then draw what they see in the music. Pupils were able to talk about their feelings for what they heard and could express their ideas with confidence. Teachers' confidence in teaching music has improved since the previous inspection, partly because they have access to a well-structured programme and appropriate tapes. This scheme has helped teachers improve their lesson planning and helps to ensure that pupils receive a wide and balanced range of music experiences during the year. However, the scheme is still very new to the school and its full effect is still to be felt.
153. Management of the subject is satisfactory, as the school has made sound improvements in provision since the previous inspection. The school now has a co-ordinator, a coherent policy and a scheme of work, which provides an appropriate range of music experiences. The co-ordinator recognises that the scheme is not yet established, but is encouraged by the response to it from pupils and staff. The school does not have any formalised procedures for assessing pupils' progress. Pupils have had the opportunity to hear music by the Royal Artillery Band and the dance club were able to sample the music of the ballet on a recent visit. However, there are no individual or group instrumental lessons including recorders, and further opportunities for singing are limited as there is no choir. The school has a satisfactory variety and quality of untuned percussion instruments but very few tuned instruments.

PHYSICAL EDUCATION

154. Standards have been maintained since the previous inspection and are at expected levels at both key stages.
155. At Key Stage 1, standards in the lessons seen were in line with those expected for pupils of this age. Year 1 pupils were travelling in various ways on hands and feet. Pupils use space appropriately and their sensible attitudes enable them to make satisfactory progress. Year 2 pupils use a variety of small apparatus such as balls and quoits to send and receive with appropriate degrees of accuracy.
156. At Key Stage 2, pupils make satisfactory progress in swimming, gymnastics and in games. Standards in the lessons seen were in line with those expected for pupils of this age. During the inspection most classes in Key Stage 2 were practising ball skills. Pupils show sound development of skills. They catch and pass as in netball and trap, pass and run with the ball as in football. They can transfer what they have learnt to mini-games situations. In most lessons, pupils apply themselves well to set tasks, with the result that they make sound

progress. Records show that Year 5 pupils make satisfactory progress in swimming lessons. Pupils of all ages understand the importance of exercise and warm up.

157. The quality of teaching is satisfactory overall, though good in some lessons. Teachers clearly communicate the skills focus of lessons to pupils and through sound demonstration give them clear idea of what is expected. Teachers have secure subject knowledge and during lessons they make the appropriate teaching points to develop specific skills. Lessons are well organised and conducted at a brisk pace. The quality of learning has improved since the previous inspection, when a minority of pupils showed some disruptive behaviour in observed lessons. However, teachers now have good strategies for pupil management and deal with isolated instances of inappropriate behaviour effectively, so that lessons are not interrupted. Teachers have appropriate expectations of pupils in terms of behaviour and the pace of their learning, so pupils stay well on task and show sound levels of application and concentration. In all lessons pupils' behaviour was at least satisfactory and often good. Attitudes to learning are good and pupils are enthusiastic in these lessons. In one lesson observed, the teacher effectively ensured that the pupil with a statement of educational need was fully integrated into the activities.
158. The previous inspection report did not identify any significant weaknesses in provision for physical education, and at the present time provision remains satisfactory. The curriculum is broad, pupils have appropriate opportunities for strenuous activity and there is a good focus on the development of skills. The school offers swimming to pupils in Year 5, and through intensive sessions, aims to encourage all pupils to be able to swim. Extra-curricular activities enhance the provision and the school takes part in competitive games with other schools in football, netball athletics and swimming. The subject contributes positively to pupils' social and personal development. The absence of any formal monitoring of pupils' performance is a shortcoming but teachers know their own pupils well through informal ongoing assessment. Management of the subject is satisfactory. The co-ordinator fulfils the role effectively and is conscientious in managing the subject on a day-to-day basis. However, physical education is not a current school priority so the school has not allocated time for the co-ordinator to monitor the effectiveness of planning and teaching. Nevertheless the co-ordinator is keen and so is successful in promoting the subject among colleagues.

RELIGIOUS EDUCATION

159. The school has maintained standards at Key Stage 2 since the previous inspection, and pupils' attainment meets the requirements of the locally Agreed Syllabus by the end of the key stage. However, standards have declined at Key Stage 1 and pupils' attainment does not meet the requirements by the end of this key stage.
160. By the end of Key Stage 1, pupils have some basic knowledge of festivals and rituals associated with Christianity, Islam, Judaism and Hinduism. Pupils have celebrated festivals in Christianity, looking at Christmas, Easter and Harvest. They have studied some aspects of Islam recognising that the Quran is a holy book and the mosque is a place of worship. Currently, pupils are learning to identify a range of gods and goddesses from Hinduism. However, by the end of the key stage, pupils have not covered the requirements of the locally Agreed Syllabus in sufficient depth and knowledge. No written evidence was seen in the scrutiny of pupils' work to indicate coverage across the key stage. In discussion with pupils from Year 2 there was a lack of understanding and some confused ideas of the religions studied. For example, pupils indicated that the story of Rama and Sita was to be found in the Bible. The school does not allocate enough time at Key Stage 1 to cover the syllabus in sufficient depth.
161. At Key Stage 2, pupils gain a satisfactory knowledge of Christianity, Islam, Judaism, Buddhism and Sikhism. Within Christianity, pupils look at the early life of Jesus as a teacher and healer. They learn about the different rites of passage into the Christian faith. For example, pupils in Year 6 recognise the signs and symbols in the Christian rite of Baptism. Through the study of Judaism, pupils identify the festival of Hanukkah and the synagogue as a place of worship. From their knowledge of Islam, they recognise the importance of the festival of Eid, which follows the fasting at Ramadan. Pupils learn to appreciate the four noble truths in Buddhism and the moral precepts with this religion. By identifying key artefacts in Sikhism, pupils realise the importance of the ceremony of initiation begun by Guru Gobind Singh. For example, pupils had the opportunity to hold artefacts representing the "five K's" which are used in the ceremony. By the end of the key stage, pupils are beginning to understand the key distinctive features of different religions.

162. Pupils make unsatisfactory progress in their learning at Key Stage 1 and good progress in Key Stage 2. A good range of well-used artefacts and pictures makes a significant contribution to pupils' understanding of symbolism and the learning of relevant facts about the principal religions. For example, pupils begin to know the names of some Hindu gods and goddesses. However, pupils' ability to reflect and respond to religions, values and beliefs is not well promoted in both key stages. This is because the teachers do not use opportunities to raise pupils' spiritual awareness in the religious education lessons.
163. Only one lesson was seen taught in Key Stage 1. It is therefore not appropriate to make a secure judgement on the quality of teaching in this key stage. The quality of teaching in Key Stage 2 is good overall. Lessons are well planned with appropriate activities. All lessons have clear learning objectives and teachers demonstrate secure subject knowledge. Teachers use artefacts and pictures well during lessons. Artefacts of the principal religions are handled sensibly, and their use is having a positive impact on pupils' learning helping them acquire good knowledge. There is a pleasant learning environment in all lessons as relationships are good. In the few lessons seen, pupils show good attitudes to learning overall. Pupils in both key stages show interest when learning about different religions. They listen carefully and make contributions that are sensible and relevant. Overall, pupils are well behaved. However teachers' expectations on the presentation of work are not high enough, as the work seen in Key Stage 2 is untidy, both in handwriting and illustrations.
164. Leadership is satisfactory. The school policy and scheme of work are good and they link appropriately with the locally Agreed Syllabus. The subject contributes positively to pupils' cultural development. Allocation of teaching time for religious education is not sufficient particularly in Key Stage 1, and the school needs to address this matter. There is limited monitoring of the teaching and learning and assessment procedures are not fully established.
165. Resources are good and used to advantage throughout the school. There are good links with the local vicar and church. Visits to places of worship in the remaining principal religions are not established. Display work has some good features which link with the religious education curriculum.