

INSPECTION REPORT

JUBILEE PRIMARY SCHOOL

Thamesmead

LEA area: Bexley

Unique reference number: 101440

Headteacher: Mr S Prynne

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 5th – 8th March 2001

Inspection number: 197705

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Crowden Way Thamesmead London
Postcode:	SE28 8JB
Telephone number:	020 8310 2933
Fax number:	020 8310 2944
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Woof
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16413	Mrs D Bell	Registered inspector	Art and design Music	How high are standards? The school's results and pupils' achievements How well are pupils taught?
9563	Mrs J Reid	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27426	Mr T Aldridge	Team inspector	Science Information and communication technology Design and technology	How good are curricular and other opportunities?
16773	Mrs R Arora	Team inspector	English Geography	
3574	Mrs K Singh	Team inspector	Religious education Foundation Stage	
5565	Mrs B Thakur	Team inspector	Mathematics History Physical education	

The inspection contractor was:

PPI Group Limited
7 Hill Street
Bristol
BS1 5RW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 41

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Jubilee Primary school is bigger than most primary schools and is situated on the Thamesmead estate in the London Borough of Bexley close to the borough's boundary with Greenwich. It is a socially mixed area where there are high levels of poverty and social disadvantage. A higher than average proportion of pupils (22 per cent) are known to qualify for free school meals but, because around half of the pupils bring packed lunches, the true figure is not quantifiable. The school currently has 338 pupils aged 3–11 on roll, 179 boys and 159 girls, including 52 part-time nursery places. There are 11 classes in the school, with reception aged children being taught in single age classes and all other pupils being taught in mixed age classes. On entry to the school, the attainment of the majority of children is well below that expected for their age and particularly so in communication, language and literacy. The ethnic intake is very mixed. Around 25 per cent of pupils, much higher than is found in most schools, come from backgrounds as diverse as Caribbean, African, Indian, Chinese and white European. Of these pupils, 58 come from homes where English is an additional language and five are at an early stage of language acquisition. These figures, too, are higher than those found in most schools. The proportion of pupils on the register for special educational needs (SEN) is above average and the percentage with statements of SEN is well above average. Pupil movement in and out of the school is rising because of the increased movement of families in and out of the local area. The school has clearly stated priorities, namely: to raise standards in literacy and numeracy; to continue the rate of progress in science; and to extend the provision for music, information and communication technology and special educational needs.

HOW GOOD THE SCHOOL IS

This is a very good school that is working hard to meet the needs of its diverse population. It builds very effectively on its strengths and systematically addresses the areas in which it needs to develop further. Very strong leadership and management guides, directs, motivates and develops all staff, including those new to the school, resulting in good teaching in all age groups and an extremely strong commitment to maintaining the very special ethos that is felt in the school and to improving pupils' attainment. Pupils enjoy coming to school and they achieve well. Because of the very strong emphasis that the school places on their personal, spiritual, moral, social and cultural development, their behaviour is very good and they develop very good attitudes to school and to learning. This school provides very good value for money.

What the school does well

- Pupils' attainment and their rate of learning are fast improving as a result of the school's commitment to all pupils reaching high standards and achieving well.
- Very good leadership and management provide a very clear direction for the school's work and foster in the staff a sense of true dedication and commitment to improving their work and doing their very best for all the pupils.
- Good teaching ensures that literacy and numeracy are strongly emphasised within a well planned curriculum that extends out of school hours with a very good range of well attended after-school activities.
- The school instils in its pupils very good attitudes to school, to learning, to each other and to adults and behaviour is very good throughout the school.
- Pupils' personal, spiritual, moral, social and cultural development is very well fostered and the vast majority leave the school having grown into mature and responsible young people.
- The school's very effective partnership with parents and its exceptionally good links with the business community contribute in very great measure to the quality of educational provision and to pupils' learning.

What could be improved

- Pupils' below average attainment in writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Since that time, school improvement has been good. The school has worked very hard and has successfully tackled the key issues identified in the last inspection report. The quality of teaching is considerably better than at the last inspection. Pupils achieve well and their attainment is rising faster than the national trend. Improvement in information and communication technology has been very good and the final part of the development in this subject is under way with the building of the new computer suite. There is now much more practical and investigative work in both mathematics and science and, as a result, pupils' learning is improving. The school has taken very positive and effective steps to provide more opportunities for pupils to write but there is room for further improvement in writing both in English and in subjects such as science, geography, history and religious education.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	D	C
Mathematics	D	E	D	C
Science	E	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the end of the reception year, although they have made good progress, the majority of children do not attain the nationally expected early learning goals in communication, language and literacy, mathematics or knowledge and understanding of the world. Their communication, language and literacy skills are particularly weak. The children do, however, attain the goals for creative, physical, and personal, social and emotional development. The majority of pupils currently in Year 2 are working below the nationally expected levels in reading and writing and at the nationally expected levels in mathematics and science. In relation to their prior attainment, their achievement is good. The majority of pupils currently in Year 6 are working at the nationally expected levels in mathematics but below the nationally expected levels in English and science. In this age group, the pupils' achievement is very good in mathematics and good in science. In English, they achieve well in speaking and listening and in reading, and satisfactorily in writing. The school is already taking effective action to improve pupils' writing both in English and in other subjects.

In mathematics and science, the work seen in school shows a marked improvement on last year's test results. In mathematics, this is a direct result of the school having been involved in the pilot stage of the National Numeracy Strategy and reaping the benefit of the extra year's work prior to the national implementation. In science, the improvements are directly related to the greater emphasis on investigative work throughout the school, the extra time given to science in Year 6 and the careful targeting of work to meet the pupils' learning needs in that year group. These measures put in sight the school's goal of gaining better results at the higher levels and thereby improving the overall average score for science. However, attainment in science remains hindered by the pupils' lack of ability to record appropriately in writing the good range of scientific work that they now experience. The school sets itself challenging but realistic targets for improvement, based on the very thorough analysis of the pupils' prior attainment. The whole school targets are supported by a very effective system of individual and group targets that are shared with parents. Standards across the school are as high as they can be at the present time. Understandably, the school has placed great emphasis on the development of

literacy and numeracy. It is working hard to continue the upward trend seen over the last five years which, taken across the three core subjects of English, mathematics and science, is above the national trend.

By the time they leave the school, the pupils' attainment is good in art and design and satisfactory in history, music, physical education and religious education. Their achievement is very good in music and good in the other subjects. It was not possible to make a secure judgement about attainment or achievement in design and technology or geography because there was insufficient work available to inspectors and very little teaching of these subjects during the inspection. In information and communication technology, pupils' attainment is sound at the age of 7 but below the national expectation for pupils aged 11 because the effect of the improvements have not yet filtered through to pupils in Years 5 and 6. The teachers are, however, working very hard to help the pupils in this age group catch up and achievement is now good throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes to school and to learning. Pupils enjoy coming to school and the vast majority work very hard when they are there.
Behaviour, in and out of classrooms	Very good in all areas of school life. Although there is occasional restlessness in some classes, most pupils very quickly respond to their teachers. They understand and appreciate the well-publicised code of conduct.
Personal development and relationships	Very good. Pupils willingly accept responsibility and readily undertake an appropriate range of monitoring duties. Pupils from all ethnic backgrounds work and play well together and there are good levels of racial harmony throughout the school.
Attendance	Satisfactory and punctuality is good.

TEACHING AND LEARNING

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

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

The quality of teaching is good and has a substantially positive impact on pupils' learning. In one per cent of lessons teaching is excellent; in 26 per cent of lessons it is very good; in 52 per cent of lessons, good and in the remaining 21 per cent, satisfactory. The teaching of English and mathematics is good throughout the school and teachers appropriately reinforce literacy and numeracy skills in other subjects. The teachers' very good planning ensures that the needs of all pupils are met, although, occasionally, higher attaining pupils could be given harder work to do, particularly in science and mathematics. The targets set in the individual education plans for pupils with special educational needs are well addressed. The very good use of support staff provides additional and effective assistance for pupils who have special educational needs and for whom English is an additional language. Occasionally, however, as in science, teachers rely too much on the use of worksheets that require pupils to give only short answers and this impedes the pupils' ability to write at length or present in writing their own thoughts, ideas and opinions. The teachers' very effective use of assessment both in lessons and from one lesson to the next means that the pupils know how well they are doing and what they need to do to improve. This motivates the pupils to try harder and to learn more effectively. Because the teachers share with the pupils the clear learning objectives for each lesson, and constantly refer to them during the lesson, the pupils are clear about what they are expected to learn. In addition, the teachers' very good management of the pupils' behaviour means that the vast majority of lessons proceed at a brisk pace, that pupils remain on task and that they work hard to meet the objectives set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All statutory requirements are met and very good attention is paid to personal, social and health education, which includes sex education and teaching about drugs misuse. Excellent links with the community and with business greatly enhance the curriculum. There is a very wide range of good and well-attended extra-curricular activities.
Provision for pupils with special educational needs	Good. The pupils are well integrated into the school and make good progress in their learning because they, too, receive good support from their teachers and learning support assistants.
Provision for pupils with English as an additional language	Good. These pupils, too, are well integrated into the school and make good progress in learning English. This helps them to achieve well in other subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all areas. This is a very major strength, which has a hugely positive impact on pupils' personal development, on their attainment and achievement and on the environment for learning.
How well the school cares for its pupils	Very well. The school provides a very high level of care and supports the pupils' learning very well through its very good monitoring of their personal and academic progress and the very effective use it makes of the outcomes of all assessments.

The school's partnership with parents is very good. Very good parental involvement in the life of the school contributes greatly to the pupils' achievements and supports the school's work well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher sets an exceptionally clear educational direction for the school that is shared by all staff, parents and pupils. He is very effectively supported by an able and talented deputy headteacher and a strong senior management team.
How well the governors fulfil their responsibilities	Well. The governors' involvement in managing the school and monitoring its work is good. Governors provide good support for the headteacher and staff.
The school's evaluation of its performance	Very good. The school knows its strengths and weaknesses and takes very effective action to improve. All staff are highly committed to school improvement and are working hard to continue the upward trend in attainment.
The strategic use of resources	Very good. Financial planning, management and monitoring systems are good and spending is very closely allied to the school's stated priorities.

There is a sufficient number of appropriately qualified and experienced teachers, who are well supported in their work by a high number of effective learning support assistants. All staff are well deployed. The accommodation is adequate. Indoor and outdoor areas are well used and high quality displays of pupils' work enhance the learning environment for the pupils. Resources are satisfactory in information and communication technology, design and technology and geography. They are good in all other subjects and all resources are well used to promote learning. The school successfully applies the principles of best value in all of its work and constantly challenges itself to do better.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and make good progress.• Behaviour is good.• Teaching is good and they feel comfortable approaching the school.• The school expects children to work hard.• The school works closely with parents.• The school is well led and managed.• The school helps the children to become mature and responsible.	<ul style="list-style-type: none">• The amount of homework.• Information about how their child is getting on.• The range of activities outside of normal school hours.

The inspection team fully agrees with the parents' positive views. With regard to homework, the inspection judgement is that an appropriate amount of homework is set for all pupils and enhances their learning. The inspection team found that there was a wide range of activities for pupils outside of the normal school day. The activities are closely monitored to ensure that they meet the pupils' interests and aptitudes and a large number of boys and girls attend them. Parents receive good information about how their children are getting on and are welcomed into school at any time to discuss any concerns they may have.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In 2000, the English and mathematics National Curriculum test results for eleven-year-olds were below the national average but matched the average for similar schools. In science, the results were well below both the national average and the average for similar schools. Since the last inspection, pupils' attainment has improved in all three subjects and the school's results have risen faster than the national trend. **The majority of the pupils currently in Year 6 are working below the nationally expected levels for their age in English and science.** In relation to their prior attainment, the pupils achieve well in speaking and listening and in reading. Achievement in writing is satisfactory and achievement in science is good. **In mathematics, pupils' achievement is very good and the majority of pupils in Year 6 are working at the nationally expected levels.**
2. In the National Curriculum tests for pupils aged 7 in 2000, the pupils' performances in reading and in mathematics were below the national average but matched the average for similar schools. In writing, their attainment was below both the national average and the average for similar schools. Reading results have risen faster than the national trend over the last five years. The writing results have fluctuated from year to year but overall they and the mathematics results have improved at the same rate as writing and mathematics results nationally. The teachers' assessments for science show that the percentage of pupils reaching the expected levels in 2000 was above the average for all schools and well above the average for similar schools. **The majority of the pupils currently in Year 2 are working at the nationally expected levels for their age in reading but below those levels in writing. Their attainment is as expected nationally for their age in mathematics and science.**
3. Pupils achieve well in speaking and listening and in reading and satisfactorily in writing, in relation to the poor communication, language and literacy skills evident on entry to the school. They benefit well from the good range of oral and literacy experiences that the school provides to reinforce the correct use of Standard English. As a result, their speaking and listening skills are sound by the age of 11. The majority speak clearly and audibly and very successfully engage the interest of their audience. This was evident in an excellent class assembly and in observing the pupils in Years 5 and 6 discussing and debating issues in class both in English and in subjects such as history and religious education. The majority of pupils reach the nationally expected levels in reading by the time they leave the school. They successfully scan and skim a range of texts and make meaningful notes on what they have read. They confidently use contents and index pages to find information quickly and make good use of dictionaries and thesauri. The process of home/school reading is well established and contributes effectively to the pupils' good achievement. While pupils use non-fiction books appropriately to locate and retrieve information within the classroom, for the majority, there are few opportunities for them to use their independent research and study skills. This is mainly due to insufficient use of the school library to develop these skills. Most pupils enjoy reading and appreciate the qualities of different texts, including poetry, and what they try to communicate to the reader. Pupils use their speaking, listening and reading skills satisfactorily in other subjects.
4. Attainment in writing is below the national expectation and is impeded by the insufficient opportunities afforded to the pupils to undertake sustained writing tasks in English or to record their learning by writing at length in other subjects, for example, science, history, geography and religious education. Pupils aged 11 write for a suitable range of purposes appropriately using, for example, narrative and descriptive writing, flow charts and cyclical diagrams. They are competent at spelling and use correctly an appropriate range of punctuation. They understand how to write book reviews, but this work is not extended sufficiently to include, for example, writing reports, newsletters and autobiographies. Pupils are too often required to record their written responses on commercially produced work sheets, for example, in science. This limits their independent use of

imagination and initiative and perpetuates the weaknesses in writing by requiring only short and unexpanded answers. By the time they leave the school, the pupils' handwriting is clear and legible and most pupils have successfully developed their own personal style. However, handwriting is not progressively structured throughout the school and, as a result, the pupils' presentation of their written work is weak. The majority do not consistently use a joined script and their teachers do not emphasise clearly enough the benefits of doing so.

5. The pupils achieve very well in mathematics. By the age of 7, they have satisfactory recall of an appropriate range of number facts. By the time they leave the school, the pupils competently use addition, subtraction, multiplication and division to solve problems. The improved attainment and achievement in mathematics is the direct result of the school having been involved in the pilot year of the National Numeracy Strategy and therefore having implemented the strategy one year earlier than most schools. The teachers' very effective use of short, sharp mental arithmetic sessions at the start of every mathematics lesson highly motivates the pupils and successfully fosters good mental recall of number facts. By the age of 11, the pupils accurately estimate their answers and have a sound understanding of fractions and decimals, and their equivalents. Pupils aged 7 and 11 also have a sound understanding of measurement. At the age of 7, they accurately measure the length of objects using standard and non-standard units of measurement. By the age of 11, they accurately calculate the areas of different shapes using simple mathematical formulae and use protractors appropriately to measure angles. Pupils use their number skills satisfactorily in, for example, history time lines, and in science through the application of the skills of measurement and data handling. In mathematics itself, there are few opportunities for pupils to interpret tallies, charts and graphs or to carry out an independent survey.
6. In science, the quality of work and the quantity of written recording in the 5 to 7 age range reflect the pupils' good achievement and their awakening curiosity about the world around them. The pupils readily undertake the good range of practical investigative work presented to them. They confidently sort, identify and classify the properties of different materials through looking at, and talking about, those materials familiar to them in the classroom. They have a sound understanding of how an electrical circuit works and know that 'push' and 'pull' are terms associated with forces. They are beginning to make sensible predictions and to record their observations using pictures and simple charts. A significant minority of pupils in Year 6 have identified special educational needs and understandably the school has first concentrated on raising their attainment in English and mathematics. The extra time currently being given to them for science is helping also to raise their attainment in that subject. When the pupils talk about what they observe or have done in science lessons, they show a sound grasp of the lesson content and the concepts taught. The pupils successfully learn to predict outcomes, plan and test ideas and they understand what constitutes a fair test, for example when investigating how to separate the different elements in a solution. However, pupils find it difficult to put their thoughts and findings into writing. The quality of the pupils' written recording and the presentation of the results of the investigations are below the expectations for their age. This is because the teachers rely heavily on the use of writing frames to guide pupils' writing and do not strongly enough emphasise the importance of, for example, pupils' presenting their work in different ways to reflect their own ideas, opinions and findings. In addition, the over-use of commercial worksheets in science restricts the learning of those pupils, most often the higher attainers, who are able to record the results of their investigations for themselves, in different ways.
7. Children enter the school with levels of attainment that are very low when compared with those expected for their age. The school assesses the children as they enter the nursery and again at the beginning of their reception year. Although the tests show that the children make good progress in the nursery, they also show that they have particularly low levels of communication, language and literacy skills, personal social and emotional development and mathematical development. The good progress continues in the reception classes but, nevertheless, the majority of children enter Year 1 not having attained the nationally agreed early learning goals in communication, language and literacy, mathematics or knowledge and understanding of the world. Their attainment in these areas is well below what is expected for their age. They do attain the goals for personal, social and emotional development, for creative development and for physical development.

8. The school has set challenging but realistic targets for the current Year 6 pupils, based on the thorough analysis of their attainment and achievement so far. This year group has a significantly high proportion of pupils with special educational needs but is on track to reach the targets set for 2001. The pupils' progress towards them is carefully monitored and well supported by the targets set at individual, class and year group levels. The evaluation of lessons and of whether learning objectives have been met, further assists pupils' learning because it is clear from the annotations on teachers' planning that the outcomes of the evaluations are used to inform what pupils need to do in order to improve further. All test and assessment results are rigorously analysed, evaluated and used to inform the next stage of learning. In addition to the analysis of the formal tests at the ages of 7 and 11, the data relating to pupils' attainment on entry to the reception classes, Year 1, Year 3 and Year 5 is further analysed to establish the level of progress that pupils make over the long term, the value added by the school and to compare the school's test results with Borough schools and nationally. Attainment is analysed on the basis of ethnicity, gender, special educational needs and in relation to pupils' linguistic development and the information gained is very effectively used to make long term decisions about the curriculum and about pupils' learning.
9. Boys and girls have equal access to the curriculum, although there are recorded differences in the attainment of boys and girls in the National Curriculum tests. For example, the 2000 results show that in English and mathematics, the boys attained better results than the girls at the ages of both 7 and 11. During the inspection, however, no significant differences were noted. The school has already picked up on the differences in the test results and has identified appropriate ways of tackling the issues involved.
10. Pupils with special educational needs (SEN) are well supported in lessons. Their learning needs are identified early. They embark on well-structured support programmes, with realistic and measurable short-term targets that are regularly reviewed to ensure they are sufficiently challenging. Because of this, the pupils achieve well and make good progress. Pupils who speak English as an additional language achieve well in all subjects, although their attainment in English is lower than their peers. They gain sufficient command of the language to understand what they are expected to learn in lessons and to write their thoughts clearly. In subject areas that are not wholly language dependent, pupils' attainment is similar to the majority of the class.
11. Pupils attain good standards in art and design and satisfactory standards in history, music, physical education and religious education by the time they leave the school. In information and communication technology (ICT), the attainment of pupils aged 11 is below that expected nationally but, up to the age of 9, it matches the national expectation for pupils' ages. This is because the improved scheme of work and resources for the subject have not been in place long enough to raise the attainment of the older pupils in the school to the nationally expected levels for their age. The school has made very good progress since the last inspection in its provision for ICT and over time, as finance has allowed, it has successfully addressed all the issues raised at that time. In all of the foregoing subjects, pupils achieve well in relation to their prior attainment. In geography and in design and technology, there was insufficient evidence to make a secure judgment on pupils' attainment at the age of 11 because, due to timetabling arrangements, very little of these subjects was seen and there was very little written or practical work to provide a secure evidence base.

Pupils' attitudes, values and personal development

12. The pupils' attitudes to school are very good. They enjoy coming to school and participate fully in the wide range of appropriate activities provided for them. In a whole school assembly, all pupils delighted in the success of the netball team in reaching the finals of a local tournament and showed pride in their school. Pupils are keen to learn and they listen well. They work very hard in lessons, join enthusiastically in discussions and persevere with the tasks they are set. In a Year 5 and 6 English lesson, for example, where pupils were producing explanatory text in the passive voice, they were very keen to contribute their ideas and worked diligently on producing their individual pieces of writing. The pupils take very good care of the school environment and show a great deal of respect for the vast amount of well-displayed work in the classrooms and corridors.

13. As at the last inspection, the pupils are very well behaved in and around the school. They are friendly and welcoming, courteous and quietly respectful towards adults and towards each other. They are clear about the way they should behave and appreciate the school's well publicised code of conduct. The pupils discuss and agree their own class rules each year. While there is occasional restlessness in some lessons, the pupils very quickly respond to their teacher's request for their attention. Nearly all parents agree that the behaviour of pupils is very good. The school has excluded one pupil in the last year for totally unacceptable behaviour but its policy is to exclude pupils only as a very last resort.
14. Pupils' personal development is very good. Their relationships with each other and with staff are very good. They share and work well together, whether working in pairs, in groups or as a whole class. In a Year 3 and 4 music lesson, where pupils were learning about the use of the pentatonic scale in Asian music, they co-operated well, became very involved and helped each other when working in groups to work out how to play the first line of a familiar song. Pupils become more confident as they get older. In a Year 6 class assembly, they all spoke clearly and audibly, recalling from memory what they had been studying, and gave an impressive presentation of their work. There are very few incidents of bullying and pupils are confident that, if they do occur, they will be dealt with swiftly and effectively. Pupils readily accept responsibility. They enjoy distributing equipment and collecting litter at lunchtimes. They help to improve the school's environment by planting bulbs and they willingly undertake an appropriate range of monitoring tasks. Pupils show respect for the views of others. Pupils of all ethnic groups and pupils with special educational needs are all fully integrated into the school community. Pupils' relationships with each other in the classroom and in the playground are very positive and harmonious.
15. Attendance continues to be satisfactory and is in line with the national average. There are no significant differences in the attendance of pupils in different year or ethnic groups. Very few pupils are frequently late to school.
16. The pupils' very good attitudes, behaviour and personal development have a very positive effect on their learning and contribute in great measure to their good achievement.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good. In 26 per cent of all lessons, teaching is very good. It is good in 52 per cent and satisfactory in 21 per cent. In one lesson, teaching was excellent and there was no unsatisfactory teaching observed during this inspection. The good quality of teaching in the school has a direct positive impact on the pupils' learning and helps them to achieve well.
18. In the Foundation Stage, the quality of teaching is good overall, with a significant amount of very good teaching in the nursery. The staff have a very good grasp of how young children learn. They plan together effectively using the recently introduced national guidance for pupils aged 3 to 5 and place appropriately strong emphasis on ways to improve the children's poor personal, social and emotional skills, their communication, language and literacy skills and their mathematical skills. Occasionally, however, the staff too readily accept the children's limited answers or answer for them rather than giving the children time to think for themselves. There is a satisfactory balance of adult directed and children initiated activities in the nursery that is not evident in the reception classes, where the activities are mostly adult directed and afford little opportunity for the children to make independent choices or initiate activities. A particular strength in both the nursery and reception classes is the detailed assessment procedures that enable staff to plan activities that are well matched to the children's individual stages of learning. Classroom assistants are used effectively in the Foundation Stage. Both they and the teachers give clear instructions, encourage children to listen carefully and praise them for their efforts. This increases the children's eagerness to learn and helps to promote their self-esteem.
19. In both the 5 to 7 age range and the 7 to 11 age range, teaching is good or better in 83 per cent of lessons. In the younger age group it is very good in 22 per cent of lessons and in the older age group it is very good in 27 per cent of lessons and excellent in 3 per cent. Similar major strengths are evident in teaching in both age groups, namely very good planning, the consistently very good

management of pupils' behaviour and the very effective use of time, support staff and learning resources.

20. Very good planning takes good account of the individual learning needs of the different groups of pupils in the mixed age classes. Teachers use very effectively the information gained from the thorough assessment of the pupils' work to plan the next stages of their learning. As a result, in most lessons, pupils of different levels of prior attainment achieve well and the work suitably matches their needs, especially when given additional support. Occasionally, however, in both mathematics and science, the higher attaining pupils are not always sufficiently challenged through appropriate extension work. As a means of supporting recording activities in science, for example, writing 'frames' and commercial worksheets are often provided. While these are suitable for some lower attaining pupils and for some of the pupils who are at an early stage of acquiring relevant skills in English, they restrict those pupils with more facility in writing, who are able to record results in tables and charts for themselves.
21. The consistently very good management of pupils' behaviour results in a calm and orderly learning environment that enables the pupils to work hard and achieve well. No raised voices are heard in the school and both staff and pupils are clearly mindful of the school's displayed guidance that, when speaking to each other, 'to shout is always discourteous'.
22. The very effective use of time, support staff and of resources results in high levels of productivity from the pupils and a very good pace being achieved in most lessons. In addition, the very good balance achieved in terms of whole class, group and individual teaching ensures that pupils are clear about what they have to do, have the skills to achieve well and are brought together at regular intervals to review and evaluate their work and to learn from each other. This was especially well exemplified in two music lessons where, following a very skilfully led whole class introduction, the pupils moved quickly into groups to undertake in the case of mixed Year 1 and 2 class, putting chime bars in the correct pitch order and in a mixed Year 3 and 4 class, working out how to play by ear, a familiar pentatonic melody. As the teacher visited each group in turn, she assessed how well they were doing and at strategic points pulled the whole class together to review and evaluate their learning so far. As each group confidently demonstrated to the class what they had been doing, the other groups made sensitive and sensible suggestions as to how greater accuracy might be achieved, spurred on by the teacher's very effective and carefully targeted questioning. The excellent use of time in both lessons kept the pupils very highly motivated and led to very high levels of achievement.
23. The teaching of English and mathematics is good overall, with some examples of very good English teaching in both age groups and some very good mathematics teaching in the 7 to 11 age group. The teachers use very effectively the National Strategies for Literacy and Numeracy to plan work that is very well matched to the pupils' different levels of prior attainment. However, in English, while the teachers take every opportunity to develop the pupils' skills in speaking and listening, they do not provide enough opportunities for pupils to undertake sustained writing tasks. This has an adverse effect on the pupils' attainment in writing, an area that the school itself identifies as in need of further improvement. In mathematics, the teaching of data handling is less well developed than the other aspects of mathematics, although pupils are provided with good opportunities to use data handling skills in science through the use of information and communication technology. The quality of teaching is good in science, information and communication technology, physical education and religious education. It is very good in music and satisfactory in history. No judgments were possible in art and design, design and technology or geography because not enough teaching was observed during the inspection for the judgments to be secure.
24. Class teachers provide good support for pupils with special educational needs (SEN) through carefully targeted group or individual teaching and the very effective use of the learning support assistants. The special educational needs co-ordinator (SENCO) works closely with the specialist support services to ensure that effective teaching strategies are employed to meet the needs of the diverse range of learning needs identified. The pupils' individual education plans (IEPs) are regarded and used as working documents and a number of successful procedures have been put in place that combine all relevant assessments of individual pupils. As a result, the pupils' literacy,

numeracy, personal and social skills are all being targeted and developed. The targets in IEPs are realistic, measurable and achievable. They are effectively reviewed each term to ensure that they are appropriate and the pupils' progress towards them is regularly monitored and recorded. Teachers plan appropriate work to help SEN pupils meet their targets. However, their daily plans do not always reflect the particular organisation of the support for the identified pupils in the class. Nevertheless they have group targets ready for each lesson, based on their secure assessment of the pupils' previous work. The learning support assistants make a very good contribution to the pupils' learning and liaise well with teachers regarding progress of individuals in their care.

25. The teachers have appropriately high expectations of the pupils for whom English is an additional language and the pupils are very responsive to the good teaching they receive. The support staff work closely with class teachers to identify the specific language needs of each pupil. Pupils at the early stages of learning English receive mainly individual support and are withdrawn from class to learn specific vocabulary or to reinforce their language skills. This helps them to make good progress in English and, therefore, to make better progress in learning in other subjects. Class teachers encourage careful listening and provide good models of speech and written language.
26. Pupils' work is regularly assessed and marked and the resulting information is used very well to adapt teaching plans for different groups of pupils in different subjects. An appropriate range and amount of homework is set for all year groups. It is well prepared to consolidate or extend what the pupils have learned in class.

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

27. The curriculum is broad and balanced and all statutory requirements are met. An appropriately wide range of good quality learning experiences are provided for pupils. The school makes very good provision for the pupils' personal, social and health education, which includes teaching them about the use and misuse of drugs. There is a comprehensive equal opportunities policy, which is implemented very effectively in all areas of school life. The National Strategies for Literacy and Numeracy are well established and have had a significantly positive effect on pupils' learning. English and mathematics are understandably afforded a considerable proportion of curriculum time and this has contributed to the improved National Curriculum test results over time. Good policies and schemes of work are in place for all subjects that take appropriate account of recently published national guidance. The clear overviews of the planned curriculum for each subject provide good guidance for staff. Teachers plan together in year groups. This ensures equality of opportunity and the progressive development of knowledge, skills and understanding in the mixed age classes. History and geography are taught in alternate blocks of time, as are art and design and design and technology. In geography, the blocks of learning are too far apart to allow for the progressive development of pupils' knowledge, skills and understanding. A group of Year 6 pupils, for example, could not remember what they had done in previous years. They had not studied geography since the summer term in Year 5 and would not do so again until the summer term this year.
28. The curriculum for children in the Foundation Stage is well planned to meet the latest national guidance for children aged 3 to 5. A good range of well-planned activities ensures that the steps in learning are adequately covered in all six areas of learning, with appropriately strong emphasis on the children's personal, social and emotional development, communication, language and literacy and mathematical development.
29. Curricular provision for pupils with special educational needs (SEN) is good and supports the learning targets identified in their individual education plans (IEPs). There are good procedures in place for identifying special needs and a comprehensive policy provides effective guidance for staff. Teachers undertake appropriate training in the writing of IEPs and, as a result, these are of good quality and ensure that the pupils experience success on a regular basis. Very occasionally, pupils are withdrawn from class for extra support but this is carefully structured according to individual need to ensure that the pupils do not miss out unnecessarily on important work in other subjects.

The school's systems and planning ensure that the provision fully meets the recommendations of the national Code of Practice for SEN.

30. Pupils for whom English is an additional language also receive a broad and balanced curriculum and are successfully enabled to take part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Several religious festivals are celebrated in school and visits from members of the local faith communities help the school in this provision.
31. A large number of boys and girls participate equally in the very wide range of extra-curricular activities that are available in the school. Specific provision is made for sporting, cultural, artistic and social activities. After school clubs include football, hockey, netball, 'kwik' cricket, athletics, racing, rounders chess and French. Music tuition is provided on violin, clarinet, flute and brass and the school is careful to ensure that all pupils have the opportunity to take this up at the appropriate time. The curriculum is further enhanced by the very good range of visits out of school. All extra-curricular activities are kept under close review as to their popularity and the need to cater for pupils' needs and aptitudes while maintaining a suitable balance of provision. Extra-curricular sports activities are available to all pupils in Years 5 and 6, based on individual choice rather than on the pupils' ability to compete successfully with others. The school enjoys considerable success in a wide range of sporting activities out of school hours.
32. The school has excellent links with the community, which make a very large contribution to pupils' learning. There are very strong links with national businesses through the 'Seeing is believing' project administered by 'Business in the Community'. The president of a well-known national and international fast food chain takes a personal interest in the school and the company also provides financial and business support. The excellent link with a large international accountancy and management consultancy company provides further benefits for the school and a senior partner from the firm acts very effectively as mentor to the headteacher. Excellent use is made of resources within the community. For example, local businesses make contributions and give donations for the Summer Fayre, the Ecumenical Centre provides speakers from various faith communities to take assemblies and connections with the attached school home-beat officer leads to concerts from the police band and involvement in the curriculum, such as talks on safety. The school has a wide involvement in the local community. For example, the pupils raise money for local charities and give an annual Christmas party for local senior citizens and distribute food hampers as part of the harvest thanksgiving festival. The school has won first prize in the 'Bexley in Bloom' competition; it won the 'London Flower Box Trophy' and worked with a charitable trust to plant a hedge in the school grounds. All of these connections and many more make an exceptionally good impact on pupils' learning.
33. The school has very constructive links and very good relationships with other educational institutions, including the local high school and other primary schools in the area. The Thamesmead Centre for Information and Communications Technology Excellence has very close links with the school and provides technical support for computers. The school is frequently used by a local university for trainee teachers. There are very good relationships with other schools in the area through regular curriculum co-ordinator meetings and sporting contacts.
34. The school has maintained its very high standard of spiritual, moral, social and cultural development since the last inspection. The provision for the personal development of pupils is very good. The headteacher and staff firmly believe that the spiritual, moral, social and cultural development of pupils is fundamental to the school ethos in order to provide the right climate for learning. It is an area of high awareness that permeates every aspect of school life, such as the excellent displays all around the building and the calm and purposeful learning atmosphere that is felt throughout the school. There is a good policy in place for spiritual, moral, social and cultural development, which has recently been updated to include citizenship. All of these aspects are taught through a coherent cross-curricular programme with all the components clearly mapped out. Assemblies are well organised, with a carefully planned programme of topics. They meet the statutory requirements and pupils are given the opportunity to participate in prayer or quiet reflection. The Year 6 class assembly seen during the inspection was a most uplifting experience,

celebrating the very good work that the pupils had achieved over recent months. Good use is made of the natural world, art and music to promote spiritual awareness. For example, pupils in the reception classes showed amazement at how tiny seeds could grow into plants. Pupils are successfully encouraged to reflect upon their place in the world and to consider the successes and misfortunes of others. Pupils in Years 3 and 4 demonstrated genuine empathy for people whose families were involved in global disasters, but volunteered that God sent sadness so that people could then appreciate happiness.

35. The provision for moral development is very good. Pupils have a strongly developed sense of right and wrong. All teachers teach 'Circle Time' lessons where pupils are guided into developing values such as honesty, fairness and co-operation. They are expected to demonstrate respect for other people's views and are encouraged to express their own. The consistent implementation of the school's behaviour policy and the excellent approach of all staff in their contact with pupils gives strong support to pupils' moral and social development.
36. Social development is also very good. There are very good relationships between staff and pupils and between pupils themselves. The school provides continual opportunities for pupils to take responsibility by helping in the day-to-day tasks around the school. For example, they help in assemblies as door and music monitors. They have jobs in the garden such as filling the bird feeders and collecting the litter. The school considers it important for pupils to participate in events beyond the school domain to support their social development and provides many opportunities for them to do so through its excellent links with the community. Pupils' personal and social skills are further enhanced in a residential visit to an outdoor centre on the Isle of Wight, which also contributes effectively to their work in geography and physical education.
37. Provision for pupils' cultural development is very good. The school teaches pupils to appreciate the cultural diversity of British society and the richness of other cultures through a range of appropriately planned activities in music, history, religious education and art. For example, pupils have studied the Greek Civilisation and Asian and Chinese music. The school celebrates festivals from different religions. Visitors include street dancers, theatrical groups depicting the Victorians and separately the Romans, and African and Irish story tellers, and musical groups. Parents have talked to pupils about the Chinese New Year, the Diwali festival, and demonstrated Indian cooking. The school's good curricular provision provides pupils with effective opportunities to learn about and learn to respect the six major world religions and the effect they have on the lives of the people who follow them. However, despite the very good overall provision, there are no notices or signs in different languages and only a very small range of books to show that the school values other languages. The school has nevertheless gone a long way towards promoting the pupils' multicultural awareness through a developing understanding of other cultures, religions and ways of life and prepares them well for life in a culturally diverse Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. As at the last inspection, the school continues to provide very good support and guidance to all pupils in a caring, secure and happy environment. Teachers and staff know pupils well and cater sensitively for their academic, personal, social and emotional needs. Parents say that the school takes note of pupils as individuals and that teachers treat pupils with respect and get respect from pupils in return. Inspection findings confirm these views. Learning support assistants and mid-day assistants play an important role in the school. They liaise well with teachers and make a valuable contribution to the pupils' wellbeing. Health and safety procedures are good. Risk assessments are carried out annually and the governing body is appropriately involved in these. The school records and monitors all of the actions it takes in connection with health and safety. Fire drills are carried out regularly, electrical equipment and physical education apparatus are tested annually and there are appropriately trained first aiders. The school has effective child protection procedures, although child protection training is not up to date for all staff.
39. The school has very good procedures in place to promote good behaviour. The headteacher, the deputy and the senior management team place great value on the quality of relationships within the school. The expected high standards of behaviour are well known to all members of the school community and consistently applied by all staff throughout the school day from the moment pupils

arrive in school to the moment they leave. The pupils write their own class rules each year. The school motto 'Courtesy and Consideration' is instilled in pupils from the youngest age. The comprehensive behaviour and discipline policy includes effective measures to deal with any incidents of bullying. The implementation of the behaviour policy is monitored through the frequent classroom and playground observations carried out by the headteacher and the deputy. Awards are given for good behaviour and the pupils value these. Different aspects of behaviour and relationships, including bullying and harassment, are discussed within the structured spiritual, moral, social and cultural education programme. Incidents of bullying are dealt with promptly. The school provides an environment where pupils feel free from harassment and bullying.

40. Procedures for monitoring and improving attendance are very good. The school meets the statutory requirements for the recording and reporting of attendance. Any absence is sensitively followed up if the reason is not known. The headteacher's personal contact with families reduces unauthorised absence. There is good liaison with the Educational Welfare Officer (EWO) from the Borough in which the school is situated. However, nearly half the pupils come from the adjacent Borough and liaison with the relevant EWO is less effective here through no fault of the school. Punctuality and attendance are effectively fostered and parents are clear that pupils are considered late after the classroom doors are closed, which happens promptly at 9am.
41. Procedures for tracking, monitoring and supporting pupils' personal and academic progress are very good, especially in the core subjects of English and mathematics, and these procedures are consistent between classes and key stages. The school takes pride in the fact that it can trace how well the pupils have done from the time they start in the nursery to the time they leave the school. The outcomes of assessment are used very effectively when making long-term decisions about the curriculum and how to raise pupils' attainment over time. With the effective use of information and communication technology, the school is able to show the level of progress that different groups of pupils make in different subjects and aspects over their time. Pupils' prior attainment is noted in Year 1 and again in Year 3 to keep track of the value added by the school by the time pupils reach the age of 7 and again when they reach the age of 11. There are very good systems in place for setting whole school, class and personal targets for improvement, based on the rigorous analysis of all assessment. Teachers spend a considerable amount of time determining the pupils' targets and supporting pupils in achieving them. As a result, despite very low prior attainment, pupils throughout the school achieve well. Assessment procedures and the systems for recording and tracking of how well pupils are achieving are very good in English, mathematics, science and physical education. Good systems are also in place in history, ICT and music. In art and design and design and technology, the systems are sound. Most crucially, the outcomes of assessment are used very well to inform curricular planning in English, mathematics and science and they are used well in all other subjects except geography, the only subject in which they are yet to be developed.
42. Procedures for assessing and monitoring the progress of pupils with special educational needs are good. Assessment information is well used to set clear targets in their individual education plans, which are appropriate to pupils' needs. Similarly, there are good procedures for assessing and identifying the needs of pupils with English as an additional language who are at the earlier stages of English acquisition. The progress of both sets of pupils is regularly reviewed to ensure that their targets remain sufficiently challenging and, as a result, they make good progress in relation to their prior attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school's partnership with parents is very good. Parents are very pleased with the school and say that ongoing progress is evident each year. They are enormously positive about what the school does for their children, the high standards it achieves, and the good attitudes it strongly encourages. They say it is a listening school that responds to what parents have to say and that teachers are very accessible. A few parents were unhappy about the amount of homework set and felt they did not know sufficiently how well their child was progressing. Some thought there was too small a range of interesting activities. The inspection team found that overall the right amount of

homework is set, that parents receive a range of appropriate information as to how well their children are doing and that the range of extra-curricular activities is very good.

44. The school has very good links with parents. The headteacher and staff are readily available to talk to parents. Formal opportunities for parents to meet the teacher and gather information about their child's progress occur twice a year. Teachers are given clear guidelines as to how to conduct the individual meetings with parents and the information they should have to hand. Parents are told how well their child is progressing and the areas for improvement. At these meetings, they are given the level their child is working at if they wish to know it. The annual reports to parents are good. The format is detailed and personal. There are clear details on the progress made, particularly in English, mathematics, and science. However, the school does not consistently follow its own good procedures for report writing in that not all teachers consistently point out weaknesses in learning or give the level the child is working at in English, mathematics and science. Sessions have recently been held to enable parents to support their child's learning in literacy, numeracy and information and communications technology. The general information for parents is very good. Regular and informative newsletters keep parents up-to-date with school activities and encourage them to be involved in the life of the school. The prospectus and the governors' annual report to parents are clearly written and give much detail.
45. There are good links with parents of pupils who speak English as an additional language and staff try their best to communicate with the bilingual parents. However, the school has not been able to provide information about school activities or about the achievement of their children in home languages other than English. The parents of pupils with special educational needs are well informed of their children's individual education plans and their targets and are effectively involved in the reviews of them.
46. The impact of parents' involvement with the work of the school is very good. There is very good attendance at parents' evenings and at the evenings where information on subjects in the curriculum is given. There was strong support from parents at the Year 5 and 6 class assembly during the inspection. Large numbers of parents attend the Summer Fayre and school performances. Seventeen parents work in the school, for example, as Learning Support Assistants. Recommendations made by parents are discussed at governors' meetings and appropriate action is taken; for example, the school has changed the format of the annual report to parents. The home/school book is effectively used as a means of communication between home and school and to keep parents up to date. The Parent Teachers Association is run by a group of dedicated supporters. They arrange social events and raise funds that have been used to help finance the new building project and the Year 5 and 6 residential trip.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are very good. Staff and parents are particularly complimentary about the headteacher's approachability and commitment to the school, and the extremely clear educational direction that he sets for the school's work and shares with them. He is very effectively supported by a talented and very able deputy headteacher. The senior management team has been expanded since the last inspection to include the co-ordinators for each key stage. Together, the senior managers provide very good guidance for all staff and the roles and responsibilities of each are clearly defined. There has been very good improvement in the leadership and management of the school since the last inspection.
48. The school very effectively evaluates its performance and takes equally effective action to improve pupils' attainment and progress and the quality of teaching. There has been very good improvement in the role of the curriculum co-ordinators. The school suffers from a high turnover of staff and, for the first time in September 2000, it had no new staff or newly qualified teachers. This has allowed the headteacher to consolidate the roles and responsibilities of the co-ordinators. In order to enable them to operate effectively, the deputy head and the key stage co-ordinators are providing very good levels of support for the relatively inexperienced teachers to operate effectively in their roles as co-ordinators. For example, they are being 'taught' very well how to monitor teachers' planning and sample pupils' work. Currently, the headteacher and the deputy undertake most of the monitoring

of teaching in the school, providing effective feedback to the teachers. A strength of the monitoring is that teachers are praised for what they do well and constructive guidance is given as to what they can do to develop their teaching further. It is then evident in their planning that they have followed the advice given. There is a clearly established programme for co-ordinators to become involved in monitoring teaching as their subject becomes a priority in the school development plan. There are very good induction procedures for teachers that are new to the school. Currently a teacher who was not trained in this country is teaching one of the reception classes. She is receiving excellent support from her colleagues and benefiting from the very effective guidance of the key stage co-ordinator and the deputy headteacher. Staff who were new to the school last year are clear that the very good induction they received helped them to settle quickly into school routines and take on the very positive ethos felt in the school.

49. The headteacher and the deputy head manage well the provision for English as an additional language and effectively monitor the work of the Local Education Authority's support staff. A register is kept of pupils at various stages of language acquisition and pupils are moved up or down the stages depending on their progress. The management of special educational needs (SEN) is also good. The special educational needs co-ordinator (SENCO) provides good support for colleagues, parents and pupils. She has an appropriate action plan that is incorporated into the school development plan and provides an effective agenda for further improvement. Pupils on the SEN register are well supported by designated support staff whose work is effectively monitored by class teachers and by the SENCO. The procedures for the identification of needs are effective. Information gathered from tests and assessments is used systematically well to identify any lack of progress. There are good arrangements in place for the annual reviews of the high number of pupils with statements and all parties involved normally attend these. The SEN governor is new to the role but has quickly become actively involved in this aspect of the school's work. The headteacher and deputy effectively monitor SEN provision. The school makes efficient and effective use of the funding it receives for SEN and adds to this considerably from its own funds to provide additional support for the pupils and to train the support staff to meet their learning needs effectively. The funding is used well to enhance the pupils' progress and the school meets the recommendations laid down in the nationally accepted Code of Practice for SEN.
50. The governors are actively involved in the life of the school and effectively support the headteacher in his work. They fulfil their statutory duties well. The governors have their own code of conduct that clearly outlines their roles and responsibilities and what they have agreed to do. They effectively monitor the work of the school and are fully informed about the standards it reaches and how well the pupils achieve. They receive very well presented reports from the headteacher at their termly governors' meeting and through, these, have a good knowledge of what is happening in the school. The very effective involvement of the business community through the 'Seeing is believing' project has benefited the school enormously. It has provided further objective evaluation of the school's leadership and management by senior managers in the business community. The headteacher and governors are very receptive to the advice and support they receive as a result of this involvement because of the very positive effects it has on the quality of educational provision in the school.
51. Governors are effectively involved in drawing up and evaluating the school development plan, which, as at the last inspection, is a well-managed, flexible and comprehensive tool for school improvement. It is drawn up in full consultation with all staff and governors, following the curriculum co-ordinators' reports and intended action plans for their subjects. The school successfully achieves its aim of making the plan available to parents and interested visitors to give 'transparency and openness to the process'. The governors have due regard for equal opportunities and the school is successful in achieving this. The school's admission policy welcomes the inclusion of all groups of pupils and the practice is good. For example, the school admits pupils with a statement of special educational needs who have been denied admission elsewhere. Due attention is given to equal opportunity in all of the school's documentation and the school's educational priorities and targets are appropriately focused on raising standards of attainment in English, mathematics and science. Assessment data is analysed by gender and ethnicity and very good systems of target setting are in place to tackle any weaknesses found. Swift action is taken to deal with any form of oppressive and school assemblies, pastoral care work and spiritual, moral, social and cultural development programmes all effectively challenge prejudice.

52. There is a sufficient number of appropriately qualified teachers to teach the National Curriculum and religious education effectively. The school has a high number of support staff and deploys them well to assist pupils' learning and they make a good contribution to the pupils' achievement. There is an effective programme of staff development for teaching and non-teaching staff that follows the priorities set in the school development plan. Appropriate procedures are in place for performance management and these, too, take good account of the school's aims and priorities. The very pleasant and well-maintained accommodation is kept clean and attractive by the caretaker and cleaning staff. The accommodation is greatly enhanced by very good quality displays of pupils' work in all classrooms and corridors and the pupils proudly show and talk about what they have done. The displays very effectively promote the pupils' academic development and also their personal, spiritual, moral, social and cultural development. There are good outside areas for play and for physical education activities. Overall, the accommodation is adequate and improvement is imminent as work forges ahead to complete the new computer suite and music room. The school makes the best use it can of all currently available accommodation to promote the pupils' learning. This means that, until the new building is complete, the library is fully timetabled for special educational needs work or for music and cannot be used effectively to further the pupils' literacy and study skills. Resources for learning are satisfactory in design and technology, geography and ICT and good in all other subjects. In ICT they are about to improve considerably with the completion of the new computer suite and the purchase of new ICT hardware and software. All resources are well stored, easily accessible and used effectively.
53. The governing body has good systems in place for planning, managing and monitoring the budget. This was confirmed in the most recent audit of the procedures. All budget decisions match the school's priorities and the good financial planning is firmly based on the clearly understood principles of best value. This ensures that the school gains best value from its spending by constantly challenging itself to do better, by comparing its results with other schools, by consulting parents and the wider school community before making major decisions and by ensuring it obtains best value for money when purchasing resources. The finance committee monitors the budget well to determine the effect of the school's spending on the pupils' attainment and achievement. It receives regularly updated budget reports and seeks clarification on relevant issues. Prudent management of the school's finances have helped it to contribute towards the new extension by accruing a surplus in the budget over time to do so. Daily administrative routines are well established and the office staff provide very effective support for the teachers in their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to raise standards further, the governors, headteacher and all staff should:
- Further improve pupils' attainment in writing and increase the impact of writing throughout the curriculum by:
 - scrutinising the number and type of worksheets used with a view to cutting down on those that restrict the pupils' answers to one word or short sentences;
 - providing pupils with the skills to select for themselves which styles/genres to use to suit the purpose of and audience for their writing, and give them greater opportunities to apply these skills in subjects such as science, geography, history and religious education;
 - giving greater attention to the direct and structured teaching of handwriting throughout the school.

(Paragraphs: 4, 6, 20, 66, 67, 71, 72, 82, 84, 103, 120)

Writing is already included in the school development plan as an area in need of further development.

In addition to the above key issue, the governors should also consider including the following more minor issues in their action plan:

- ensure that there is a consistently strong focus on vocabulary development in the nursery (*Paragraph: 60*);

- ensure that all work is always sufficiently challenging for higher attaining pupils (*Paragraphs: 6, 20, 80, 87*);
- check whether the current 'blocking' of history and geography on the timetable is impeding pupils' learning, particularly in geography (*Paragraphs: 27,96*); and
- update staff training on child protection procedures (*Paragraph: 38*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	26	52	21	0	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)	26	312
Number of full-time pupils eligible for free school meals	0	69

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	88

English as an additional language	No of pupils
Number of pupils with English as an additional language	58

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	20
	Girls	14	16	14
	Total	32	35	34
Percentage of pupils at NC level 2 or above	School	82 (79)	90 (89)	87 (83)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	21
	Girls	15	16	17
	Total	33	36	38
Percentage of pupils at NC level 2 or above	School	85 (74)	92 (81)	97 (81)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	28	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	22
	Girls	10	11	11
	Total	31	32	33
Percentage of pupils at NC level 4 or above	School	67 (52)	70 (55)	72 (64)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	19
	Girls	9	9	9
	Total	25	29	28
Percentage of pupils at NC level 4 or above	School	54 (58)	63 (61)	61 (67)
	National	68 (63)	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	11
Black – African heritage	41
Black – other	2
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	16
White	238
Any other minority ethnic group	0

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	1
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	22.3
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	256

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13
--------------------------------	----

FTE means full-time equivalent.

Financial information

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

	£
Total income	641,019
Total expenditure	586,085
Expenditure per pupil	1,761
Balance brought forward from previous year	32,770
Balance carried forward to next year	87,704

Results of the survey of parents and carers

Questionnaire return rate: 58.3 per cent

Number of questionnaires sent out	240
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	2	0	0
My child is making good progress in school.	56	38	1	0	5
Behaviour in the school is good.	60	37	1	0	1
My child gets the right amount of work to do at home.	44	42	5	3	6
The teaching is good.	55	39	3	1	3
I am kept well informed about how my child is getting on.	44	45	6	3	2
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	0	1
The school expects my child to work hard and achieve his or her best.	65	34	1	0	1
The school works closely with parents.	50	44	4	1	1
The school is well led and managed.	64	34	2	0	1
The school is helping my child become mature and responsible.	62	34	1	0	2
The school provides an interesting range of activities outside lessons.	30	42	12	4	11

Other issues raised by parents

Several parents indicated that, since their children had been in school only a very short time, they could not answer all of the questions and, therefore, fell into the 'don't know' category.

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

55. The Foundation Stage consists of a nursery with 52 children who attend on a part time basis, and two reception classes catering for 45 children. There are two admissions to the nursery, one in September and one in January. This pattern continues as the children move into the two reception classes but all children move into one of three Year 1 classes in the September following their fifth birthday.
56. Good quality provision throughout the Foundation Stage gives the children a good start in their education. The school undertakes assessment of the children on entry to nursery and again on entry to reception. The assessments show that the majority of children come to the nursery with attainment that is very low compared with that found in three-year-olds nationally. The results of a nationally approved test carried out when the children move into the reception classes show that they achieve well in the nursery. By the end of their reception year, the majority attain the nationally agreed early learning goals in personal, social and emotional development, and in creative and physical development. The good range of suitable activities and a stimulating learning environment ensure that the children work purposefully towards the early learning goals in all six areas of learning. However, in communication, language and literacy, in mathematical development and in knowledge and understanding of the world, the majority do not meet the goals set for children aged five. Their attainment in these areas remains well below what is expected for their age.
57. Good induction procedures ensure that the children quickly settle into the routines of the nursery. These involve nursery staff visiting the children at home and parents and carers bringing the children into school for familiarisation visits. The relationship with parents and carers is good and staff work hard to involve them in their children's learning. There is good access to outdoor areas for all children in the Foundation Stage but currently, while this is used effectively in the nursery to promote the children's learning, it is not as well used in the reception classes.
58. The quality of teaching is good overall with a significant amount of very good teaching in the nursery. The nursery teacher is well supported by an experienced nursery assistant. Both have a good grasp of how children learn through play and provide the children with good first hand experiences such as cutting vegetables to make soup and feeding birds. All resources are used effectively to promote learning. The staff work well as a team. They plan their work with a clear focus on children's individual learning needs, enabling the children to engage in a good range of well-planned structured play activities and intervene sensitively in them to develop the children's language skills and to move their learning forward. There is a satisfactory balance of adult-directed and children-initiated activities in the nursery that is not evident in the reception classes, where the activities are mostly adult-directed and afford little opportunity for the children to make independent choices or initiate activities. Classroom assistants are used effectively in the reception classes. Both they and the teachers give clear instructions and encourage children to listen carefully. All staff use praise effectively to motivate the children, to engage them in learning and to promote their self-esteem. A particular strength in both the nursery and reception classes is the detailed assessment procedures that enable staff to plan activities that are well matched to the children's individual stages of learning. Nursery and reception staff plan together using the recently introduced guidance for the Foundation Stage and appropriately introduce the children to the work recommended in the National Strategies for Literacy and Numeracy. The joint planning provides continuity of learning and of learning experiences for the children and contributes positively to the good progress they make.

Personal, social and emotional development

59. This area of learning is given a high priority. It is very effectively taught and very well promoted at every opportunity, resulting in the children achieving very well and attaining the nationally expected early learning goal at the end of reception. In the nursery, children settle well and enjoy the nursery experience. They quickly adapt to the routines of the day, make friends with other children and show confidence in the adults around them. The children's levels of motivation are high. They are keen to learn and apply themselves well to tasks, for example when cutting vegetables or printing their designs. This has a positive effect on their achievement. They form good relationships with and show great consideration for each other. For example, they readily helped each other to put on animal costumes in 'Noah's Ark'. They are independent in the way they make choices, select activities and put equipment away at the end of sessions. The children are well behaved. They concentrate well and sit quietly when appropriate, for example during story times and singing sessions. They share the equipment fairly and wait for their turn to use the computer or have their turn on the climbing frame. Children of all ethnic backgrounds play happily together. However, they have to be given many reminders to say 'please' and 'thank you', as this is not yet a natural part of their vocabulary. In the reception classes, the children respond well to the more formal approach that the staff adopt. They successfully work as a whole class and in smaller groups, for example, in literacy and numeracy sessions. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate for increasing amounts of time. However, the high level of adult direction and the insufficient use of the outdoor area limit the opportunities they have to make independent choices, select activities for themselves or engage in imaginative play.

Communication, language and literacy

60. Children achieve well in this area of learning but, because of their very low attainment on entry, the majority substantially do not meet the early learning goal. The children's speaking skills are poor. The staff are rightly concerned that the children's command of vocabulary is weak. However, because they too often accept the one-word answers offered, and occasionally give the children the answers too quickly, they miss opportunities to extend the children's responses and thereby their vocabulary. Children do not readily initiate conversations with each other or with adults, even about what they are doing; nor do they experiment with spoken language in role-play activities. In 'Noah's Ark', for example, they dressed as animals but then sat quietly with little or no talking. The children respond well to stories. They enthusiastically joined in the story of 'Brown Bear, Brown Bear, what can you see' but found it hard to listen and respond to questions about different parts of the story. Most children know that pictures and words have meanings. They enjoy looking at books and the older children are slowly beginning to verbalise what they see. As a result of the good progress they make in the nursery, the children in the reception classes handle books more confidently and ask and answer relevant questions about the pictures in them. However, the majority still express themselves in two or three word phrases and do not yet speak in sentences. Most children know that print carries meaning and recognise some letters of the alphabet. Higher attaining children successfully read some common words and recognise initial sounds. The children in the nursery try very hard to copy their names and a small minority of the older children do so accurately. Most reception aged children successfully 'write' their names and the higher attainers form letters correctly as they copy their teachers' writing. A small minority successfully write a few words independently using their phonic skills. However, the majority of children still need help to construct a sentence. Good teaching successfully introduces the children to the type of work recommended in the National Literacy Strategy. This contributes well to their learning.

Mathematical development

61. The children achieve well in this area of learning. However, as the great majority start the nursery with poor mathematical skills, most are well below the early learning goal by the age of five. Throughout the Foundation Stage, the children are successfully taught a good range of number songs and rhymes and this helps them to order numbers and to recognise that numbers can be counted up or down. Because sorting, counting and matching are successfully integrated into different activities, the children use these skills with increasing accuracy as they count, for example, toy animals and the parts of their body. In the reception classes, this learning is further consolidated and the children begin to recognise written numbers. Higher attaining children

accurately count, add and subtract numbers to 20 and sometimes beyond. However, the majority of children are still learning the concepts of 'more' and 'less'. A small minority name correctly simple two-dimensional shapes, for example, triangle, square and circle, and successfully create symmetrical patterns on paper butterflies. The teaching is good. It successfully introduces the children to the work recommended in the National Numeracy Strategy and this is making a positive impact on the children's learning.

Knowledge and understanding of the world

62. Children achieve well in this area of learning, although attainment of the majority is well below the expected early learning goal for the end of reception. In the nursery, children feed birds in the school grounds. The staff ensure that the children understand what they are doing and why. However, due to the children's lack of vocabulary, little discussion goes on around the activity despite the best efforts of the adults to draw the children into dialogue. Reception children enjoy sowing cress in their caterpillar boxes and learn about the conditions necessary for plant growth. They develop further their understanding of living things, by, for example, finding out about the stages of growth of a butterfly. Most understand that a caterpillar becomes a butterfly, although they are not yet clear about the complete cycle. The children's learning is successfully extended through visits to, for example, a farm and a zoo, and the visit to the school by a mobile farm. The children confidently use the computer to play games that develop literacy and numeracy skills. They successfully use the mouse to control the cursor on the screen and to drag and drop icons. They gain a sound understanding of materials as they play with sand, and water and play dough. In the nursery, they successfully learn, for example, how to make soup and, in the reception classes, how to make carrot cake.

Physical development

63. By the end of their reception year, the children's physical development is as expected for their age. There is good provision both indoors and outdoors for nursery children. The children enjoy playing on large wheeled toys, control them well and show a good awareness of space. They safely use wooden benches and larger apparatus to climb and balance, showing appropriate skills in these activities. The majority of children handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately by the time they leave the reception classes and have a sound control of the computer mouse. The teaching is good overall and the children are successfully introduced to construction kits and puzzles, the cutting of vegetables and making cakes. All of these activities give them good opportunities to learn how to use their hands skilfully. In class, the children move around, confidently negotiating their own space. Children in reception classes consolidate and build on these skills appropriately. However, the outdoor space is not as effectively used to develop their physical skills. Occasionally, the teacher over-corrects and over-directs physical activities in the hall, leaving the children with few opportunities to develop their skills independently.

Creative development

64. Children achieve well in this area of learning and meet the expectations for their age by the time they leave the reception classes. The teaching is good and ensures that the children have a wide range of stimulating activities that fire their imagination and enable them to develop successfully their creative skills. Children confidently use pencils, felt pens, crayons, paints and modelling dough to present their ideas through drawing, painting and modelling. They are successfully encouraged to experiment with a range of art materials and techniques and to play imaginatively with small toys and in role-play. They have a sound knowledge of an appropriate range of colours and respond well to the opportunities presented to them to choose which recycled materials might be best for their models. The children know from memory an appropriate range of songs and action rhymes and enjoy singing and performing them in whole class sessions. Children in the reception classes successfully learn to control their performances, for example, by all starting or stopping at the same time and by listening to each other. Again, however, the activities are sometimes over-directed and leave the children with little scope to use their own imaginative and creative skills.

65. Since the previous inspection, there has been good improvement in the curriculum for the children in the Foundation Stage that has led to good achievement. However, the children's attainment is lower than that reported at the last inspection because of the well-documented decline in their attainment on entry to the school.

ENGLISH

66. Pupils' attainment in English has improved significantly since the school was last inspected, the school's results having risen faster than the national trend. In 2000, the school's performance in the National Curriculum tests for pupils aged 11 was below the national average but matched the average for similar schools. Boys have consistently attained better results than the girls in the annual tests and this was the case in 2000 for pupils aged 11. However, during the inspection, no significant differences were noted between the attainment of boys and girls. The school has the issue of boys' and girls' attainment in the tests under close scrutiny. **The majority of pupils currently in Year 6 are working below the nationally expected levels for their age in English. Their speaking and listening and reading skills broadly match the nationally expected levels but their writing skills are below.** This is because the pupils are not given sufficient opportunities to write at length in English or in other subjects.
67. The National Curriculum test results for pupils aged 7 in 2000 were below the national average in both reading and writing. In reading, the school's results matched those of similar schools. In writing, they were below the average for similar schools. When pupils enter the school, they lack confidence in speaking and their listening skills are weak. Reading skills are poor and very few pupils have the required pencil control to enable them to write clearly. These limitations are effectively addressed with consistently good teaching over time and this enables the pupils to achieve well. In this age group, the reading results have risen faster than the national trend since the last inspection and the writing results have risen at the same rate as writing results nationally. **The majority of pupils currently in Year 2 are working at the nationally expected levels in speaking and listening and in reading but below those levels in writing.**
68. Pupils with special educational needs make good progress towards the targets set in their individual education plans because of the well-organised and well-focused support they receive. Similarly, those pupils for whom English is an additional language make good progress in learning English and this contributes effectively to their good progress in other subjects. The school is on course to meet the challenging targets it has set for 2001 for the pupils in Year 6, a significant minority of whom have special educational needs.
69. Pupils aged 5 to 7 learn to express themselves clearly and confidently. Following the good language models provided by the adults who work with them in effectively organised small groups, the pupils' language levels develop rapidly. A key feature of this work is the very strong focus on specific language structures. This has a major impact on the pupils' learning. By the age of 7, the majority of pupils are confident and articulate speakers who have developed sound listening skills. Between the ages of 7 and 11, the teachers successfully consolidate and extend the pupils' vocabulary. The pupils begin to use appropriately complex and grammatically accurate sentences. The pupils' own reading and the teachers' use of good subject-related vocabulary in class discussions play important parts in this development. Pupils demonstrate good confidence to interact with others and make active contributions to class discussions. Most pupils understand that Standard English is somewhat different from their everyday speech. They benefit well from the good range of oral and literacy experiences that the school provides to reinforce the use of the Standard English. Pupils respond well to the suitable opportunities offered to them through drama and debate, to speak at length, to use an appropriate range of expression in their voices and to extend their rapidly developing vocabulary. This was well demonstrated in a Year 5/6 class assembly attended by parents and the whole school. In it, the vast majority of pupils spoke audibly and clearly and very successfully engaged the interest of their audience in a formal situation. Pupils achieve very well in this aspect of English.
70. Given the limitations of the pupils' skills on entry to the school, they achieve very well and attain satisfactory standards in reading. Because letter sounds and blends are taught well through direct teaching, pupils aged 5 to 7 acquire a good grasp of these and use them well to tackle unfamiliar words. By the age of 7, pupils are beginning to read fluently and with some expression. Pupils with special educational needs are identified early and embark on well-structured literacy programmes with realistic short-term measurable targets that enable them to make good progress in reading. Pupils improve their reading skills between the ages of 7 and 11. The range of reading material is

appropriately extended and higher attaining readers confidently choose their reading books themselves. The majority of pupils talk with discernment about favourite authors but their critical appreciation of a range of books is limited. Most pupils find it difficult to identify meaning beyond the text but appreciate the subtleties of humour in good quality children's fiction. While lower attaining pupils still interpret a text literally, a small number of average and higher attaining pupils show a growing understanding of figurative language and appreciate that reading offers both enjoyment and information. Pupils in Years 5 and 6 also successfully learn how to skim and scan texts and how to make meaningful notes. The majority of pupils know how to use the library and understand how 'contents' and 'indices' point the way to specific information. They use non-fiction books appropriately to locate and retrieve information within the classroom, but, because of the heavy timetabling of the library for other purposes, they have few opportunities to use their independent research and study skills. The process of home-school reading is well established and has a positive effect on pupils' interest and attainment, which is also evident in the guided reading sessions in school. The pupils show a developing understanding of the sequence of events in a story as they carefully answer all questions related to a text, for example in the story 'Get Lost Laura'. Most pupils, and the higher attainers in particular, successfully interpret poetry and comment sensibly on texts that they read. The careful records kept by most teachers include clear and relevant diagnoses of reading weaknesses. The teachers use effectively the information they gain from these to plan further reading work that successfully targets the pupils' individual learning needs.

71. Attainment in writing is below the national average. However, given the poor skills that pupils have when they enter school, their achievement is satisfactory. Pupils aged 5 to 7 successfully learn to form letters accurately and to match a letter to its sound. Because letter combinations and common spelling patterns are appropriately stressed in teaching, the pupils begin to recognise and use them in their writing. By the age of 7, with good support from their teachers and the well trained classroom assistants, higher attaining pupils think carefully about the overall structure of their writing, for example, the setting, the characters and the plot when writing stories. However, the majority of pupils lack fluency in their writing and are unaware of grammatical mistakes in their work. Their proof reading skills and the range of vocabulary used in their writing are insufficiently developed. Between the ages of 7 and 11, pupils successfully learn to write for a suitable range of purposes using, for example, narrative and descriptive writing, flow charts and cyclical diagrams. They become competent in spelling and use an appropriate range of punctuation. In most classes, pupils competently use a dictionary and thesaurus to help their spelling and writing. By the age of 11, pupils understand the main features of, for example, writing book reviews, but this work is not extended sufficiently to include writing reports, newsletters and autobiographies, and a significant minority of pupils still struggle to express themselves clearly in writing. Because there are not enough opportunities for them to undertake sustained story writing with a clear focus on developing characters and plot, the pupils' skills in this area are limited. Most pupils write neatly, clearly and legibly, and many develop their own personal style. However, the majority do not consistently use a joined script and their teachers do not emphasise clearly enough the benefits of doing so.
72. Speaking, listening and reading skills are promoted effectively in English lessons and across the curriculum, for example, when pupils are reading and talking about past events in history, when they are explaining their scientific investigations and as they discuss different features that help works of art and pieces of music to communicate with the viewer and audience. However, writing and handwriting skills are not used or promoted as effectively. This too often hinders the pupils' recording of their learning, for example, in science, history, geography and religious education, especially when they are required to record their written responses on commercially produced work sheets. This limits their independent use of imagination and initiative and perpetuates the weaknesses in writing by requiring only short and unexpanded answers. Handwriting is not progressively structured and, as a result, the pupils' presentation of their written work and standards of handwriting are weak. The use of information and communication technology to word process, re-draft and edit is limited.
73. The quality of teaching is good overall and this promotes consistently good learning over time. In 90 per cent of all lessons, teaching is good or better. No unsatisfactory teaching was observed. Teachers across the school have a good understanding of how to teach English. They make sure

pupils know what they are expected to learn and how this links with what they have learned previously. The National Literacy Strategy has been effectively implemented. Lessons are well planned and organised and there is a good balance of whole-class, group and individual work. In the younger age groups, the teachers very successfully promote oral language development. The teachers of older pupils in Years 5 and 6 talk with the pupils in an adult style, encouraging them to extend their vocabulary and to use increasingly more complex forms of speech. In a very good Year 6 lesson, for example, the teacher used her very good subject knowledge, evident in her very effective questioning techniques and clear explanations, to involve pupils actively in identifying the features, structure and presentation in different types of explanatory text. Most teachers in all age groups effectively develop good listening and improve pupils' concentration through their very effective management of pupils' behaviour and through motivating teaching. In most lessons, the teachers have high expectations of the pupils' work rate and the lessons proceed at a good pace. The teachers capitalise on the pupils' high levels of interest in the subject. This makes a good contribution to learning because it results in the pupils being attentive, eager to answer questions and expressing themselves clearly as they successfully contribute to class discussions. A very effective learning environment is thus created, in which the vast majority of pupils behave well, work hard and concentrate on their work. Because they know their pupils well and assess their work thoroughly, the teachers set appropriate targets for individual learning. The marking of pupils' work is very good. Constructive comments give suitable guidance to pupils on how to improve their work. Pupils with special educational needs and those for whom English is an additional language, receive effective support from teachers and adult helpers. The intense support afforded to them in lessons greatly enhances their language and literacy skills, boosts their self-esteem and contributes to their good progress.

74. The leadership and management of the subject are very good. Through a systematic programme of monitoring and evaluating, the literacy co-ordinator is well aware of the strengths and weaknesses in teaching and learning and takes effective action to support the teachers, especially those that are less experienced. The procedures for assessing pupils' progress are very good, and the results of all tests are very effectively analysed and used in order to set individual targets. Useful additions have been made to resources in classes to support the implementation of the National Literacy Strategy. There are sufficient books of good quality, both fiction and non-fiction, but the school library is under-used as a literacy resource at present.

MATHEMATICS

75. In 2000, the results of the National Curriculum test results for pupils aged 7 and 11 were below the national average but matched the average found in similar schools. There has been good improvement in the test results since the last inspection and the overall trend is better than the national trend. **The majority of pupils currently in Year 2 and Year 6 are working at the nationally expected levels for their age.** Given their very low mathematical attainment on entry to the school, the pupils achieve very well. The standard of work seen in the school was considerably better than that found in last year's National Curriculum tests. The reason for the improved attainment is the very effective implementation of the National Numeracy Strategy, which has been in place longer than in most schools, the school having been part of the pilot project in the year prior to the national implementation. The school exceeded the target it set for 11-year-old pupils in 2000. Over time, boys have consistently attained higher results than girls in the national tests. However, there were no significant differences noted between the attainment of girls and boys during the inspection.
76. Attainment in numeracy is satisfactory throughout the school. By the age of 7, most pupils have a sound understanding of place value to 100. They confidently place numbers in the correct order and accurately round up numbers to the nearest ten. They count numbers in 2s, 5s and 10s, and double numbers swiftly in their head. They have appropriate recall of addition and subtraction facts to two-digit numbers, although only very few pupils accurately solve problems using three digit numbers. The pupils know the main properties of simple two and three-dimensional shapes and can sort them correctly. The pupils solve money problems accurately, giving the right amount of change from 20 or 50 pence and higher attaining pupils work competently with money up to £1. By the age of eleven, the pupils have a well-developed knowledge and understanding of place value in

large numbers and show a good awareness of number patterns through using their tables and multiplication grids. The majority accurately multiply or divide numbers by 10, 100, 1000 and appreciate the place value of digits. Pupils successfully estimate their answers before making written calculations and are effectively taught how to use calculators to check their answers. They understand equivalence in fractions and correctly order decimal fractions, rounding them to the nearest tenth or a hundredth.

77. By the age of 7 the pupils accurately measure the length of objects using standard and non-standard measures, including standard metres and centimetres. They tell the time accurately using both digital and analogue clocks. By the age of 11, pupils understand that area is measured in squared centimetres and they learn to apply correctly the appropriate mathematical formula for calculating the overall area of a shape. Pupils use protractors accurately to measure the angles of a triangle and have a sound understanding of different types of angles and triangles. School displays show some good examples of mathematics being integrated with other subjects, such as science, through measuring and data handling, and with history, through using a time-line. However, there are limited opportunities for pupils to interpret tallies, charts and graphs or to carry out an independent survey. Their skills in handling data and their use of mathematical language in relation to this aspect of mathematics are less well developed than other areas of the subject.
78. Pupils with special educational needs and those who speak English as an additional language make good progress. This is due to the good quality additional support they receive from the learning support assistants, which helps to boost their confidence. The progress of each individual pupil in the school is rigorously tracked. The outcomes of the school's very good assessment procedures are used very effectively to determine what pupils are to learn within a lesson, from one lesson to another and over time. This is a further major contributory factor to the pupils' improved attainment in mathematics.
79. The quality of teaching is good. Overall, it is good or better in 80 per cent of lessons. It is always at least good in the 7 to 11 age range and at least satisfactory in the 5 to 7 age range. The three-part lesson structure is used very effectively to promote pupils' learning. The teachers give due emphasis to mental and oral work at the start of a lesson and, as a result, the pupils rapidly increase the speed of their calculations. The pupils enjoy these appropriately short and sharp sessions that require from them high levels of concentration and effort. For example, in one session with pupils in a Year 5/6 class, the majority of pupils worked extremely hard to answer questions about the size and order of a number within the 100s and 1000s that they were counting. An appropriately high proportion of direct teaching keeps the pupils on task throughout each lesson. The teachers share their clear learning objectives with the pupils, using their good subject knowledge and understanding to demonstrate skilfully and explain clearly a wide range of mathematical concepts. In the majority of lessons, the teachers make good use of precise mathematical vocabulary and this usefully extends pupils' mathematical language and understanding. The content and methods used are often skilfully adapted to meet the needs of the different levels of attainment evident in a class. For example, in a Year 5/6 lesson, because some pupils struggled to apply previously learned knowledge in a new situation as they estimated how many pieces of pasta were in one kilogram of pasta, the teacher immediately provided extra 'clues' to help them develop this work successfully. Pupils are sometimes too dependent on the teacher to provide strategies for them to find solutions to problems but, in this lesson, these skills were effectively taught without the teacher providing direct answers too quickly. Teachers are now successfully addressing the issue of providing more frequent opportunities for pupils to engage in independent investigative work by including more open-ended activities that require logical solution to problems in stages.
80. Teachers are careful to evaluate with the pupils whether the learning objectives for the lesson have been met. They do this by reminding pupils of what they are expected to learn at different times during the lesson and then by very effectively using the final whole class session at the end of the lesson to assess what the pupils have learned. The information gained is very effectively used to plan the next stage of work. In most lessons, the work is suitably matched to the pupils' differing levels of attainment. However, in Years 1 and 2 there is sometimes insufficient challenge afforded to higher attaining pupils. Teachers and pupils make effective use of the good range of resources for this subject, including white boards, digit cards and 100 squares, to consolidate and support

pupils' mathematical understanding. Homework is regularly set and usefully consolidates and extends the pupils' knowledge and understanding of number.

81. The leadership and management of the subject are very good. There are two co-ordinators, one for the 5 to 7 age group and one for the 7 to 11 age group. The co-ordinator for the 5 to 7 age group is new but is rapidly growing into the role under the good direction of the experienced co-ordinator in the older age group. The role of the co-ordinator has improved considerably since the last inspection and the very effective systems for monitoring and evaluating both teaching and learning that are now in place have contributed very effectively to raising pupils' attainment. The co-ordinator for the 7 to 11 age group is very effectively involved in setting whole school targets and there is a clear action plan for further improvement in mathematics.

SCIENCE

82. In 2000, the school's National Curriculum test results for pupils aged 11 were well below both the national average and the average for similar schools. However, the trend in the school's results is higher than the national trend for science and good improvement is evident since the last inspection. The standard of work seen in school was considerably better than that suggested by the National Curriculum test results. This is because, currently, the extra time given to Year 6 for science in order to raise pupils' attainment puts in sight the school's goal of gaining better results at the higher levels and thereby improving the school's average score. There is a greater emphasis on investigative work and when pupils talk about what they observe or have done in lessons, they show a sound grasp of lesson content and the scientific concepts taught. However, they find it difficult to put these into writing and there is little evidence of extended recording in the work of even the oldest pupils. **The majority of pupils currently in Year 6 are working below the nationally expected levels in science but, given their very low attainment on entry to the school, their achievement is good.** A significant minority of pupils in Year 6 have been identified as having special needs and the school has understandably and successfully concentrated on helping them to improve their literacy and numeracy skills.
83. In 2000, the attainment of pupils aged 7, measured by their teachers' assessments, shows that the majority of pupils exceeded the nationally expected level and attained well above the average for similar schools. The analysis of pupils' folders shows that, in Year 1, recorded work is almost entirely pictorial and not always clearly presented. However, considerable improvement is evident between the ages of 5 and 7 in the quality of work and the quantity of written recording. This reflects the pupils' good achievement in literacy and their awakening curiosity about the world around them. The pupils respond well to the good range of practical investigative work that is now presented to them. Their scientific knowledge and understanding is effectively fostered through these activities, which represent good improvement in provision since the previous inspection. Pupils in Years 1 and 2 confidently sort, identify and classify the properties of different materials through looking at and talking about those materials familiar to them in the classroom. They have a sound understanding of how an electrical circuit, when completed, can light a bulb and a developing understanding of forces, in terms of 'push' and 'pull'. They are beginning to make sensible predictions and to record their observations using pictures and simple charts. **The majority of pupils currently in Year 2 are working at the nationally expected levels for their age but very few are working at the higher levels. The pupils achieve well in relation to their prior attainment.**
84. Pupils aged 7 to 11 are provided with good opportunities to develop investigative and experimental skills and so increase their scientific knowledge through practical activities. They learn to predict outcomes, plan and test out ideas and understand what constitutes a fair test, for example when investigating how to separate the different elements in a solution. However, the quality of pupils' recording and the presentation of the results of the investigations are below the expectations for their age. As a means of supporting recording activities, writing 'frames' and commercial worksheets are often provided. Pupils use their literacy skills appropriately when completing these and their use of scientific language is sound. The frames and worksheets are suitable for some lower attaining pupils and for some of the pupils who are at an early stage of acquiring relevant skills in English. However, they restrict those pupils with more facility in writing, who are able to

record results in tables and charts for themselves and present their findings more fully than the worksheets allow. Pupils with special educational needs and those for whom English is an additional language make good progress in relation to their prior attainment. Pupils with English as an additional language frequently attain standards similar to those of their classmates. All pupils use their speaking and listening skills well in science. In discussions they demonstrate a sound grasp of a satisfactory range of scientific language. The pupils also use their mathematical skills well in science through measuring and data recording. Information and communication technology (ICT) skills are also beginning to be used appropriately, for example through programs relating to recording and handling data.

85. The quality of teaching is good. In 67 per cent of lessons it is good or better and it is always at least satisfactory. The teachers' very clear planning provides a good structure to lessons and helps pupils develop relevant scientific skills and knowledge. The teachers' good subject knowledge is communicated well to pupils through well-planned activities involving good opportunities for investigative work. Because the purpose of lessons is made clear, the pupils know what they are learning, show interest, learn from each other and demonstrate an ability to manage their own learning when given the opportunity. For example, in a good Year 6 science revision lesson, the teacher clearly explained to the pupils that they were to investigate how the length of a shadow changes when the distance between the light source and the object changes. The teacher then used her own good subject knowledge to question, assess and develop the pupils' knowledge and understanding by making them think carefully about the suitability of their methods of investigation. Skilfully, she allowed them to make their own mistakes and again, through questioning, helped them to overcome these mistakes for themselves, thus challenging their thinking and their predictions.
86. The teachers' very good assessments of the pupils' work result in the pupils also being clear about how well they are doing and what they need to do to improve. Teachers successfully build on the pupils' prior learning through their effective use of brisk question and answer sessions, often using probing questions that further develop the pupils' understanding. The teachers have high expectations of pupils' work rate and behaviour and the pupils respond well to these by listening attentively and showing an eagerness to learn and undertake scientific activities. This contributes in great measure to the pupils' learning and makes a very good contribution to their personal and social skills.
87. The well-planned investigative work often requires the pupils to work together in groups and they do so sensibly and safely. They handle equipment carefully and show very good respect for each other's views when discussing, planning and carrying out investigations. Older pupils enjoy taking responsibility for their own learning when opportunities are given. In most lessons, however, all pupils undertake the same activities at the same level, with the result that higher attaining pupils are sometimes not given hard enough work to do. Investigations are sometimes too teacher-led and afford little opportunity for pupils to follow a line of enquiry for themselves. Marking is satisfactory overall but there are few examples in the 7 to 11 age range where teachers use marking effectively to set targets for further development.
88. The subject is well led and managed. The recently appointed co-ordinators, both only in their second year of teaching, share responsibility, have good subject knowledge and, despite their lack of experience, have a clear vision of what needs to be done to raise attainment. They effectively monitor teachers' planning and give effective support to their colleagues. Although they have not yet had the opportunity to evaluate teaching in the classroom, the headteacher undertakes regular monitoring and feeds back to the teachers any areas for improvement. The co-ordinators are receiving good support from the senior management team. Science has been suitably identified as an area for further development in the school improvement plan, with clear priorities based on a secure review of provision and standards in the subject. The recently updated policy and scheme of work give teachers a good basis from which to plan their work and, although taught in different classes, pupils of the same age have comparable learning experiences because the teachers plan effectively together to ensure this. The good quality, well-organised resources are used successfully to support pupils' learning. The wildlife area and the pond in the school grounds, and the visits to the Science Museum, further develop the pupils' scientific knowledge. Stimulating

science displays around the school further enhance and raise the profile of the subject and extend pupils' learning. The very good procedures for assessing pupils' attainment and achievement are used very effectively to adapt the curriculum to meet their needs. A good portfolio of assessed work is being developed to help teachers further with assessment procedures.

ART AND DESIGN

89. It was possible to see only 4 lessons where there was a significant amount of art teaching and in three of those, the focus was on links with history through the study of Greek art. It is not possible, therefore, to make an overall judgement on teaching. These lessons, together with the work in display in classrooms and around the school show that the attainment of the majority of pupils in Year 6 is above the national expectation and the attainment of the majority of pupils in Year 2 matches the national expectation. All pupils achieve well in this subject, including those with special educational needs and those for whom English is an additional language.
90. In the Year 5 and 6 classes, well planned and skilled teaching very effectively focuses pupils on the need for detailed observational work. The pupils' good achievement is also evident in their drawing books (for pupils aged 5 to 7) and sketchbooks (for pupils aged 7 to 11) as they experiment with ideas prior to producing a finished work of art. In one lesson, the teacher's very good subject knowledge enabled her to question the pupils closely and fostered in them a sense of awe and wonder at the intricacies of the continuous line in a Greek key pattern. This resulted in very high levels of concentration and effort as some pupils then tried to reproduce the pattern or create similar patterns, while others tried to find whether other Greek patterns similarly demonstrated continuous line. This, together with a well-focused discussion on the use of line in the silhouette designs on Greek vases, took the pupils' learning forward considerably. The good links, through role play, to the pupils' study of Greek legends in literacy, further promoted their literacy, artistic and historical understanding as they prepared 'freeze frame' pictures that were to be the subject of observational drawings for their vase designs in a subsequent lesson. Very good teaching in a mixed Year 1/2 class also promoted the pupils' literacy skills very effectively as they learned the correct terms in weaving, for example, 'warp' and 'weft', and then used them consistently accurately as they talked about their work. In this lesson, the teacher made very good use of what she had learned from assessing the paper weaving pupils had carried out the week before to group the pupils and to target adult support for them. This careful planning enabled all pupils to further develop further their practical skills and their understanding of the need for alternate 'under and over' weft work. Throughout the lesson, effective questioning of all pupils kept them very focused on their work as they made appropriate choices about whether to use complementary or contrasting colours, thick or thin textures and whether to follow a regular pattern or create a random pattern.
91. Leadership and management are good. The two co-ordinators, now in their second year of teaching, took the subject over in September last year and are working hard to continue the good practice that was already in place at that time. Very effective mentoring and support from the deputy headteacher means they are quickly growing into the role. They have set their own clear direction for the subject, provide effective guidance for the staff and they evaluate pupils' attainment and achievement through monitoring teachers' planning, sampling pupils' work in sketchbooks and on display and from photographs.
92. The curriculum is well planned to cover all National Curriculum requirements. Art is taught alternately with design and technology and pupils benefit from the opportunity to work on a project for a sustained period of time to produce different artistic outcomes. Very good use is made of external resources, including using a church visit as the stimulus to produce creative stained glass designs that show good colour mixing skills. Very effective professional development for all teaching and support staff has raised the profile of the subject and the staff's expertise to teach it and very good links are made to other subjects while still ensuring the progressive development of art skills. This is seen in the wide range of art activities arising from the study of a Hogarth picture that has also given rise to effective work in literacy and history. Good use is made of information and communication technology, seen particularly in the pupils' interpretation of work of the artist Mondrian, presented in a class assembly. Assessment procedures are sound. The samples of pupils' work are annotated and the school is about to begin work on matching them to the level

descriptions in the National Curriculum. There has been good improvement in all areas of this subject since the last inspection and art and design makes a very good contribution to the pupils' personal, spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

93. Design and technology is taught alternately with art and design and, during the inspection, was being taught only in Years 3 and 4. The overall curriculum plan indicates that it is taught termly in these year groups but less frequently in other year groups. There was, therefore, a limited range of work on which to make judgements. Displays around the school, teachers' planning, photographs, examples of finished products and conversations with pupils show that, by the age of seven, pupils' attainment is as expected for their age. Due to insufficient evidence it is not possible to make a judgement on standards at the age of eleven as the subject is not taught in Years 5 and 6 until the summer term. Evidence from teachers' planning and examples of a small range of finished products show that National Curriculum requirements are met.
94. Insufficient design and technology lessons were observed to be able to make a reliable judgement on the overall quality of teaching but, in the two lessons seen, teaching was satisfactory. The school has very recently adopted the nationally recommended scheme of work, which is offering useful guidance to staff but has not been in place long enough to evaluate its success in raising attainment. As yet, there are no formal procedures in place with which to assess individual pupils' progress in the subject, although pupils' work is evaluated as part of the teachers' ongoing evaluation of their planning. Formal assessment procedures are being developed along with a portfolio of assessed and levelled work to assist the process. Leadership and management of the subject are satisfactory and the co-ordinator has a sound understanding of what needs to be done to improve attainment, for example, evaluating whether the gaps between the blocks of design and technology teaching affect pupils' learning, completing the updating of the policy and monitoring more effectively teaching and learning in order to raise standards. Overall, improvement since the last inspection is satisfactory.

GEOGRAPHY

95. Due to the school's timetabling arrangements, geography teaching was only seen in Years 3 and 4 and there was recorded work in folders for Years 3 and 4 only. Additional evidence was derived from the scrutiny of teachers' planning and interviews with pupils in Years 2 and 6. However, there is insufficient evidence to make judgements on pupils' overall attainment or achievement in this subject and insufficient evidence on which to make a secure judgement on improvement since the last inspection.
96. Pupils aged 7 have a sound knowledge of the attractive and unattractive features of the local area and make sensible suggestions for improvement. Pupils in Year 6 have a satisfactory knowledge and understanding of some of the human and physical features of their own locality and how it is changing. Year 3 and 4 pupils know how to use keys and symbols on maps, as evidenced in a literacy session using instructional text to outline a given route on a local map. These pupils also learn about a distant locality such as a village in India and successfully compare the jobs and homes in the village to those in their own locality of Thamesmead. They have taken part in an 'orienteeing' project and through this they have successfully learned how to follow a map and use a compass. Although an adequate amount of time is allocated to the subject overall in each key stage, there are significant time gaps between blocks of geography learning in the two-year planning cycle. It was clear from the discussions held with pupils in Year 6 that they remembered very little of their geographical work in previous blocks. This is because they are not regularly or frequently enough consolidating their knowledge and understanding through, for example, written work, and through research using books, maps and plans.
97. Insufficient teaching was seen to make a secure overall judgement in this subject. However, in the two lessons observed, both with pupils in Years 3 and 4, the quality of teaching was satisfactory. The lessons made a sound contribution to the pupils' speaking and listening skills as they

discussed and compared the two contrasting locations they were studying. While the teachers' planning was satisfactory, pupils with special educational needs were not identified in teachers' plans and the work was not appropriately modified to meet their learning needs. There is no evidence yet of the use of information and communication technology to promote pupils' geographical skills, although some software has been purchased to support their learning. There are no overall procedures for assessment. However, assessment is currently carried out through the teachers' regular evaluations of the medium term planning and annotations made on this identifying what the pupils need to learn next.

98. Subject leadership and management are satisfactory. The co-ordinator has been in post less than one year and has set an appropriately clear direction for the subject. She monitors teachers' planning but has not yet had the opportunity to evaluate teaching. This is currently undertaken by the headteacher and the deputy headteacher with effective feedback given to staff. The available resources are satisfactory, well maintained and well organised. The curriculum is suitably extended by regular visits to local places of geographical interest.

HISTORY

99. Pupils' attainment matches the national expectation for their age at both 7 and 11. While the direct teaching of history was observed in the 5 to 7 age range, the teaching in Years 5 and 6 involved the consolidation of historical knowledge and understanding through art. Judgements are securely based on these observations, on an analysis of the work in pupils' books, and evidence from classroom displays, teachers' planning and discussions with pupils and teachers. Standards have been maintained since the last inspection, although there is some improvement in the attainment of 7-year-old pupils. Overall, improvement since the last inspection is satisfactory.
100. Pupils achieve well between the ages of 5 and 7. They learn successfully to sequence events and photographs according to how old or new they are, basing their decisions on what people are wearing, what things are made of and how people spend their holidays. In their study of important historical figures, for example, Florence Nightingale and Mary Seacole, and important events such as the Great Fire of London, they successfully learn about life in the past, how it was different from the present and how people and events influenced it. Pupils in Year 2 confidently discussed how they found out information from history books and posters and by watching a video about conditions for British soldiers during the Crimean War and how Florence Nightingale treated the diseased and wounded. They successfully compared their own lives with that of Florence Nightingale and Mary Seacole and clearly have an appropriate understanding of the prejudiced attitudes some people at the time had towards Mary Seacole. By the age of 7, pupils have a real sense of the past and can make sensible and accurate comparisons with the present. Most explain clearly how some things have changed while others have remained the same. They have a satisfactory sense of chronology, demonstrated in their clear explanation of a time line on display.
101. Between the ages of 7 and 11, the pupils demonstrate an appropriate understanding of the fact that evidence about the past comes from a variety of primary and secondary sources. Year 6 pupils use their knowledge to offer sensible explanations about how life has changed in Britain since the Victorian times. They have good levels of knowledge about what it was like for children to live and work during that period, of the conditions in the mills and the stark contrasts between the lives of the rich and those of the poor. By noting similarities and differences between the life today and the period under study, pupils showed that they are beginning to empathise effectively with people from different times, for example, the Ancient Greeks. Discussion with pupils revealed that they have a good understanding of events, people and changes in the past, although there was a notable lack of reference to dates and terms relating to past events and periods. Overall, there are fewer opportunities for the pupils to extend their knowledge of chronology, to write about their findings at length, or to develop their ideas in any depth. Achievement is satisfactory between the ages of 7 and 11.
102. The quality of teaching is satisfactory overall, with some good teaching in both age groups. Good planning, lively and imaginative teaching and the very effective use of resources generate much interest and enjoyment for the pupils, who, because they are highly motivated, behave well and learn effectively. Teachers in Years 5 and 6 very effectively combine their good subject knowledge

of history and art to consolidate pupils' historical knowledge, skills and understanding, which is evident in their well-researched designs for a Greek vase that included the study of a good range of pottery, pictures, tapestries and books. As a result of this very effective teaching, the pupils gain considerable insight into how Greek art has influenced art today and the differences between life in Ancient Greece and life today. Well-presented classroom displays of pupils' work also show good links with literacy as pupils enjoy finding out about the contributions made by the Greek language and alphabet to the English language, and some of the root words from which the day-to-day words in English language have been derived. Pupils talk enthusiastically about what they have learned and readily share ideas within their groups to make up short dramatic scenes about Greek gods and goddesses from stories they have read, further consolidating their historical knowledge and understanding. Teachers effectively assess pupils' work and use the information gained to plan future lessons.

103. Leadership and management are good. Although the subject co-ordinator is relatively new, she has sampled pupils' work and gives effective support to her colleagues in their planning. She has not yet had the opportunity to monitor teaching. The headteacher and the deputy undertake the monitoring and provide effective feedback for the teachers to help them improve. The school has adopted the nationally recommended scheme of work for history. At present, however, the practice of leaving the termly and weekly plans for year group teams and individual teachers to decide leads to some uncertainty and lack of continuity in the teaching of historical skills. Pupils use their speaking and listening skills very effectively in history but are not given enough opportunities to record their own findings through extended writing. The subject is well resourced and teachers make good use of resources to support their history units, including the use of CD-ROM to access information. The curriculum is considerably enhanced by a good range of visits to museums and places of historical interest, giving the pupils a clearer understanding of the concept of change over a period of time.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

104. Pupils' attainment matches the national expectation at the age of 7 but is below the national expectation at the age of 11. This is because, in the past, with only one computer in a class, there were insufficient opportunities for pupils to have regular and frequent enough access to the computer to develop the knowledge and skills necessary to cover in sufficient depth all of the National Curriculum requirements. Pupils in Year 6 do, however, have sound word processing skills and use the computers effectively for data handling activities. During the inspection there were very few occasions on which pupils were observed using computers in class to support their learning outside of direct teaching sessions. ICT is correctly identified as an area for further development. Ageing computers have only very recently been replaced with a modern networked machine in each classroom and a new computer suite is under construction to provide greater opportunity for pupils to have regular access to computers and to develop the skills and knowledge needed in all areas of this diverse subject.
105. Good teaching ensures that a wide range of work is provided for pupils aged 5 to 7. The majority of pupils write simple text and correctly use the shift and delete keys and the spacebar. They confidently store and retrieve their pictures and writing with increasing independence. The pupils competently change the size and colour of the font, satisfactorily write lists of what they like and successfully print their work. They have a sound understanding of the need for clear, step by step instructions when moving about the classroom and apply this knowledge well to program a toy to move forward, backward and turn. They understand how their battery-operated toys are controlled and work and use the knowledge gained to learn how to control a video camera carrying out an interview. They use competently an appropriate art program, readily sharing and exchanging ideas for a birthday cake, coloured balloons and a bicycle.
106. In the 7 to 11 age range, the pupils do not use information and communication technology regularly enough to extend and support their learning in other subjects. New computers have only recently been installed and a new scheme of work and support materials introduced, but these have not had sufficient time to raise attainment, particularly with the older pupils. However, attainment in Year 3 and Year 4 is close to that expected for the pupils' ages. By the time they are in Year 6, most

pupils confidently save and retrieve their work and word process their writing using a variety of fonts, sizes and colours. They share and exchange ideas using an art package by designing and printing pictures in the style of Mondrian and Matisse and use effectively a spread sheet to record their findings in science. However, they have little understanding of the use of ICT in the world beyond school or of comparing ICT with alternative methods of communication. Few have had experience of using the e-mail and the Internet.

107. The quality of teaching and learning is good and most pupils, including those with special needs and English as an additional language, achieve well. Teachers use their good subject knowledge to demonstrate skills and techniques to pupils and an appropriate range of interesting activities keep pupils well motivated and eager to learn. Well prepared lessons, making good use of the recently introduced good curricular guidance and support materials, ensure that pupils' learning is continuous as they move through the school. Most teachers effectively introduce new work through well-presented and focused whole class sessions, clearly sharing with pupils what they are learning. Very good use is made of the recently acquired data projectors to ensure that all pupils can see when teachers are demonstrating new skills and knowledge. Teachers use questioning well to assess pupils' understanding. The good teaching fosters in the pupils positive attitudes to learning and their behaviour is often very good. However, not all teachers fully maximise opportunities for pupils to use computers to support work in other subjects, particularly in literacy and numeracy lessons.
108. The last inspection identified ICT as a key issue. Although ICT remains an area for further improvement on the school development plan, the school has made very good progress in tackling all the issues from the previous inspection and has gone as far as it can within the constraints of the building and available finance. Using government funding effectively, staff training is being addressed and teachers' knowledge and understanding is much improved. Through rigorous fund raising and prudent budgeting, the school has raised sufficient funds to provide a new teaching block. This is currently under construction and will have a fully equipped computer suite with the computers linked to those in the classrooms to help pupils learn better.
109. The experienced and capable co-ordinator provides very good leadership and management and much of the recent improvements are due to her enthusiasm and hard work. She supports her colleagues very well and has a very clear vision of how to take the subject forward. She has also created some initial designs for the school's own web pages and drawn up plans for the development of access to the Internet in preparation for the new suite being brought into use. The newly introduced curriculum map, based on national guidance and supported by a commercial scheme, provides a good structure for teachers. They use this effectively to plan lessons in year groups so that pupils in parallel classes receive a similar entitlement. The co-ordinator undertakes thorough monitoring of planning and has some non-contact time to monitor the quality of teaching and learning to raise standards and ensure that the curriculum is being successfully taught. Good assessment procedures are being developed, which include a useful portfolio of pupils' activities containing samples of assessed and levelled work. Other resources to support ICT, such as tape recorders, CD players, keyboards and television and video recorders are sufficient and used effectively to support other subjects. Teachers use computers very well to generate labels and text and this enhances the importance of the subject and the quality of display throughout the school, giving the subject a high profile.

MUSIC

110. Attainment matches the national expectation for pupils aged 7 and 11. Within this overall judgement, however, the pupils' listening and performing skills are good. The pupils achieve very well in music because they are taught very effectively and the management and organisation of their learning is very good. Music is taught by a specialist teacher whose leadership and management of the subject is very good. Class teachers, all of whom remain with their classes during music lessons, confidently interact with their pupils during group work. They take their lead from the specialist teacher and contribute well to the pupils' learning. They also assess and record the progress of individual pupils and the information from this is used very effectively to plan the next lesson. A very well planned music curriculum ensures that the pupils' learning is continuous -

during lessons, from lesson to lesson and over time. There has been good improvement since the previous inspection.

111. Pupils in the Year 1/2 classes have a good understanding of pitch, repeat rhythm patterns accurately, successfully maintain a steady pulse and correctly identify the main musical features in short extracts of music. They know a good range of songs and sing in tune with a secure sense of pitch and obvious enjoyment. The specialist teacher's very good subject knowledge is evident in the very skilful way that pupils are introduced to music from different periods and cultures that they are unlikely to hear at home. Each lesson begins with the pupils arriving to music playing and, as they enter the music room, their minds are immediately focused on the subject because the teacher quietly asks them to listen for particular effects in the music. This routine is clearly very well established and promotes very good self-discipline and good listening skills, both of which are evident in the pupils' carefully considered answers. For example, pupils in a Year 1/2 class recognised the rise and fall of pitch in a short extract from the 'Persons with Long Ears' in 'Carnival of the Animals' and pupils in a Year 3/4 class correctly recognised the sounds of and accurately named most of the instruments in a short extract of Asian music. Very effective planning successfully builds on the pupils' responses as. For example, the Year 1/2 pupils, under very effective guidance from the teacher, were successfully encouraged to listen carefully to each group's attempt to place chime bars in the correct order on a step glockenspiel and to suggest where errors had occurred and how to correct them. The teacher transmits to the pupils her own enthusiasm for the subject by successfully leading discussions that help them to learn from each other and to use consistently the correct musical vocabulary.
112. The pupils' listening skills are very effectively developed. In an excellent lesson with pupils in a Year 3/4 class, for example, the teacher provided very high levels of challenge by requiring the pupils to find, by ear, the correct notes for the opening melody of a familiar pentatonic song, thereby building on their previous work on Chinese music and their current work on Asian music. Very high levels of concentration and co-operation were evident as the pupils worked hard in their groups to achieve this, making the best use of the short time they had to practise. Every group was able to demonstrate good progress each time they were called together to evaluate their work and to learn from each other. The very good balance of whole class and group or individual teaching is a strong feature of all music lessons. The teacher gives pupils sufficient time to order their thoughts, practise and listen carefully to the sounds and structures they are producing. For example, pupils in Year 5 successfully composed their first attempts at creating a piece of music in rondo form. Their confident use of information and communication technology was evident in their taping of these initial attempts for evaluation and improvement in the next lesson. The pupils' excellent behaviour in this lesson was exemplified by the courtesy and attention afforded to each group as they recorded their work. The pupils' listening and appraising skills were further extended through the teacher's very effective questioning against the learning objectives that had been set at the start of the lesson.
113. Music makes a very good contribution to pupils' personal development and to their spiritual, moral, social and cultural development. These areas are explicitly emphasised in music lessons. For example, although the room is well prepared and a range of instruments is often set out for pupils to use, the teacher is careful to leave an element of choice so that pupils may select for themselves the combinations of sound colour appropriate to their intentions. The good range of questions presented to the pupils requires them to think deeply about how music communicates feelings and creates atmosphere and mood and they successfully try to apply this learning imaginatively when making their own music. The music curriculum is suitably extended and enriched by a small amount of instrumental tuition, choir, musical productions, concerts and presentations in assemblies. The school takes very great care to ensure that all pupils have equal opportunities to be involved in all musical activities.

PHYSICAL EDUCATION

114. Attainment matches the national expectation for pupils aged 7 and 11 and all pupils achieve well in this subject. There has been good improvement since the last inspection, particularly in the work of the pupils in the 7 to 11 age range. By the time they are in Year 6, the pupils demonstrate good

team game skills, body control and a sound awareness of the ways in which exercise affects their body. Over time, they acquire a good understanding of the principles of health and fitness. During a games session, pupils' performance in Years 5 and 6 showed precision, control and fluency in receiving and passing the basketballs. In gymnastics, pupils in Years 3 and 4 showed good imagination in planning different sequences of actions while travelling, jumping, rolling and sliding, and they sensitively evaluated their own and each other's performances. Swimming activities and water safety elements are taught in Year 5. The pupils' swimming records show what the beginners, 'improvers' and the advanced groups of pupils have achieved. The majority of pupils can swim unaided over a distance of 25 metres by the time they leave the school. Pupils with special educational needs make good progress. Over a year, the curriculum covers adequately the necessary components of gymnastics, dance, athletics, team games and swimming.

115. It was possible to observe only one physical education lesson in the 5 to 7 age range. In this, the Year 1 and 2 pupils responded very well to the music as they tried hard to explore different movements linked to the four seasons, changing their travelling sequence spontaneously as the music for each season changed. The pupils worked well independently and with their partners, linking different qualities of movements associated with different animal characters preparing for the winter. Although, on occasions, they lost their concentration, in general they were able to move and stop in a controlled manner.
116. The quality of teaching is good. Teaching is well planned and has improved since the last inspection. All lessons begin with a warm up and end with a cooling down session, including the swimming lessons. The teachers give clear instructions and have high expectations of work and behaviour that are well met by highly motivated pupils who clearly enjoy the subject. The teachers dress appropriately for lessons and place strong emphasis on pupils observing health and safety rules during physical activities. They successfully develop the pupils' co-operative skills during games sessions and ensure that the girls try equally as hard as the boys when deciding on tactics to improve attack and defence skills. This makes a very good contribution to the pupils' personal development and to their moral and cultural development. Pupils settle quickly to each new task that is set. They listen and respond promptly to teachers' clear instructions, reflecting on their sequences of actions and observing others to see how they could improve their performance. All pupils show responsible attitudes while lifting, carrying and organising their apparatus and equipment. Behaviour is good during lessons and the good relationships fostered in physical education lessons have a positive effect on the pupils' learning.
117. Subject leadership and management are good. The enthusiastic co-ordinator ensures that the subject is given a high profile within and outside the school and gives clear direction for the subject. A sound policy guides teachers' practice and the scheme of work has been appropriately revised to bring it in line with National Curriculum 2000. Teachers' planning is effectively monitored to ensure the coverage of the essential elements and the development of skills over the long term. The monitoring of teaching by the subject co-ordinator is not yet in place, although the headteacher and deputy currently undertake this role and provide effective feedback for teachers. Pupils' subject performance is evaluated on a regular basis and this has a positive impact on pupils' achievements. Assessment is successfully built into the teachers' plans and used effectively to enhance pupils' performance.
118. There is a very good range of extra-curricular sports activities for both boys and girls that involve a high proportion of pupils from Years 5 and 6. The activities include football, netball, hockey and indoor and outdoor athletics. The school is establishing a good reputation locally because of the high positions it reaches in competitive matches with other schools. Staff generously offer their time and support to organise and run the school's extra-curricular clubs to enhance pupils' skills and experiences. This is a significant factor in promoting the school's recent achievements. Pupils respond extremely well to these activities and make good efforts to improve their skills. Teachers make good use of the hall and the available resources to promote physical activities. The level of games resources such as 'Top Sport' bags and cards have increased recently due to staff attending relevant courses. This has improved the school's capacity to succeed in competitive sports. The spacious fields outside the school and the hard surfaced play areas are both well used for outdoor sports and games.

RELIGIOUS EDUCATION

119. Attainment matches the expectations of the locally agreed syllabus for religious education for pupils aged 7 and 11. Pupils' achievement is good throughout the school. Pupils who have special educational need and those who speak English as an additional language make good progress. Standards have been maintained since the last inspection and the quality of teaching has improved from satisfactory to good. Teachers have a good knowledge and understanding of the major religions of the world. Discussions such as why they should learn about different religions help to promote a healthy respect for the faiths and beliefs of others. This leads to pupils showing respect and sensitivity when they handle religious artefacts.
120. Pupils in Year 2 demonstrate a sound understanding of Christianity and Judaism. Because the teachers have good subject knowledge and use effectively the resources available to them, the pupils acquire a satisfactory understanding of the distinctive features of religious traditions and their application in everyday life. In one lesson with pupils in Years 1 and 2, for example, after looking at the pictures of disasters such as an earthquake, a ship sinking, a car accident and war victims, pupils sensitively discussed why God lets these disasters happen. The teacher's good questioning techniques led to pupils thinking through the vexed problem and come up with carefully considered answers such as 'so that people can appreciate the good things' and 'so that people can learn to be happy afterwards'. By Year 6, the pupils' understanding of religious symbols and their use is good and because of effective teaching, they show interest in and develop good attitudes towards this subject. The pupils have a sound understanding of the purposes of different places of worship, the contents of sacred books and the roles of pilgrimages and religious leaders in the lives of the people who follow the six different religions that the pupils study over time. In all the lessons observed, the teachers' good subject knowledge and their own good attitude towards others' beliefs created an ethos of respect and sensitivity. In one lesson, for example the teacher gave the artefacts from six religions to six groups in the class and asked the pupils to find information about the places of worship and present their findings to the rest of the class. The pupils showed great interest in and respect for the various artefacts and knew to wash their hands before touching the 'prayer mat', 'tallit' and 'puja tray'. They used books very effectively and were able to explain clearly to the rest of the class the use of these artefacts by the different believers. In discussions, they then successfully compared the similarities among the different religions. However, pupils' learning is not consistently extended through questions such as 'To whom do the believers pray?' or 'What is the meaning behind the rituals and symbolism?' or 'What is the definition of God?'. Teachers have high expectations of the pupils' work rate, behaviour and response to learning and this contributes to the pupils' good achievement in religious education. However, there is little work recorded in writing because pupils are not given enough time to write their own descriptions or accounts of what they have learned. The unsatisfactory quality and quantity of the work in the pupils' books does not represent the good learning that takes place in the school.
121. The leadership and management of the subject are satisfactory. The co-ordinator monitors teachers' planning and gives advice and support where necessary. The curriculum is enhanced through visits to places of worship such as a church and visitors from different religions to the school. The co-ordinator is new to the post and has not had time to develop further the schemes of work and assessment procedures, although pupils' work is effectively assessed on a day-to-day basis and the outcomes are used well to determine the next stage of their learning. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development.