

INSPECTION REPORT

ENGLISH MARTYRS' CATHOLIC PRIMARY SCHOOL

Walworth

London

LEA area: Southwark

Unique reference number: 100824

Headteacher: Mrs A Boyd

Reporting inspector: Dr T Simpson
10428

Dates of inspection: 22nd to 25th January 2001

Inspection number: 197737

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary Aided
School category:	Infant and junior
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Flint Street Walworth London
Postcode:	SE17 1QD
Telephone number:	0207 7034726
Fax number:	0207 2771743
Appropriate authority:	The governing body
Name of chair of governors:	Fr. P O'Keeffe
Date of previous inspection:	29 th September to 3 rd October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Tom Simpson 10428	Registered Inspector	Science Equal Opportunities	Results and achievements Management and efficiency
Raymond Orchard 9885	Lay Inspector		Attitudes, values and personal development Links with the community Provision for spiritual, moral, social and cultural development Partnership with parents
Margaret Barrowman 30418	Team Inspector	English Physical education English as an additional language	
Jean Newing 21992	Team Inspector	Information and communication technology The foundation stage	Learning opportunities
Michael Onyon 18146	Team Inspector	Geography Special educational needs	
Eleanor Schooling 31593	Team Inspector	Mathematics History	Assessment
Michael Watkins 22449	Team Inspector	Art Music Design and technology	How well are pupils taught?

The inspection contractor was:

QAA
Herringston Barn
Herringston
Dorchester
DT 2 9PU

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

English Martyrs' is a large Roman Catholic primary school serving an urban community in Walworth, London. There are 394 pupils on roll, including 59 who are in reception classes. This latter group is described as being in the foundation stage. Pupils come from a wide range of ethnic backgrounds, with 68 per cent coming from homes where English is not the first language – which is high compared with national figures. Attainment on entry varies, but overall it is below expected levels. About 20 per cent of the pupils are on the register of special educational needs. This is around average. The percentage of pupils who are entitled to free school meals is above the national average.

HOW GOOD THE SCHOOL IS

This is an effective school. In comparison with similar schools, assessment results are well above average in Reading, writing and mathematics at the end of Key Stage 1. At the end of Key Stage 2, results in comparison with similar schools are above average in English and science, and well above average in mathematics. Pupils' rates of learning are at least satisfactory and most make sound – and sometimes good – progress as they proceed through the school. They are well supported by staff, have very positive attitudes and mostly behave well. Teaching is good or better in over half of lessons. Provision for spiritual and cultural development is very good. The headteacher and staff have a strong vision for taking the school forward and a series of strategies for further improving standards have been put in place. The governing body is very supportive and fulfils its statutory responsibilities well. Good improvement has been made since the last inspection. Income is above average, but the school provides good value for money. Appropriate targets for further improving literacy and numeracy have been set, and these are course to being met.

What the school does well

- Provision for spiritual and cultural development is very good and the ethnic diversity of the school is celebrated well.
- Pupils are well cared for and child protection arrangements are very good.
- Leadership at the school provides very clear educational direction and the school's aims are very well reflected in its work.
- All staff have a shared commitment to take the school forward.
- Teaching and provision in the reception classes are very good and the children get a good introduction to education.
- The impact of parents' involvement in the work of the school is very good and, as a result, most of their children learn well.
- Provision for pupils with special educational needs is good and most make good progress.
- The school is very popular with parents and the pupils enjoy coming to school.

What could be improved

- There are weaknesses in aspects of teaching in some lessons.
- Assessment data is not reflected enough in the work that pupils are provided with in lessons.

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 then it has made good progress in addressing most of the issues raised. Standards in numeracy and science at Key Stage 2 have improved at a greater rate than the national trend and standards in literacy have been maintained. Standards in information and communication technology, in music and in physical education have improved significantly. Standards in design and technology are now better at the end of Key Stage 2. However, there has not been enough improvement in standards in art or design and technology at the end of Key Stage 1. Teaching overall is now better than at the time of the last inspection, while curriculum provision is significantly better. Provision for pupils' spiritual, moral, social and cultural development has improved

– cultural development significantly. Assessment procedures are now better than at the time of the last inspection – but there has not been enough improvement in the use of assessment data. There have been improvements to most areas of school management and the school carries out some analysis of its cost effectiveness. However, there are still weaknesses in the school development plan.

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	E	B
Mathematics	E	D	C	A
Science	E	E	D	B

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

The percentage of pupils reaching the expected Level 4 in science was at the national average, while that in English was slightly below this. The reason for the lower average points scores shown in the table relates to the relatively lower percentage of pupils reaching the higher Level 5. The findings of the inspection are that current standards in English - including literacy - and science are broadly average at the end of both key stages. Standards in mathematics - including numeracy - are average at Key Stage 1, but slightly above this at the end of Key Stage 2. The reasons for standards noted during the inspection at Key Stage 2 being higher than those recorded in the Year 2000 tests are that the current Year 6 is particularly able, and that the school's strategies for improvement are already having the desired effect. The school's trend in improvement in English at the end of Key Stage 2 over the past few years is close to the national average – but above this is mathematics and science. There are, however, relative weaknesses in the investigative elements of science. The school has set broadly appropriate targets for further improving literacy and numeracy and is on course to meeting these. In most areas, the school is achieving appropriate standards. There are particular strengths in music throughout the school. Standards in history at both key stages, and in physical education at Key Stage 2 are also above expected levels. Standards in art and design and technology, while at the national expectation at Key Stage 2, are below this at Key Stage 1. Standards in information and communication technology and geography at both key stages, and in physical education at Key Stage 1 are at the expected levels. Overall achievement is satisfactory, and is sometimes good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils are enthusiastic about school.
Behaviour, in and out of classrooms	Mostly good – some pupils exhibit challenging behaviour in a minority of lessons.
Personal development and relationships	Good – but there are not enough opportunities for pupils to take responsibility for their own learning.
Attendance	Very good - the attendance rate last year was well above the national average.

Most pupils throughout the school respond well in lessons and want to learn. They are generally polite and keen to please. Most respect and follow the school's expectations on behaviour. Relationships at all levels are good. A small number of pupils arrive late to school.

TEACHING AND LEARNING

Teaching of pupils:	Foundation Stage	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good.	Satisfactory	Good.

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

Teaching is satisfactory or better in ninety-one per cent of lessons. In fifty-seven per cent it is good or better and in twenty-five per cent it is very good or excellent. In nine per cent of lessons, teaching is unsatisfactory. Pupils with special educational needs and those for whom English is an additional language are taught well throughout the school, and as a result frequently make good progress in their learning. Teaching is more effective at Key Stage 2 than it is at Key Stage 1. Teaching in the reception classes is a particular strength and the young children learn well. The methods employed by teachers are particularly successful at the foundation stage and in Key Stage 2. They keep the pupils interested and have a positive effect on the acquisition of new skills and knowledge. At Key Stage 1, they are satisfactory. However, even in otherwise satisfactory lessons, pupils are sometimes not given enough opportunity to think or work independently, which particularly affects their progress in investigative areas of the curriculum. Teaching of English and mathematics – including literacy and numeracy – is satisfactory. Teaching overall at the school meets the needs of the pupils well and contributes successfully to the standards being achieved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and covers all the required areas. Planning is good overall and a good number of visits out of school support learning in a range of subjects.
Provision for pupils with special educational needs	Good, and as a result these pupils make good progress.
Provision for pupils with English as an additional language	Effective overall and many make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall – provision for pupils' spiritual and cultural development is very good. The school effectively celebrates the cultural diversity of its pupils. Provision for moral and social development is good.
How well the school cares for its pupils	There is a good range of assessment procedures in place and assessment information is used well at a strategic level, but assessment data is not used enough to inform the work that pupils are set in some lessons. Staff know and care for the pupils well.

The school works well with parents and virtually all are very satisfied with the provision it makes for their children. A broad and balanced curriculum is provided which fully meets statutory requirements. Pupils with special educational needs are well supported. All pupils are cared for well and child protection arrangements are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong, forward-looking leadership. The deputy head has a significant complementary role. The senior management team has a clear role in the forward development of the school, while subject co-ordinators have a good understanding of the strengths and weaknesses in their areas of responsibility. Clearly defined strategies for monitoring planning and teaching are in place.
How well the governors fulfil their responsibilities	The governors are supportive and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Satisfactory - the school has successfully evaluated its strengths and areas for further development, and has taken appropriate action.
The strategic use of resources	Resources are mostly used efficiently and the budget is constructed in response to the school's analysis of its needs.

Resources are sufficient overall. There are particular strengths in the resources available for information and communication technology and history. The school is well staffed. The accommodation is very good and is enhanced by a good number of effective displays that successfully stimulate the pupils' interest and celebrate their achievements. Overall management is good. The school has carried out some analysis of its cost effectiveness and makes purchases in relation to the best value it can get.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel comfortable about approaching the school with questions or a problem. • The teaching is good. • They are kept well informed. • The school expects their children to work hard and achieve of their best. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • There are not enough interesting activities outside lessons.

Only a very small number of questionnaires had comments written on them. There was fulsome praise for the school and the quality of the curriculum it offered. Criticisms related to the lack of parent/teacher association meetings, lack of physical education lessons and poor discipline. The parents' meeting was very positive about all areas of school life. The only query related to subtle differences in expectations about behaviour between the school and the home. The inspection team supported the very positive responses. It found that although there is no parent/teacher association, school activities are well supported. Although some pupils exhibit challenging behaviour, staff usually manage this effectively. There was no evidence to support the concern about physical education lessons. The curriculum is enriched by a wide range of out of school visits and visitors to the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the most recent tests of seven year olds, results were above the national average in mathematics and average in reading and writing. In comparison with similar schools, they were well above average in all three subjects. In the teacher assessments of science, results were average. Standards at Key Stage 1 have remained consistent in reading and writing over the past three years, but improved in mathematics in Year 2000. In the same year's tests of eleven year olds, (SATs), results were well below the national average in English, below average in science and average in mathematics. In comparison with similar schools, they were above average in English and science and well above in mathematics. The percentage of pupils reaching the expected Level 4 in science was at the national average and in English just below this. Over the past four years, the trend in improvement in the school's average scores for English and science was close to the national trend, but that for mathematics was above this. The school's scores for science have improved at a greater rate than that found nationally over the past three years. The reason for Key Stage 1 results being higher than those at Key Stage 2 is partly accounted for by the high percentage of pupils in the school with English as an additional language. Many of these pupils - while speaking English fluently - have problems coping with the intricacies of the language at a deeper conceptual level. This also has adversely affected the average points scores in English and science at Key Stage 2, as it has an impact on the number of pupils reaching Level 5 in these subjects. The school has analysed its statutory assessment results at the end of Key Stage 2 and put in place a series of strategies for further improvement. These include a greater emphasis on data handling in information and communication technology and science and the establishment of 'booster' classes and extra focused support for specific groups of pupils. It is the judgement of the inspection that these strategies are having the desired effect, and that current standards are average at the end of Key Stage 1 in all three assessed subjects. At the end of Key Stage 2, standards are broadly average in English and science, but are slightly above average in mathematics. Children in the current foundation stage - a more able than usual intake - are likely to achieve the early learning goals in all areas by the time they enter Year 1, and a significant proportion is likely to exceed these.
2. Apart from this year, most children enter the school with below average attainment. This is indicated in the results of baseline assessments. Progress overall, therefore, is satisfactory and sometimes good. Progress in a minority of lessons, however, is unsatisfactory because of weaknesses in teaching. Overall, pupils with special educational needs make good progress, although this is not consistent throughout the school. Progress for these pupils is particularly good in English and mathematics, where pupils of below average attainment benefit from the input of special needs support teachers, special support assistants and classroom assistants. The amount of progress is illustrated by the fact that a number of pupils with special educational needs are targeted to reach the average National Curriculum levels in the end of key stage assessments in 2001. Currently the percentage of pupils identified as having special educational needs, including statements, is broadly in line with the national average. The school sets appropriate targets in relation to attainment in English and mathematics for each year group, with specific learning targets for pupils with special educational needs. The progress of these pupils is regularly monitored and targets adjusted accordingly. The school has identified that girls are achieving better than boys in some subjects in Key Stage 2 statutory assessments and is in the process of implementing appropriate strategies to correct this. However, little gender difference in standards was noted during the inspection.
3. The school has set broadly appropriate targets for improving standards in literacy and numeracy and these are on course to being met. There are particular strengths in music at both key stages. Standards in history throughout the school, and in physical education at Key Stage 2 are also above expected levels. Standards in art and design and technology, while at the national expectation at Key Stage 2, are below this at the end of Key Stage 1. Standards in information and communication technology and geography at both key stages, and in physical education in Key Stage 1 are at the expected levels.

4. Pupils enter the school with wide ranging speaking and listening skills. Children in the foundation stage confidently converse with visitors, while pupils in Key Stage 1 listen well in assemblies. However, in some lessons pupils are keen to contribute their ideas but not always prepared to listen to the views of others. At Key Stage 2, most pupils listen well to their teachers and to one another. They are willing to offer ideas and can express their views succinctly - although some are restricted by their lack of vocabulary. Reading across the school is broadly satisfactory with some good features. By the end of Key Stage 1, the majority of pupils can use a variety of strategies to decipher text. At Key Stage 2, most pupils read accurately and fluently. They understand ideas, themes and characters from books, and recognise the key features of different genres. They can successfully analyse aspects of language such as metaphors. Writing is also broadly satisfactory at the end of both key stages. In Key Stage 1, pupils write appropriately for a range of purposes. By Year 2, the more able pupils spell most words accurately and have a good grasp of spelling conventions. Most pupils write neatly and legibly, with higher attainers using joined up script. When writing in Key Stage 2, the pupils often have good ideas and develop these well in appropriate sequences of sentences. By the end of the key stage, most pupils spell accurately and use correct grammar. Some pupils, however, still confuse tenses. By Year 6, pupils use neat, legible and consistently formed handwriting.
5. By the end of Key Stage 1, most pupils are confident in ordering and sequencing numbers up to 200, and can count in 2s, 5s, and 10s. They successfully carry out a range of calculations with numbers and money. In Key Stage 2, most pupils have quick and accurate recall of multiplication tables, and see number patterns quickly. By the end of this key stage, they can add and subtract negative numbers, decimals to two places, and simple fractions. They also successfully complete tasks involving data handling and use spreadsheets. Young Key Stage 1 pupils can describe materials in terms of their different properties. By the end of the key stage, most are aware that humans need food and water to stay alive and have a growing understanding of which foods are healthy or unhealthy. By the end of Key Stage 2, most pupils have a sound knowledge of a wide range of scientific information. However, scientific skills and appreciation of scientific concepts are less well developed. Pupils in Year 1 can use a word processing program effectively, while pupils in Year 2 successfully use an art package to produce text and graphics. Older pupils in Key Stage 2 use word processing skills to create a newsletter, use spreadsheets effectively, and create and analyse data.
6. In art, pupils at Key Stage 1 still produce images that are immature for their age and potential. However, by the time they reach Year 6, pupils have learned to explore ideas and collect visual information for their work. Their drawing skills have improved and their confidence with visual and tactile elements increases with each lesson. At the end of Key Stage 1, pupils' design and technology skills are not extensive. By the end of Year 6, however, pupils carry out analytical work investigating the design of biro pens. Their evaluations are sophisticated and mature. Year 2 pupils are able to identify similarities and differences between their own area, a village in Kent and a village in Nigeria. By the end of Key Stage 2, pupils can give reasons for similarities and differences in housing, services and environmental issues in their own and contrasting areas. Key Stage 1 pupils write empathetically about aspects of school life in Victorian times and can explain changes over time. By Key Stage 2, pupils are able to explain why changes over time have occurred, and what the causes were. Music is a major strength of the school, with gifted and talented pupils achieving extremely well. By the end of Key Stage 1, pupils, for example, share a very good grasp of rhythm, pitch and tempo. Their singing is in tune and they can interpret and follow symbols for notation. By the end of Key Stage 2, pupils produce a sweet melodic tone, have good knowledge and understanding of dynamics and very good rhythmic understanding. Key Stage 1 pupils use space sensibly and demonstrate a sound level of control during physical education lessons. In dance lessons at Key Stage 2, they are able to follow a sequence of movements and repeat them. Towards the end of this key stage, the majority of pupils can swim at least 15 metres and all are confident in the water.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school are very good. This finding is broadly in line with that of the last inspection. They show interest and have a positive attitude to their work, and are keen to answer

questions. A small minority have limited concentration and are easily distracted. Pupils work well together in groups, sharing ideas and collaborating purposefully. Behaviour in lessons and around the school is mostly good. The school functions as an orderly community. The pupils are polite and respectful. Some good examples of sensitive awareness to other people were witnessed during the inspection, particularly in corridors, where holding open doors for others to pass through was a frequent occurrence. In lessons, while the overwhelming majority of pupils behave well, some isolated instances of poor and insensitive behaviour were observed. This had a negative impact on the learning of other pupils. However, the behaviour policies usually work well, with appropriate rewards and sanctions. Pupils and parents are confident in reporting instances of bullying and harassment. Where this happens it is dealt with speedily and effectively. There have been no exclusions in the last reported year.

8. Relationships within the school community are good and many teachers have established trusting and productive relationships with their pupils. Pupils themselves are courteous to each other, staff and visitors. Older pupils develop good relationships with the younger pupils. A good example is helping them with their school work during the staggered lunch break. Personal development is satisfactory, and many older pupils behave responsibly and with maturity. There are no formalised systems yet but the school is about to implement a school council. Good use is made of circle time and golden time. The many monitors contribute effectively to the smooth running of the school. Pupils regularly volunteer to become monitors. The older pupils have the opportunity to apply to be prefects.
9. Well above average attendance is a strength of the school. Unauthorised absence is broadly in line with the national average. Most pupils like to come to school but a small minority are often late. Lessons start and finish on time, ensuring that there is no loss of valuable teaching time. Registers are well presented and fully comply with legal requirements. Registrations are carried out efficiently and sensitively to ensure an orderly start to both morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

10. The quality of teaching has improved since the previous inspection, when it was satisfactory or better in eighty per cent of lessons. During the current inspection, teaching was judged to be satisfactory or better in ninety-one per cent of lessons. It was good or better in fifty-seven per cent and very good or excellent in twenty-five per cent. Nine per cent of lessons were judged to be unsatisfactory, a reduction from the twenty per cent seen last time. However, the quality of teaching varies quite widely. At Key Stage 1, teaching is mainly satisfactory with eighteen per cent good or better. At Key Stage 2 teaching improves, with sixty-four per cent good or better. In the foundation stage it is one hundred per cent good or better. There is particular strength in the teaching of music, but some weaknesses in the teaching of art.
11. Pupils with special education needs and those who speak English as an additional language are taught well across the school and as a result most make good progress. Support staff are sensitive and skilled in providing an appropriate level of help, without intervening too much. Very good teaching and learning takes place throughout the different areas of learning in the foundation stage. Teachers plan stimulating activities, including role-play, which make learning come alive and promote independence and spoken language. Some pupils at both key stages find difficulty in concentrating on the tasks that they are set.
12. Teachers' knowledge and understanding of subjects are sound overall in Key Stage 2, particularly in mathematics and English. There are weaknesses in art and design and technology. It is less secure at Key Stage, 1 and this results in some of the less satisfactory teaching. The best teaching includes structured activities where pupils are able to apply and extend their learning independently. In a Year 6 mathematics lesson, the teacher guided pupils towards recognising the types of operation they would need to solve everyday problems, and then expected them to apply their knowledge. Good teaching includes planning exciting learning opportunities for pupils. In the reception class, for example, following a visit to the Tate Modern a lesson used a parent in costume that pupils sketched. Similar learning opportunities were observed in information and

communication technology and music. In these lessons, pupils make good gains in their skills and knowledge.

13. Planning is most effective when it takes into account the needs of all pupils and is altered by day-to-day assessments. Examples of this were seen in the best lessons, for example in a Year 4 mathematics lesson, where all pupils had targets generated from assessments made during the year. Here, the teacher assessed the needs of pupils overnight and made changes to planning. Where there are weaknesses, insufficient attention is given to what individual pupils can or cannot do. This sometimes occurs even with the best teachers and is characterised by worksheets without any variation. Teaching of basic skills is good in the foundation stage and at Key Stage 2, and is satisfactory overall at Key Stage 1. Key Stage 2 teachers often make use of simple and effective methods that children understand. For example, in a Year 3 class there was effective use of number fans, so pupils could show understanding of problems and then share their methods.
14. A feature of the very good teaching in Key Stage 2 is the high level of expectation, which has a positive effect on the pupils' rates of learning. This is common in mathematics, English and music. When teachers have lower expectations, teaching is weak, resulting in a slow rate of learning. In a minority of lessons the teachers have very low expectations of behaviour and do not require pupils to pay attention or learn from one another. These incidents are quite rare but spoil an otherwise improved picture of teaching throughout the school. Many teachers use effective methods, especially in the foundation stage and at Key Stage 2. Humour is used as a means of engaging pupils' interest. A Year 6 teacher told pupils a funny story she had invented and used this for them to correct and rewrite. This teacher also demonstrated how effective a quiet voice could be in maintaining an orderly, calm working atmosphere. She also used gesture, mime and written visual aids.
15. The best teaching in the school excites, motivates, interests and fully involves pupils. There were many examples through the inspection. In Year 3, a lively debate took place as pupils began to refine their ideas on music from 'The Carnival of the Animals'. "It's the beat, like a "marching sound...it's like the asses are running fast". In successful lessons, good questioning is also used to involve all pupils and check for understanding. In a Year 3 mathematics lesson, a mixture of closed and open-ended questions was used in a clear and direct approach. For example, 'what is the important information?' This helped pupils solve everyday problems quickly, arriving at the right solution without wasting time.
16. A common weakness in teaching, seen even in some satisfactory lessons, is the undue amount of teacher talk and loud voices. Lengthy introductions often result in long periods of inactivity for pupils, who then get bored. This occurs most often in mathematics and science, which means those pupils do not always get the opportunity to participate fully in experiments. As a result of this pupils are not being sufficiently encouraged to think and work independently. For example, in a Key Stage 1 English lesson, pupils frequently went to the teacher to check whether they were doing things correctly, and to ask for spellings. No attempt was made to encourage them to work things out for themselves. In science and mathematics, work is not always accessible to all pupils, and this affects their chances of learning independently. For more able pupils, work is sometimes not challenging enough, particularly in English and mathematics. At Key Stage 1, extension work in one mathematics lesson amounted to another worksheet given to occupy the pupil, which presented no additional challenge.
17. Management of pupils is generally good and has a positive effect on pupils' behaviour and relationships at all levels. Teachers who make their expectations clear from the outset have the greatest success. However, problems occur in a minority of lessons when pupils do not understand the limits of behaviour. Some teachers rely too heavily on speaking loudly at pupils. This tends to result in pupils getting even louder themselves. Too often in weaker lessons, discipline is negative, for example naming pupils on the board and threatening to withdraw playtimes, but not always offering praise when they do things correctly. Use of time, support staff and resources is mostly good throughout the school. Examples of effective practice include support staff making assessment notes and joining in with the whole class, gentle questioning being used to encourage learning. In the few instances where support staff are not used

effectively, it is because they are not given a clear role. The use of homework is generally very good and often helps to reinforce learning.

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

18. The school meets statutory requirements to teach all subjects of the National Curriculum. The curriculum provides a good range of learning opportunities, which include numerous visits to museums, art galleries and theatres, as well as walks round the neighbourhood. It is also enriched by 'special' weeks as, for example, mathematics, science and book weeks. During Book Week an author, storyteller, poet or illustrator shares their work with the pupils. Appropriate learning opportunities address the needs of all pupils. The curriculum for children in the foundation stage is good, with a strong emphasis on personal, social and emotional development, communication, language and literacy and mathematical development. Appropriate emphasis is given to personal, health and social education, although the policy is still in draft form. Pupils are taught about the dangers of some drugs, and the benefits of others such as inhalers when used correctly. Sex education is taught in Year 6 through a project on healthy living. The current provision is a significant improvement since the time of the last inspection.
19. The school has reviewed most of the policies and schemes of work in the light of recent national guidance. Schemes of work give sound guidance to teachers when planning lessons. A strength of the curriculum is the way subjects are linked together to provide interesting relevant learning opportunities. Information and communication technology is planned very well to support pupils' learning across the curriculum. Teachers in the same year group plan together, which ensures that all pupils receive their entitlement. The school has implemented the national frameworks for literacy and numeracy satisfactorily. Writing has been identified as the weakest element in literacy, and considerable resources have been made available to increase attainment in this area.
20. Curricular provision for pupils with special educational needs is good and has been maintained and developed since the previous inspection. The Code of Practice is implemented fully, with good guidance and support materials provided for class teachers by the special educational needs co-ordinator and the special educational needs team. The needs of pupils are identified well, and good quality support is provided, especially when during group work in literacy and numeracy lessons. Individual education plans are clearly set out, with pupil progress well monitored and evaluated. Suggested strategies for supporting individual needs are offered to teachers, and where class teachers, classroom assistants and special support assistants are involved in planning together, pupils make particularly good progress in relation to their previous attainment. Records are of good quality. statutory reviews and assessments are carried out appropriately.
21. Although at the time of the inspection there were no after school clubs, over the year - and especially in the summer term - there are opportunities for pupils to participate in a range of sporting activities. Visitors and visits, including a residential visit for older pupils, also enrich the curriculum.
22. Overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for moral and social development is good, whilst cultural and spiritual development is very good. Pupils frequently gain insight into values from the subject teaching. Assemblies feature strongly in the spiritual dimension and allow for reflection through music and readings. One of the highlights of the week is the 'good news' assembly. A variety of pupils' achievements are recognised and rewarded. Pupils receive inspiration from their learning. Many displays around the school have a strong spiritual influence.
23. There is a good moral ethos in the school. Members of staff are good role models in the way they care for individuals and are seen to work hard. The difference between right and wrong is made clear. Pupils are expected to respect the views of others and to listen to each other, and most do. Pupils donate generously to selected school charities. The school's provision for social development is good. Pupils act as prefects and there are many opportunities to be a monitor. Pupils go on school trips. These help with the development of social skills. The Year 5 residential visit is particularly effective. Cultural development is very good. Many subjects including art,

history, geography and religious education include aspects of multi-cultural education in their planning and delivery of the curriculum. The 'Chinese New Year' assembly seen during the inspection emphasised the combination of cultural and spiritual awareness.

24. The school's largest link with the community is the church. It is also beginning to establish links with colleges and other educational institutions. The school is taking part in the 'Southwark Science Fair'. There are good relations with the secondary schools in the area and pupils visit them before transfer. The pupils sang for the Irish pensioners. Off site visits since September include the British Museum and Southwark Cathedral. Visitors to the school have included the Fire brigade and the 'Story Tent'. All Key Stage 2 pupils recently attended the Young Vic Theatre to see Dumas 'Three Musketeers'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. Assessment has been considerably improved in all aspects of the work of the school. There is a very helpful timetable of assessment activities laid out by year group and term. This includes statutory assessments and end of units of work assessments. It forms a part of teachers' termly planning. Optional tests are carried out and analysed by the senior management team who have identified aspects of the core subjects that had not received sufficient coverage, and gaps in teachers' knowledge and understanding of the subjects. They are thus able to provide support and ensure coverage is improved. This has been a helpful process, and coverage in English and mathematics is at least sound as a result. All teachers have an assessment file with information on pupils' National Curriculum levels in English and mathematics, and an overview of special educational needs. A progress file is kept for each pupil with samples of work and a half termly self-evaluation completed by each pupil. Records of pupils' attitudes to work, and qualities such as persistence, are not kept systematically, however. Many teachers assess how well pupils have learned during an individual lesson and some teachers make daily adaptations to their weekly planning as a result. This is sometimes carried out after the lesson through the marking of books, which is detailed in English but usually restricted to ticks and crosses in mathematics. There is a clear marking policy that is otherwise consistently used throughout the school. Reading record books contain 'can do' statements, and parents of children in the reception classes have written helpful comments about their children's reading. They are able to be closely involved in the monitoring of their children's progress because they have attended curriculum-focused meetings for parents. In addition there is a homework helpline for any parents with queries.
26. Assessment is completed for all the foundation subjects - with appropriate expectations outlined for all pupils, most pupils and some pupils. In music, for example, clear criteria are chosen from the scheme of work such as 'can sing from memory' and a symbol is used to indicate whether a pupil has met, exceeded or is working towards that target. The co-ordinator then monitors the assessments and discusses them with the teacher.
27. Opportunities are given to establish a consensus about pupils' levels in English and mathematics. Teachers set targets with pupils to help them to be clear about what it is they have to learn. In one classroom all pupils have written out their targets, and these are displayed next to their photographs. Targets, however, are not usually linked to National Curriculum levels and are sometimes too broad. Some teachers have set group targets linked to the half term's teaching objectives. Pupils know that a learning objective is what they need to learn during the lesson and can often talk about why it is useful to be learned. The school uses assessment well to identify pupils with special educational needs. Assessment has also been used to organise teaching groups in English and mathematics in Key Stage 2. However, assessment data is not used enough to inform the work provided in some lessons for groups of pupils with different levels of attainment. The school has set appropriate targets for improving attainment at the end of Key Stage 2, and has involved governors in the discussion. It is on course to achieve these targets, although they are based on a prediction rather than an analysis of how standards could be raised further through setting more challenging targets. Targets for 2001 are the same as they were in 2000.

28. The quality of support and guidance is good and has a positive effect on pupils' achievement. Standards of pastoral care are good and have a priority in the school. Good examples are the nurture group for Year 6 girls last year and Year 6 boys this year. In addition, pupils can select a mentor that could be a teacher or a mature pupil. Pupil tracking sheets have also been introduced. The school's health and safety policy is well documented and has been fully implemented. All statutory requirements in these areas have been met. Regular audits by teaching staff, governors and the head teacher allow minor hazards to be identified and to be dealt with promptly. The school is working hard to ensure the safety of its pupils. Arrangements for child protection are very good. The head teacher is the designated 'responsible person' for child protection and has received training. All members of staff are aware of the measures to be taken and the procedures to be followed.
29. Procedures for monitoring and improving attendance are excellent. These include same day contact with the parents. If this is not possible letters are sent home. The services of the education welfare officer are utilised for home visits when appropriate. Procedures for monitoring and promoting good behaviour are good overall. The emphasis is mainly on rewards rather than sanctions. During the inspection there was no evidence of oppressive behaviour, including all forms of harassment and bullying. Any boisterous behaviour in the playground was dealt with firmly by the lunchtime supervisors. Circle time, in which pupils discuss issues and resolve problems among themselves in a structured and productive way, has been introduced successfully.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. The school's partnership with parents is very good and is a particular strength. The school values its parents and their cultures. Parents' views are very positive in their support of the school's work. Most parents contribute fully to their child's learning by ensuring regular and punctual attendance. Although there is no parent/teacher association, parents support special events very well. Parents feel welcome in the school and help on a regular basis. They have provided cloth for displays, cooked meals, and accompanied pupils to the library and to swimming. They find the head teacher both accessible and approachable in the playground, before and after school. All members of the teaching staff maintain good contact with the parents of their pupils. The school has installed two telephone help lines. One is for homework and the other for the time when pupils will be receiving sex education. Parents appreciate the opportunity to discuss problems when they arise.
31. The quality of information for parents is good. There are fortnightly newsletters. These contain curricular information when it is appropriate to do so. There are open and consultation evenings. The aspects of the school brochure and the governors' report to parents criticised in the last inspection have been addressed and they now comply with legal requirements. Pupils' annual reports to parents meet legal requirements. However, some do not provide enough information on individual progress in some subjects. Homework is clearly set out for parents to follow. Parents and teachers sign reading records. There is good liaison with teachers on all aspects of reading. The parents are very grateful for the pastoral care given by the school when there are difficulties at home. Single parents with children at the school feel that the members of staff deal with their problems with sympathy and understanding.

HOW WELL IS THE SCHOOL LED AND MANAGED?

32. Overall management at the school is good and has improved since the last inspection. It has a positive effect on the achievement of the pupils. The head teacher provides strong leadership. She has a clear vision for further improvement, which is securely based on a commitment to raise standards higher. She is highly regarded by all parties, including the pupils, parents and governors. The deputy head has a significant complementary role. Among other areas, this includes being responsible for performance management of teachers in Key Stage 2 and developing and supporting relationships with parents throughout the school. The senior management team also has a clear role in moving the school forward. It meets regularly to contribute to the formulation of strategic priorities, and is appropriately involved in the analysis of

assessment data, which is used to identify weaknesses in standards and areas of curriculum provision. The current role of the senior management team is well defined. This is a significant improvement on the findings of the last inspection, which judged this aspect to be insufficient. All other members of staff with management responsibilities also have a shared commitment to further improvement. Co-ordinators have a good understanding of strengths and weaknesses in their areas of responsibility and are individually involved in preparing developmental plans as well as managing delegated budgets for their subjects. Day to day administration is effective.

33. The chair, vice chair and the other governors are very supportive and fulfil their statutory responsibilities well. The chair, in particular, is a regular visitor to the school and has a significant part to play in maintaining the good links that exist with the parents and local community. A good structure of committees and the nomination of a number of governors with specific subject responsibilities help the full governing body in the completion of its duties. Most of the current nominated governors are new to their posts and are appropriately receiving relevant training. However, their predecessors visited the school on a regular basis, discussed their areas of responsibility with the headteacher and staff, and observed lessons. The governors are also kept well informed through inputs at committee and full governing body meetings from the head and other teachers. The day-to-day management of the provision for pupils with special educational needs is good. Funding is administered appropriately for the purposes for which it is intended, to provide adequate staffing and resources to provide for, and to support, the learning of pupils with special educational needs. The current practice of the headteacher allocating funding would be improved by including the special educational needs co-ordinator in financial decisions in order to more effectively target priorities. Good systems are in place to provide information and resources to teachers and support staff. Baseline and assessment data is used effectively to establish the particular needs of pupils and to evaluate and re-assess their progress. There are good and well-documented relationships with outside support agencies and the links have improved since the previous inspection.
34. Clearly defined strategies for monitoring planning and teaching are firmly in place. These involve the headteacher, the deputy and other members of staff with management responsibilities. For example, the headteacher visits each class on a rota basis and has carried out structured monitoring of lessons alongside the co-ordinators of key subjects. Written reports are produced after monitoring visits and these are shared with the teachers concerned. It was the judgement of the inspection, however, that the school's monitoring strategy has not yet fully impacted on the quality of teaching throughout the school. The school development plan successfully reflects most of the school's current needs. As a document, however, it has weaknesses. This is the one significant aspect of management at the school which has failed to improve since the last inspection. It is not in enough detail, does not cover a wide enough time span, or is closely enough linked to the school's budget. These weaknesses were also identified in the most recent local authority audit, which otherwise largely praised the school's systems for financial management. Procedures for financial planning are sound and procedures for financial monitoring are good. The finance committee of the governing body is kept well informed and all parties are involved at appropriate stages in constructing the budget. However, aspects of the school's scheme of financial delegation need to be reviewed. The school evaluates its cost effectiveness to some extent. For example, governors visited the recently established computer suite to view its effectiveness. Major purchases are only made after obtaining a number of quotes. The school has an above average carry forward of funds. This is earmarked for extra teachers to support the school's aim to improve standards further in writing.
35. The pupil/teacher ratio is better than average, and a good number of committed support staff play a significant role in raising standards. The school has sufficient resources overall to support learning, and there are particular strengths in resources available for information and communication technology and history. The school's supply of books is also good. The accommodation is very spacious. It is enhanced as a learning environment by a good number of effective displays that successfully stimulate the pupils' interest and celebrate their achievements. Resources - including staff, accommodation and specific grants - are mostly used efficiently to fulfil the school's aspiration to raise standards further. The use of new technology is well established and supports learning across the curriculum. Most issues raised by the last

report have been addressed successfully. The school's overall effectiveness is good. Its aims are appropriate and are met well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes yet further:

- Build on the current good practice in assessment by:
 - a) sharpening the analysis of assessment data in order to set increasingly challenging targets for attainment at the end of Key Stage 2;
 - b) ensuring that the results of assessment are fully reflected in planning and in the work provided in lessons for pupils of different levels of prior attainment.

(paragraph 27)

- Improve the quality of some lessons by:
 - a) reviewing areas of teacher knowledge and understanding that need improving and planning and organising appropriate professional development;
 - b) providing more opportunities for pupils to work independently;
 - c) reviewing pupil management strategies so that the good practice seen in most lessons is consistent throughout the school;
 - d) sharpening the impact of teacher monitoring and making better use of feedback so that progress is more closely checked.

(paragraphs 12, 16,17 and 34)

In addition to these key issues there are some less important weakness, which the school should consider for inclusion in the action plan. These involve improving the school development plan and improving standards in art and design and technology at Key Stage 1 and are indicated in paragraphs 69, 74 and 75.

OTHER SPECIFIED FEATURES

ENGLISH AS AN ADDITIONAL LANGUAGE

36. Over sixty per cent of the pupils speak English as an additional language. There is a wide variety of home languages, the most dominant being Yoruba. Pupils are assessed on entry to the school and their progress is monitored each half term. Pupils new to the school are frequently paired with other pupils who speak the same home language. This makes new pupils feel at ease and they quickly settle. In class, teachers are aware of pupils' stages of English development. Beginners are helped by teachers using clear, simple instructions and gestures and are made to feel welcomed and valued. There is no teaching in pupils' home languages but in one reception class the teacher sometimes uses a few Spanish words particularly for the benefit of one child, and the rest of the class learn Spanish words, much to the delight of the Spanish-speaking boy.
37. The curriculum is sometimes differentiated for pupils at a fluency level of three and above, but teachers do not always check that the pupils have fully understood the task set. The more proficient speakers of English perform at a level commensurate with their peers at both key stages. However, towards the end of Key Stage 2, some pupils experience difficulties with inference and deduction from texts and need help to further develop their vocabularies in order to achieve at an even higher level. Pupils who need specific support in Years 2 and 5 are targeted by two part-time teachers. These teachers interact discreetly with whispers, gestures and quiet individual attention, ensuring that the pupils fully understand the class lesson. They present vocabulary in both oral and written forms and ensure that all pupils are effectively involved. Occasionally, the material being presented by the class teacher is well outside these pupils' experiences, but the support teachers make every effort to enable all pupils to participate. The support teachers are enthusiastic and highly motivated and have a very positive impact upon the classes within which they work. They enjoy a relationship of trust with their pupils and this empowers pupils to succeed. There are very many high quality resources to aid pupils' learning including dual text books, puppets, African folk tales and tapes in home languages recorded by older pupils and parents. Support for pupils for whom English is an additional language is effective and many make good progress.
38. The school also has a small number of pupils from 'traveller' families. These pupils are the least successful in attaining levels of achievement commensurate with their peers. The two support teachers have enormous empathy with these pupils. The traveller families are beginning to trust them, and the parents feel comfortable about coming into school. There is a high level of care for these pupils and a special club has been established. Success is warmly celebrated and rewarded, from the Year 2 pupil whose behaviour has improved to the Year 5 pupil who read aloud in class for the first time, and the Year 6 pupil who became a school prefect.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	24	32	34	7	2	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)		394
Number of full-time pupils eligible for free school meals		137

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		72

English as an additional language

	No of pupils
Number of pupils with English as an additional language	245

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the per centage 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	26	28	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	25
	Girls	27	26	28
	Total	49	48	58
Percentage of pupils at NC level 2 or above	School	91 (84)	89 (81)	98 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	26	22
	Girls	26	27	26
	Total	48	53	48
Percentage of pupils at NC level 2 or above	School	89 (88)	98 (86)	89 (91)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	29	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	21
	Girls	22	20	25
	Total	37	39	46
Percentage of pupils at NC level 4 or above	School	69 (60)	72 (62)	85 (64)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	25	25	23
	Total	43	43	41
Percentage of pupils at NC level 4 or above	School	80 (36)	80 (62)	76 (51)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	28
Black – African heritage	196
Black – other	6
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	105
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	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

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

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	20.2
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	290

Financial information

Financial year	1999/2000
	£
Total income	896077
Total expenditure	891951
Expenditure per pupil	2334
Balance brought forward from previous year	100707
Balance carried forward to next year	112058

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	359
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	87	13	0	0	0
My child is making good progress in school.	78	17	4	0	1
Behaviour in the school is good.	62	30	4	3	1
My child gets the right amount of work to do at home.	64	30	1	2	3
The teaching is good.	78	20	0	1	1
I am kept well informed about how my child is getting on.	71	27	1	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	23	0	1	0
The school expects my child to work hard and achieve his or her best.	84	14	0	0	2
The school works closely with parents.	67	29	1	2	1
The school is well led and managed.	68	26	3	1	2
The school is helping my child become mature and responsible.	68	29	0	1	2
The school provides an interesting range of activities outside lessons.	48	30	7	3	12

Other issues raised by parents

Only a very small number of questionnaires had comments written on them. There was fulsome praise for the school and the quality of the curriculum it offered. Criticisms related to the lack of PTA meetings, lack of physical education lessons and poor discipline. The parents' meeting was very positive in all areas of school life. The only query related to subtle differences in expectations about behaviour between the school and the home. The inspection team supported the very positive responses. It found that although there was no parent/teacher association, school activities were well supported. Although some pupils exhibited challenging behaviour, this was usually managed effectively by staff. There was no evidence to support the concern about physical education. The curriculum is enriched by a wide range of out of school visits and visitors to the school.

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

39. Children's attainment on entry over the past few years has been below average. However, this year the children's attainment is line with the national average. At the time of the inspection more than half the children were only in their third week of school. Nearly all the children have had pre-school experience and come from several different nurseries. There is a good induction programme, including visits for children and parents to increase confidence and enable the children to settle well.
40. Teaching in the foundation stage is very good across all areas of the curriculum. Both teachers are aware of each other's strengths and these are used to the full in planning rich learning experiences for the children. Both teachers have a thorough knowledge of early years' practice and provide good learning opportunities to meet the needs of all pupils. The style of the teaching is very supportive. Children's contributions are always valued and this gives young children confidence to be active, independent learners. Both teachers use quiet, clear well-modulated voices, which helps the children develop sound speaking and listening skills. Most children in these classes are on course to achieve the early learning goals by the end of the year and are being well prepared for Key Stage 1. There has been a significant improvement in the foundation stage since the last inspection. Children are encouraged to be independent, to select their own materials and to clear up after an activity. Behaviour in all lessons seen was good or very good. There was a calm purposeful atmosphere in both rooms, which is conducive to good learning.

Personal, social and emotional development

41. Personal, social and emotional development is given a high priority, and the children who started in September have benefited from being in very small classes and have made very good progress in this area. They are now acting as good role models for the large group who started at the beginning of this term. The children have established very good relationships with their teachers and other adults who work alongside them and with their peers. These young children have frequent opportunities to share and co-operate, for example making their own class book 'Where's Spot?' Children work and play purposefully on self-chosen tasks, for example, copying patterns with blocks, role-play, and painting. A very good example of children's independence was seen when four children who were painting large numbers put their work to dry, washed the brushes and re-filled the pots with clean water for the next group, without being asked to do so.
42. Teachers have high expectations of behaviour and provide good role models by treating all the adults and children with courtesy and respect. School routines are well established and start of the day registration times are often used effectively to promote personal, social and emotional development. The very supportive style of teaching encourages children to be confident to try new activities, to be interested and well motivated. Inappropriate behaviour, calling out or talking instead of listening, is dealt with quietly and sensitively without the child feeling 'put down'. The class assembly on what our response should be if we see someone sad or angry in the playground is an example of a positive contribution to learning in this area. As a result of the very good teaching and the quality of relationships many of the children are achieving the early learning goal now, and most children will do so by the end of the year. A significant proportion is likely to exceed it.

Communication, language and literacy

43. These young children confidently communicate with visitors by an appropriate, greeting, 'hallo', and asking questions 'What are you doing?' 'Why?'. They enjoy listening to, and re-telling, familiar stories, for example various versions of 'The Three Little Pigs'. They explain which version they prefer and give reasons for their choice. They listen attentively, for example in physical education, and follow instructions accurately. They listen to taped stories and follow the pictures

in the book. They enjoy singing and acting repetitive rhymes as, for example, 'Twelve in a Bed' and 'Tommy Thumb'. Many of the children have acquired a sight vocabulary of about a dozen high frequency words. They know that letters have sounds and can suggest appropriate words for the letter of the week 'm', such as 'man', 'milk', 'mouse' and 'mum'. They are beginning to build sounds together, for example, 'Spot'. About half of each class can form some letters correctly in a regular size and are aware of spacing. Others can draw recognisable pictures of a character that the wolf dressed up as in the story, demonstrating good pencil control for children of this age. The more able children are beginning to use their phonic knowledge and skills to write simple sentences, for example, 'I'll huff and I'll puff and I'll blo yr hse dn'. As a result of the consistently good teaching and the very good relationship between teachers and children most of the children should achieve the early learning goals by the end of the foundation stage, and the more able children will exceed them.

Mathematical development

44. A good range of activities is provided which enable the children to develop their mathematical skills. Most of the children are well placed to achieve the early learning goals for mathematical development by the end of the reception year. Many can count accurately to ten, some well beyond. Children have frequent and varied opportunities to count, for example making a block graph about their favourite fruit, sharing an animal book - 3 kangaroos, 4 giraffes, 5 lions. The more able children understand that addition is combining two groups of objects, for example 4 frogs on one lily pad and 2 frogs on another make 6 altogether. The children are being introduced to correct early mathematical vocabulary through such activities. They are asked to explain the number sentence they have made and the more able children write it on the white board. Children understand the concept of more/less and use the correct vocabulary when working with a teaching assistant playing with 'camels' in the sand. When talking about a display of the three bears children use the correct vocabulary. Positional language was introduced well when pupils made their class book about 'Spot'. The well planned structured learning activities, together with the informal learning opportunities and the high quality interaction between the adults and the children results in enthusiastic learners.

Knowledge and understanding of the world

45. These young children have experienced very good learning opportunities in this area. During the topic on senses in the autumn term the children visited the local market and bought some fruit, which they investigated through touch, taste and smell. As well as developing their knowledge of the world, this activity made a significant contribution to personal, social and emotional development and communication, language and literacy. They also visited the Tate Modern gallery, travelling on the bus and seeing the Millennium Bridge giving them good opportunities to see how the buildings in their local environment had changed over time. Following the visit the children were given opportunities to talk about what they had seen and liked. There is a building project at the school and this theme has been used in the role-play area this term, giving children the opportunity to learn about different materials. They can explain that dry sand pours, but wet sand sticks together. All the children in the foundation stage have access to computers in the classroom as well as a weekly lesson in the computer suite. They work very well in pairs to log on and find 'My First Incredible Amazing Dictionary' on the CD-ROM, and locate the letter of the week, 'm'. Children browse through the 'm' pages and talk about the objects they find. There are good informal opportunities to develop children's culture, for example when a little girl playing in the home corner asked an adult to help her strap her baby on her back with a length of fabric. Weekly classroom assemblies are sometimes used to promote culture as well as spirituality. There are some very powerful cultural displays around the school and teachers use these effectively to promote this area of learning for young children. As a result of the rich experiences and very good teaching these children are having, they are on course to achieve the early learning goals by the end of the year.

Physical development

46. Despite the fact that the children are in a triple story building and do not have daily access to a secure outside play area, they are making sound progress in their physical development, and are likely to achieve the required standard by the end of the year. They use the hall regularly for physical activities and move with confidence showing good control of their bodies. They listen to the teacher and follow her instructions carefully, for example when working in two groups. In this activity the children showed a good awareness of space and the aeroplanes travelled around the room, changing speed and direction, without touching an island. In the large classrooms children are provided with well-structured activities with clear learning objectives when using playdoh and plasticine, construction sets and large bricks. Teachers' planning indicates that later in the year they will be given opportunities to handle balls of various sizes to develop throwing and catching skills. The provision of interesting challenging activities and good teaching results in children enjoying these lessons and being keen to do their best, and this makes a significant contribution to the progress children make in this area.

Creative development

47. There is a wide range of activities planned to help children make good progress in this area and most children will achieve the required standard by the end of the year. Displays of past work show that children can mix paint effectively to paint pictures and use different textured papers to make a collage of a monster from the book 'Not Now Bernard'. They have frequent opportunities to create their own imaginative patterns and pictures. As well as informal opportunities to sing and make music in the classroom, they have one lesson a week from the specialist music teacher. During this lesson the children sang a repertoire of songs from memory, some with actions to a standard above that normally seen for children of this age. They can recognise, follow and repeat a rhythm. Role-play offers the children good opportunities to communicate their thoughts and feelings. The skill of the teachers in planning stimulating activities, assessing children's learning and interacting with them so positively are strengths of the teaching in this area, which impacts on the standards achieved. As a result of the purposeful learning atmosphere created, the children behave well and this has an impact on the progress they make.

ENGLISH

48. In the national tests in English undertaken just prior to the last inspection, pupils at Key Stage 1 attained scores well above national standards. Since that time, there has been a drop in both reading and writing scores compared to national averages, although after 1998 there was a levelling out in reading and a slight rise in writing. Both scores are now in line with national averages but well above those of similar schools.
49. At Key Stage 2, scores in 1996 were broadly in line with national averages. While they have improved since then, they are now well below the national average, but above those of similar schools. The percentage of pupils reaching the expected Level 4 in Year 2000, however, was just below the national average. In the most recent tests, a smaller percentage of pupils achieved Level 5 than in similar schools, particularly in writing and almost sixty percent overall achieved a higher score in reading than writing. The main reason for the relatively lower test scores at Level 5 - which reduce the average points scores - is mainly attributable to the high proportion of pupils with English as an additional language. Many of these pupils, while speaking English quite fluently, have restricted vocabularies. This sometimes prevents them from operating at higher conceptual levels. The school did not quite reach its target for English in 2000 and has set the same target for 2001. The school has established several strategies for improving standards in English. These are having the desired effect and this, along with a particularly able Year 6, means that current standards are broadly in line with the national average at the end of both key stages.
50. Speaking and listening skills were above the national average at the end of Key Stage 1 assessments in 2000. In assemblies, these skills are good with pupils listening attentively and making thoughtful contributions when invited to do so. In lessons there is a less consistent picture. While pupils are enthusiastic about joining in discussions and are able to make, for example, sensible predictions about texts they are reading, they are not always in the habit of

listening. Many shout out answers inappropriately and 'talk over' each other. This is sometimes compounded by teachers 'talking over' all the talking. At Key Stage 2, many pupils listen well to the teacher and to each other, particularly when they are performing their own work such as poetry. However, this is not always the case. Some pupils frequently call out and towards the end of the key stage, pupils do not always show respect when others are speaking. Pupils are generally eager to respond to the teacher. They are willing to offer ideas and are able to express their views succinctly, although some have only a limited vocabulary and have difficulty in, for example, explaining the features of a 'rap'.

51. Reading across the school is broadly satisfactory with some good features. At Key Stage 1, pupils recognise familiar words in context and can use the sound-symbol relationship accurately. By the end of the key stage, the majority can use a variety of strategies to help them decipher the text. They are able to recall what has happened and predict what might happen next. The more able begin to express opinions about which books they prefer, and are able to record these. At Key Stage 2, most pupils read accurately and fluently. They understand ideas, themes and characters from books and recognise the key features of different genres. They can analyse different aspects of language such as metaphors. They discuss various authors with enthusiasm and make deductions from historical data.
52. Towards the end of the key stage, they choose from fiction and non-fiction books. All read for pleasure and express preferences, the current favourites being Dick King Smith, Jacqueline Wilson and David Almond. When asked questions, they can refer to the text for the answer and use appropriate terminology such as alliteration, rhyme and rhythm. Many say that reading gives them ideas for their own writing. Pupils say that they are confident with using the library, although in school they are largely reliant on their teacher to procure books for them. At both key stages, helpful reading records are kept. Parents, teachers and pupils write comments in these. They are informative, focussed and include clear targets to help the pupils make progress.
53. Writing in both key stages is broadly satisfactory. At Key Stage 1, pupils are aware that writing communicates meaning. Occasionally they add personal touches to their work, for example expressing surprise at how deep the water was on a recent visit to Kent. The more able use mature, interesting vocabulary, responding well to being taught about setting, time, place and mood – "Last night there was a howling wind like a ghost." There are opportunities to write across the curriculum including recipes, questionnaires and science books complete with contents pages. These opportunities are, however, too few in number. Spelling at Key Stage 1 is generally sound. Most pupils can spell simple words phonetically but do not always apply these skills to more complicated words, relying on their teacher to help them. Some more able pupils in Year 2 spell most words accurately and have a good grasp of spelling conventions. Handwriting is generally clear and by the end of the key stage, most pupils write neatly and legibly, the more able using joined script. A small percentage are able to use appropriate punctuation, but for the rest, this skill is underdeveloped.
54. At Key Stage 2, much of the work takes the form of questions and answers and there is little opportunity to undertake extended writing, particularly in literacy lessons. When they do write, however, the pupils have good ideas and develop these in a sequence of sentences although there are several examples of work starting well and then tailing off. At the beginning of the key stage, they write book reviews, take notes, write letters and poems and undertake research. They express opinions in an interesting way, for example "I like Wilbur..... because he doesn't go for scary things." Occasionally they are ambitious in their use of sentence structure, for example "Everyone was afraid to go there in the dark. All except Johnny." They begin to use the grammar they have been taught in their own writing tasks, and they are happy to use a thesaurus to enhance their work. Spelling is for the most part accurate. Where it is not, it hampers progress. Handwriting and presentation improve over time. Towards the end of the key stage, more able pupils are not afraid to incorporate humour in their work. They choose words with care, for example "...said Richard, in his confident manner." "It was pitch black. Blacker than any night." While most pupils spell accurately and use correct grammar, some experience difficulties, confusing tenses and making common errors such as confusing 'there' and 'their'. By Year 6, pupils use neat, legible, consistently formed handwriting and their work is tidily presented.

55. Pupils' attitudes to English are generally favourable. They settle quickly to their work and respond to the challenge set. They are keen to contribute to the lesson and work hard. Occasionally, towards the end of Key Stage 2 they are not so interested in their work, especially writing, and demonstrate a disappointing level of application to the task. In both key stages there is sometimes inappropriate calling out, largely through over exuberance, and boys in Key Stage 1 sometimes try to dominate girls and push them out of the way in order to gain attention.
56. Teaching at Key Stage 1 is mostly satisfactory. Teachers conduct their lessons according to the National Literacy Strategy and have sound technical knowledge of the subject matter. They usually match the tasks to the pupils' levels of need, but sometimes work is not closely enough matched to the needs of pupils with different levels of attainment, and some do not understand the task set. When pupils ask questions, teachers use these questions to clarify instructions and they make helpful references to previous learning. In the more effective lessons, teachers use on-going assessment and modify tasks in the light of this. They share their expectations with the class and use appropriate behaviour management techniques, focussing on praise. In the less effective aspects of lessons, teachers do not encourage pupils to use their emerging phonic skills, telling them how to spell words rather than sounding them out. They also do not always concentrate on teaching basic skills such as the correct way to hold a pencil. Teachers talk too much, sometimes talking over pupils and the pace of the lesson is too slow. In some instances, pupils are given too many things to think about and unrealistic expectations are made of them. On some occasions teachers do not make enough use of the classroom assistant.
57. At Key Stage 2, teaching varies from unsatisfactory to very good, the majority of lessons being sound or good. In the lower part of the key stage, lessons are planned carefully, although not always in sufficient detail. Teachers' knowledge is secure and lessons are modelled on the National Literacy Strategy. Time is used well and teachers employ some interesting strategies to introduce topics, such as using an invented letter from an imaginary friend to introduce the concept of 'silent' letters. Teachers use closed and open questioning and pupils are happy to explain their understanding, each contributing at their own level. There is a suitable level of challenge, and activities are matched to pupils' needs, occasionally being modified in the light of on-going assessment, although sometimes learning is slow. Towards the end of the key stage, teachers usually have sound knowledge of the technical details of English. The stimulating classrooms display writing targets, word banks and 'Ingredients for a good story'. For the most part, work is well differentiated, with simplified tasks and extra support for the least able, and extension activities for the more able. Sometimes, however, the material chosen is too obscure, particularly for those for whom English is an additional language. While pupils generally enjoy a good relationship with their teachers, class management is sometimes lacking and learning opportunities are lost. This is because pupils are sometimes allowed to all talk at once and valuable contributions are either not heard or not followed up. Occasionally pupils have difficulty contributing to a lesson because the material is not easy to see and read. At Key Stage 2, all teachers are enthusiastic about the teaching of English and use support staff to good effect.
58. In the school, all pupils have access to a wide range of books. They take them home regularly and read to their parents, other adults and to younger siblings. There is a strong emphasis within the school on poetry of all types. Pupils at both key stages have opportunities to write in different genres. There is extended writing in many curriculum areas particularly history and religious education but in Literacy Hours, opportunities to write at length are few in number, especially at Key Stage 2. The older pupils, in particular, enjoy non-fiction books. They have some access to these, but library skills are not extended enough. Some classes have used computers effectively, notably in Year 6 when they wrote persuasive letters from Victorian mill owners on the subject of the education of the poor, using an appropriate font. There are signs that the use of information and communication technology in English is developing across the school, but there is scarce use of CD-ROM. At both key stages, work is marked regularly and efficiently. Pupils are given oral and written feedback about their work and are encouraged to use this feedback. The school uses results of standardised tests to group pupils for additional literacy support in Years 3 and 4 and for booster classes in Year 6. Teachers also analyse results of a more informal writing task to target writing support in Year 2 and Year 6. Pupils' learning is enhanced by the schools' positive

relationship with their parents. They share the use of the reading records, homework in English is set twice a week and parents make sure that the work is undertaken to a satisfactory standard. Some parents and older pupils have made tape recordings in their home languages to help develop pupils' speaking and listening skills and their enjoyment of stories.

59. The English co-ordinator has been in post for one year and one term. She has attended many relevant courses and is enthusiastic about her subject. She has half a day non-contact time each week when she monitors teaching, either on her own or with the head teacher. She also team-teaches, gives demonstration lessons, delivers INSET and releases staff to observe good practice. The co-ordinator also monitors learning by checking that teachers are teaching to learning objectives, that work is being marked according to the school guidelines and that there are equal opportunities across parallel classes. Results of this aspect of her role can be seen across the school. From the information she gathers, the co-ordinator targets spending, her current priorities being a book week, authors in school and books for boys. She also identifies key issues for an action plan. Very many issues have been identified on the current plan. These are not sufficiently focussed on key stages or year groups for progress to be evaluated within a reasonable time scale. The policy for English has recently been re-written. It is pertinent and covers all aspects, the policies for phonics and handwriting being particularly useful, especially since the latter is accompanied by suggested teacher actions at each stage. There is an ample supply of books in every classroom, which are displayed in attractive book corners. All the books are in good condition and have been carefully chosen to reflect the wide range of cultures within the school.

MATHEMATICS

60. The results of the most recent national assessments for pupils at the end of Key Stage 1 were above the national average. Compared with schools in similar social circumstances they were well above average. Results at the end of Key Stage 2 were in line with the national average and well above those for similar schools. Results have risen over the last three years and are an improvement on standards attained when the school was last inspected. However, results in using and applying mathematics are lower than national averages. Overall, the judgement of the inspection is that current standards in mathematics are at the national average at the end of Key Stage 1 and slightly above this at the end of Key Stage 2. Overall achievement is sound and sometimes good. Girls tend to achieve slightly better than boys in both key stages. Mental mathematics is given a high priority at both key stages. Pupils with special educational needs are usually supported well, and make at least sound progress.
61. By the end of Key Stage 1 higher attaining pupils can order and sequence three digit numbers. Most pupils are confident in ordering and sequencing numbers up to 200, and can count in 2s, 5s, and 10s. They carry out a range of calculations with numbers and money and their work is clearly laid out in their books, which contain a high proportion of recording of computation. For example they are able to double 18 by doubling 20 and then subtracting 4. In Key Stage 2 most pupils have quick accurate recall of multiplication tables, and see number patterns quickly. At the end of Key Stage 2 they can add and subtract negative numbers, decimals to two places, and simple fractions. They are competent in adding, subtracting, multiplying and dividing, and use effective strategies, such as rounding up for mental calculations. High attaining pupils work competently with very large numbers. Lower attaining pupils work confidently with lower numbers, although they sometimes lack the vocabulary to explain what they are doing. They present their work clearly and neatly.
62. The quality of teaching is sound overall. Most lessons are well planned, with clear learning objectives, which are communicated to the class at regular intervals. This keeps teachers, support staff and pupils well focused on the lesson. In the lessons where pupils make the most progress pupils are responding to high expectations, they can explain the learning objectives in their own words and they are given time to work independently on their problem solving. These lessons also contain opportunities for very regular feedback to pupils on their progress, there is a sense of urgency about the pace of the lessons, teachers use good questioning techniques asking pupils to reflect on what the important information in a question might be and predicting

where difficulties or misunderstandings might occur. Teachers' confident subject knowledge means they are able to respond flexibly to pupils' questions, and use mistakes as teaching points. In Year 6, pupils were taken through the analysis of complex word problems, with the use of a frame outlining the stages in identifying what calculation would be needed to find out how many sweets there were in each packet when 4 packets has been bought, 8 sweets had been eaten and 44 sweets remained. Lower attaining pupils are supported by teaching assistants who ask supportive further questions to help pupils to understand their work. More able pupils are not always sufficiently challenged, as the setting of classes in Key Stage 2 means that within the lesson most pupils are expected to be performing at similar levels. In lessons in Key Stage 2 pupils make good progress. However in Key Stage 1 pupils do not always make sufficient progress. This is because teachers do not always wait for pupils to be quiet and listen attentively, talking over them instead. In these lessons higher attaining pupils sometimes finish their work quickly and are not given further challenge. Some independent activities are insufficiently well planned and pupils have difficulty in carrying them out alone.

63. All staff implement the National Numeracy Strategy, with particular effectiveness in Key Stage 2. In many lessons the work builds on what was done the previous day and homework is used to reinforce the learning. Plenary sessions are also often used to reinforce the learning. Pupils' enthusiasm for mental mathematics is evident throughout the school and this is a direct consequence of the whole school focus on increasing pupils' enjoyment of mathematics. Most staff have a secure, and sometimes very good subject knowledge. The co-ordinator is ensuring that there is coverage of all the key objectives in the strategy, although there was little evidence of space, shape and measures in pupils' work. The use of computers in lessons is limited, although there is evidence on display of their use in areas such as data handling. For example pupils in Year 6 have used excel spreadsheets. Other areas of the curriculum also support the development of numeracy. These include science. An example of this seen during the inspection involved Year 2 pupils using addition and subtraction when analysing data relating to different forms of food. The school has clear procedures for assessment, and an analysis of attainment has been used to ensure sufficient emphasis is given to some aspects of mathematics. Marking of pupils' work is done very regularly, but does not contain targets for improvement. Teachers have levelled all pupils in their classes through the optional or statutory tests, and a test in Year 1 to ensure each year group has records of progression. The school has improved its teaching of mathematics, and expects to maintain a gradual increase in levels of attainment. A variety of strategies are in place to support teachers who may be less confident teaching some aspects of mathematics.

SCIENCE

64. In the most recent teacher assessments of seven year olds, pupils' results were in line with the national average, but above average in comparison with similar schools. In the tests of eleven year olds, they were below average overall, but again were above average in comparison with similar schools. In terms of those reaching the expected Level 4, the percentage was around the national average. Although the methods of calculating assessment results have changed since the time of the last inspection, the recent results are broadly similar and - at Key Stage 2 - have improved at a greater rate than the national trend over the past three years. As many pupils enter the school with below average knowledge and understanding, this indicates that most achieve well. Standards seen during the inspection were broadly average at the end of both key stages in terms of pupils' scientific knowledge. However, their investigative skills and appreciation of scientific concepts are less well developed. This is partly because many have difficulty in understanding the full meaning of complex scientific vocabulary, and partly because they are sometimes over directed by teachers and not given enough opportunities to devise their own investigations to solve scientific problems. A significant contributory factor to the rising standards in the end of Key Stage 2 statutory assessments is the successful implementation of science 'booster' groups for Year 6 pupils taken by the co-ordinator during the spring term.
65. Young Key Stage 1 pupils can describe materials in terms of their different properties. By the end of the key stage, most are aware that humans need food and water to stay alive and have a growing understanding of which foods are healthy or unhealthy - although only a minority

appreciate why this is. They can carry out a simple investigation into the porosity of materials. In the lower years of Key Stage 2, the majority of pupils are beginning to understand that scientific testing has to be 'fair' in order for it to be valid. However, a significant number find it difficult to define the concept without direct teacher guidance. Conversely, many can make reliable scientific predictions and - by Year 4 - are beginning to understand the concept of variables. By Year 5 many pupils still find it difficult to appreciate that only one variable at a time can be changed in a reliable investigation, or understand the difference between independent and dependent variables. By the end of Key Stage 2 most pupils have a sound knowledge of a wide range of scientific information. For example, they have a good understanding of the presence of hidden sugar in various foods and of several elements of plant growth. They also successfully access the internet for research purposes.

66. Pupils' attitudes towards science are mostly at least satisfactory and are frequently very good. They are unsatisfactory in an isolated lesson where some exhibit poor behaviour. Mostly, however, pupils are enthusiastic about the subject and are keen to learn. Even the youngest pupils are usually very attentive and interested during preliminary discussions. They listen well to others and are keen to contribute their own ideas. They settle quickly to follow-up tasks and concentrate very well on these, working well in an atmosphere of mutual co-operation. Relationships and behaviour continue to be mostly good as pupils proceed through the school. In the few lessons where attitudes are less satisfactory, some pupils are more inclined to want to express their own opinions – sometimes noisily – rather than to listen to those of others. A small minority also find it difficult to share equipment with one another and are argumentative.
67. Teaching was satisfactory or better in nearly all lessons seen during the inspection. It was good in nearly half and unsatisfactory in only one lesson. In most lessons, effective pupil management strategies result in good behaviour and relationships. In an occasional lesson, however, instructions to pupils are not followed up successfully or noise is ignored. This results in a deterioration in behaviour. A good range of interesting resources provides motivation, and learning objectives are made clear to the pupils, so that they fully appreciate what they are trying to achieve. Methods are suitably varied and have a positive effect on pupils' pace of learning. In addition to the over-direction of pupils, however, there is also an over-reliance on photocopied materials at times. Teachers are generally well prepared and have a good understanding of the aspect of science that they are delivering. Although many lessons provide pupils with a good overall level of challenge, teachers do not always closely enough match tasks to the needs of different ability groups within a class, which restricts the conceptual development of some pupils.
68. There is an appropriate planning structure in place for science. The school is suitably in the process of reviewing this in line with recent national initiatives. The school is also currently reviewing its assessment strategies and is piloting a new form of record keeping. At the present time, assessment data is used effectively at a strategic level, but not enough to inform medium or short term planning. The co-ordinator is enthusiastic, and has a clear view of the subject's strengths and areas for further development. She is fully committed to further raising standards in science. She has had time made available to monitor and support planning and teaching in the subject, which is an improvement on the findings of the last inspection.

ART

69. The previous inspection judged attainment at the end of Key Stage 1 to be below national expectations. Pupils are still not reaching national expectations by the time they are seven and insufficient progress has been made with many of the points raised in that report. Pupils' ability to investigate and use a variety of materials is still limited and the images they produce are immature for their age and potential. This is exemplified by line drawings from nature carried out in Year 2. These lack accuracy or depth and show a lack of awareness of technique and texture, with weak manipulative skills. Pupils lack confidence and skills in art because of weak teaching and insufficient opportunity to explore different media and techniques. Few colour-mixing or mark-making activities take place for example. Although some links are made with artists, for example William Morris in Year 2, there are too few occasions where the links are strong enough to have an impact on pupils' knowledge and understanding.

70. Standards of attainment in art do reach national expectations by the time pupils reach Year 6. Pupils learn to explore ideas and collect visual information for their work. Their drawing skills rapidly improve and their confidence with the visual and tactile elements increases with each lesson. This is demonstrated by the charcoal drawings of figures in motion. Over two specialist lessons, substantial improvements are made to the accuracy and proportion of the drawn figures and to the fluidity of movement expressed through line and tone. Pupils in Year 6 are developing an increasing awareness of the importance of close observation in their work. Pencil and pastel drawings of buildings demonstrate sensitivity towards the medium being used and overall are of a satisfactory standard. However, the range of materials and media explored are very limited, with little variety beyond drawing and painting. This means that pupils do not learn a wide enough base of skills and are unable to talk about art in anything other than a very limited vocabulary. An improvement has been made since the last inspection, where work at the end of Key Stage 2 was judged to be below national expected standards.
71. Pupils' achievements before Year 6 do not reflect their potential, and their slow and uneven progress points to teaching that is unsatisfactory overall. There are pockets of practice across the school where pupils benefit from imaginative or well-resourced lessons and good teaching. An example of this is very young pupils' imaginative and expressive paintings of the monster in 'Not Now Bernard'. These paintings are in deliberately restricted colour so that pupils focus well on shape. There is good variety in the children's work. Very young children also drew a parent in costume from observation and were encouraged to look closely and experiment with the media they were using. In Years 1 and 2, work is heavily reliant on drawing and painting. With the exception of a small number of African mask paintings, outcomes do not show pupils being challenged and inspired. Pastel portraits from Year 1 show no experimentation with the unique qualities of this drawing medium. Work is largely flat and uninteresting. By Year 2, pupils should be fairly confident with a number of different media, but this is not the case. Pupils are not gaining a carefully planned, gradual accumulation of experience that will lead to better skills and greater knowledge and understanding. In a lesson on 'Mother Nature, Designer', the Year 2 teacher provides a variety of cut fruits and vegetables for pupils to explore and represent, using charcoal. The results are disappointing. Pupils are unable to sustain their efforts and, because of low expectations and pupils' own lack of experience in using charcoal, the results are below what would be expected from Year 2 children.
72. In Year 4, teacher expectations are too low. Work on the Romans consists of poorly executed gummed paper collages that lack purpose and expression. These are accompanied by photocopies of mosaics that have been coloured in. Year 3 work on Egypt is little better: flimsy and undeveloped patterns that do not appear to have any real purpose. Similarly, Year 4 sketches of shoes lack depth and show an undeveloped sense of shading, modelling, light and tone. There is some better teaching in Year 4, including a lesson where pupils watch a surrealist dream-sequence from a film. This is used as a stimulus for future art work and creative writing. The session focuses on pupils learning how different starting points can inspire creativity. Discussion is lively and pupils' speaking and listening skills are stretched. The richness of this example is not consistent. Much of the art work on display in the entrance, for example, lacks vitality, interest or purpose. By Years 5 and 6, pupils have the advantage of regular good quality teaching from the co-ordinator. This quickly begins to have a positive impact on pupils' skills and confidence. Year 5 Tudor portraits, for example, show a developing awareness of colour, line and tone. Visual literacy is becoming more evident, as pupils learn about Holbein and add to their knowledge and understanding of how other artists represent the world. By Year 6 most pupils are improving, and standards - at least in drawing - reach national expectations. There is little evidence that gifted and talented pupils are being stretched to their full potential before this stage. Pupils with special educational needs are supported sensitively by support staff, who offer guidance and encouragement in lessons. Pupils with English as an additional language are achieving in line with other pupils.
73. The range of curriculum opportunities for pupils in art is too narrow, with little 3-dimensional, print or textiles work taking place. Work to improve pupils' knowledge and understanding of other artists is patchy and not treated as a fundamental part of each art lesson. The exception to this is

in Year 6, where the works of Georgia O'Keeffe and Matisse are discussed in relation to simplifying shapes in the figure drawing work. Sketchbooks are not used regularly throughout Key Stage 2 and pupils were not seen evaluating their work. Pupils' attitudes and behaviour in art are generally sound, although there is a high tolerance for noise by some teachers, which can result in pupils missing teaching points. Expectations for behaviour are not always clearly delineated at the beginning of lessons. Relationships between teachers and pupils are good and pupils enjoy art. There is insufficient emphasis given to implementing and monitoring the art policy or the scheme of work. Both documents provide a sound basis for improvement. The co-ordinator has clear and appropriate priorities for improving standards, teaching and learning in art. Improvements have taken place in some areas since the last inspection, but progress needs to accelerate. Many criticisms in the previous report are still valid, for example the limited subject knowledge of teachers and lack of challenge in the work. The co-ordinator has worked hard to develop and improve systems of support to improve standards, as recommended in the previous inspection. This includes useful advice and information.

DESIGN AND TECHNOLOGY

74. During the inspection, few design and technology lessons were timetabled. Most evidence therefore came from scrutiny of pupils' work in classrooms and displays, together with discussions with pupils and the design and technology co-ordinator. Pupils at the end of Key Stage 2 now achieve national expectations. This is an improvement since the last inspection, where standards at both key stages were judged to be unsatisfactory. However, pupils at the end of Key Stage 1 remain below the nationally expected standard. Pupils' achievements are below average until pupils reach Year 6. Pupils with special educational needs are helped sensitively by support assistants, but because progress and achievement are lower than they should be, it is unlikely that these pupils are achieving to the best of their ability. This means that progress in these areas is unsatisfactory since the last inspection.
75. At the end of Key Stage 1, pupils' skills are not extended well and they are not provided with sufficiently challenging or stimulating opportunities to design and make products. For example, Year 2 pupils design protective bags for sandwiches, having looked at different materials and containers. Designs are not well-executed. Although drawings have a very 'finished' appearance, they show little relevance to the design process. The link between the designs and the finished product is tenuous and unclear. Some evaluations take place, but these are limited by a lack of detail. The products, large plastic bags joined mainly with tape or thread, look uniform and uninteresting.
76. At the end of Key Stage 2, attainment has caught up with national standards. In one Year 6 class, pupils carry out analytical work investigating the design of biro pens. Evaluations are sophisticated and mature. For example, one pupil discovers that the product 'cannot be recycled because the pen is made from different types of plastic'. Pupils look in considerable detail and comment, for example on the safety features of each component. They draw high quality analytical diagrams, which are very well-labelled and presented. The teacher of this class remarked on the high standards achieved by lower-attaining pupils. In the other Year 6 class, the teacher clearly explains the purpose of an investigation that pupils are about to undertake on different kinds of bread. Preparation is excellent, with good reference to health and safety. Pupils are challenged and expected to use extensive vocabulary to explain their views. Prior computer research is referred to and brought into teaching. Pupils evaluate different kinds of bread well and make judgements about their suitability for sandwiches. They generate ideas and make imaginative choices about fillings that would taste good. They are able to hypothesise about the suitability of the products for different people. Plans indicate that this work will lead smoothly into the designing and making process. This same class makes good use of information technology in their designs for product labels. They explore different colour effects, fonts and patterns. Product containers are designed and made using nets. These are highly finished and well executed, although many of the products have resorted to handwritten labelling.
77. Throughout the rest of the school, learning and outcomes are weak. Design and technology in Year 1 is based on the scheme of work unit on slippers. Products are displayed with no indication

that valuable design work has taken place. From a distance all the 'slippers' look exactly the same. The only variation comes from decorative patterns executed using coloured pencils. Planning specifies that pupils will 'measure, mark out, cut and shape materials and apply additional finishing techniques'. There is no evidence that this is taking place. Pupils talk vaguely about the activity but are not able to explain what the work is about and what they learned. Limited work is seen through Key Stage 2, and most reveals a lack of confidence, knowledge and skills from pupils and teachers alike. There are pockets of satisfactory practice. Pupils in Year 3 use a range of vocabulary in their work on 'Joseph's coat of many colours'. For example 'I like this material because it is comfortable, stretchy, cosy, warm, soft and puffy'. They explore a range of designs and patterns using information and communication technology. However, the product displayed is disappointing - a group collage applied to a cut-out 'coat' shape. The outcomes described in the scheme of work are far more elaborate and demanding of pupils.

78. In Year 5, pupils investigate different kinds of bag in order to design and make one for themselves. Whilst some of the products are of a reasonable standard, pupils are not able to explain their choices of material very well because they have not learned the necessary vocabulary or technical language. Their arguments lack depth, for example, 'it was my favourite' or 'it was the best one for me'. Similarly, pupils do not evaluate their products in enough detail, saying for example 'when I finished my bag I was happy'. The design process does not show how any alterations and adaptations might have been made or how these affected the finished product. Although products show some finishing skills, there is a lack of individuality in response to the brief and they are below the standards expected.
79. The previous inspection identified low progress being due to the lack of consistent and systematic teaching of skills and knowledge. Little progress has been made. The school's policy aims at pupils 'acquiring skills and knowledge through designing and making quality products using a range of materials'. This is clearly not being implemented. A scheme of work is now available, which marks an improvement since the last inspection. However, as can be seen from the examples quoted, teachers are interpreting it selectively, leaving out important components. The weakest element overall is designing. Schemes of work and policy documents are of a good standard and assessment strategies are appropriate. The co-ordinator has the expertise to support the improvement needed in teaching and learning and has identified appropriate priorities for the future. These include paying particular attention to the quality of finished products, an emphasis on improving designing skills and monitoring the quality of teaching and learning. Pupils' attitudes and behaviour in the lessons seen were good.

GEOGRAPHY

80. At the previous inspection standards of pupil attainment were judged to be at the levels expected at the end of both key stages. The position remains unchanged, with pupils at the end of both Key Stage 1 and Key Stage 2 achieving nationally expected standards and making satisfactory progress. Judgements are based upon the scrutiny of pupils' work, display and discussions with pupils and teachers, since little teaching was planned at the time of the inspection. The focus of "topic" work for the term was science and history.
81. Pupils by the age of seven are able to identify similarities and differences between their own local area, a village in Kent and a village in Nigeria, effectively using a range of sources, mapping skills and experiencing fieldwork. Pupils can make simple maps and plans and successfully identify local features such as buildings, roads and parks. At Key Stage 2 pupils extend their geographical knowledge, skills and understanding through an investigation of the local area. They focus upon the nature and quality of the different environments and how people manage and sustain them. Through Years 4 and 5 pupils investigate weather, climates and seasons in different parts of the world, for example Castries in St. Lucia. Through practical classroom investigations they have a good understanding of the water cycle and how the stages of rivers can produce and change features in the landscape. By the end of Key Stage 2 pupils have investigated Eynsford, a locality in contrast to their own, and have formulated a range of enquiries for fieldwork based upon their classroom research. They use their findings effectively to give reasons for similarities and differences in housing, services and environmental issues.

82. Overall the quality of teaching seen is satisfactory with some good features. Where teaching is good, planning is undertaken well with clear reference to the prior attainment of pupils, building effectively on what has gone before. Materials and resources are well prepared and easily accessible, at appropriate times in the lesson, for example in a Year 3 lesson looking at the facilities available in the local area. Maps, photographs and advertisements were used appropriately and access to the Internet gained relevant information. Short term planning is directly linked to the scheme of work for the subject. The learning objectives of lessons are clearly established and achieved by the pupils. The subject co-ordinator is currently developing tasks to assess pupil progress at the end of each topic. On some occasions inappropriate pupil behaviour can be distracting for other pupils and needs to be consistently responded to.
83. The provision of resources has been improved since the previous inspection and an appropriate policy and scheme of work have been effectively implemented. The co-ordinator is currently developing a portfolio of exemplars of pupil work at the different National Curriculum levels to enable assessment tasks to be provided to assess the progress made at the end of each topic. Clear links have also been established with the school's priority to improve the quality of pupils' writing.

HISTORY

84. Standards in history are above average. In Key Stage 1, pupils develop a sense of chronology through timelines linking the present with the past, and have learned much about what life was like in Victorian times through a visit to the Ragged School Museum. They can write empathetically about aspects of school life and explain changes over time. In Key Stage 2, pupils are able to explain why changes have occurred, and what the causes were. They can explain the reasons for Henry VIII's break with Rome. They understand a range of views from Victorian times, having written letters to MPs on the negative effects of the education of working class children. They are able to represent and explain the past through writing plays, data analysis, persuasive writing, and photography. They know that the commonwealth expanded due to trade, and understand the role played by well-known inventors such as Brunel. Standards and attainment are assessed regularly, with expected outcomes differentiated.
85. The teaching of history is good and closely linked to other curriculum subjects. The school has built on the strength commented upon in the previous report. All pupils visit local places such as Southwark Cathedral, and a programme of termly visits is carried out. In school each class has an interactive display of historical sources, with, for example good quality photographs, costumes for pupils to try on, dip pens and chalk boards. Writing about historical events, individuals, and interpretations is well linked to the teaching of English with good examples of persuasive writing about Mary Seacole. In Key Stage 1, interviews with parents and local people are devised by the pupils, who draw up their own list of questions and record their findings. In Key Stage 2, Victorian attitudes have been explored through reading part of Nicholas Nickleby. The cyclical planning of a history focus allows for in depth work to be carried out. At present the school is in transition from using its own scheme of work to a national scheme and has wisely begun with the aspects where there is the most congruence.
86. The leadership of the subject is sound. The co-ordinator has scrutinised teaching folders, given feedback to staff and is planning to compile a portfolio of examples of work. She has an overview of strengths and weaknesses in the teaching and has recently bought additional artefacts, photographs of artefacts, and resources for 'Black History Month'.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. The school's provision for information and communication technology (ICT) meets statutory requirements and standards are in line with those seen in most schools at the end of both key stages. Pupils are making rapid progress in acquiring knowledge and developing skills. Some elements of the programmes of study are weaker than others and this is due to the knowledge and expertise of some teachers. However, this has been addressed and all teachers begin further

training in ICT in the week following the inspection. At the time of the previous inspection ICT did not fulfil statutory requirements and standards were well below national expectations. There has been a very significant improvement in the provision of an ICT suite and three computers, some of which are networked, in each classroom. This represents good improvement.

88. Pupils in all years, including the foundation stage, have regular access to computers both in the classrooms and in the suite. ICT is used very well to support pupils' learning in other subjects, for example, pupils in Year 1 can use the word processing programme to write about themselves, keep a weather diary and write about Christmas. Pupils in Year 2 use an art package to produce text and graphics. They can change the font, use bold, centre and align their work. Year 2 pupils produce a range of graphs, block, horizontal, vertical, line and pie charts to show the birthdays of the pupils in the class. Pupils in Year 3 create a database of houses in the locality following a walk round the neighbourhood when they collected the information using pencil and paper methods. They use fields to show the features of the houses, for example, garage, doors and windows. Older pupils in Key Stage 2 use word processing skills to create a newsletter, use spreadsheets effectively, create and analyse data. They use the Internet to find information to support their learning in history. Year 6 pupils create attractive packaging designs using text, pictures, background and borders and evaluate their designs for effectiveness.
89. Most pupils concentrate well when using the computers and are enthusiastic learners. They work together in pairs and help each other. Pupils with special educational needs are well supported by their peers and teaching assistants. The quality of teaching is satisfactory overall. There are examples of good and very good teaching, but some teachers lack confidence, knowledge and expertise and in these lessons learning is less effective. Sometimes teachers do not have sufficient strategies for behaviour management to ensure that pupils' enthusiasm is channelled and that they are attentive. Teachers' confidence has improved considerably since the last inspection due to training provided by the co-ordinator. She has also purchased some good resources to support teachers without specialist ICT skills. The co-ordinator has been chosen as one of six lead teachers in the local authority out of seventy applicants. Her influence has a significant impact on the rate of progress which is being made. The school is still having considerable difficulties with the networked computers, and this is having a negative impact on progress. In many of the lessons seen there were several computers that were unable to be used.

MUSIC

90. Music is a considerable strength of the school. Attainment by pupils at the end of both key stages is above what would be expected for their age. Improvement has been good since the previous inspection, where standards were described as in line with national expectations. Pupils with English as an additional language and those with special educational needs achieve very good standards and play a full part in musical activities. Gifted and talented pupils achieve extremely well.
91. By the end of Key Stage 1, pupils learn new songs almost immediately. They respond accurately to rhythms with their hands and occasionally their feet! They share a very good grasp of rhythm, pitch and tempo. Their singing is in tune and they are able to focus extremely well on individual parts of a two-part harmony. Pupils can interpret and follow symbols for notation and their singing is melodic and confident. Singing styles vary from African themes to modern hymns. By the end of Key Stage 2, pupils are achieving particularly well. They are enthusiastic in singing and produce a sweet melodic tone, good knowledge and understanding of dynamics and very good rhythmical understanding. They are able to sing in different parts, either in rounds or separately composed sequences that they have contributed to and remembered. Singing is a particular strength amongst older pupils, where their excellent understanding of the important role that everyone plays is clear to see. They perform well individually, in small groups and as part of a very large group. In groups, older pupils are aware of basic note values and are able to read and perform musical sequences. Pupils make rapid progress as they move through the school and achieve very well. The principle reason behind this pleasing picture is the high quality of teaching.

92. Much of the teaching is undertaken by the excellent co-ordinator. She has very good teaching techniques and excellent subject knowledge and understanding. She promotes enthusiasm for music and pupils greatly enjoy the sessions she leads. Her expectations are high and these are passed on to the pupils with warmth and praise. Pupils get many opportunities to exercise and extend their skills and talents. Clever grouping of pupils ensures that younger children do not miss out. They have the opportunity to mix with older pupils, who also provide excellent role models. This results in high aspirations and good motivation. Assemblies and focused singing lessons have an immediate and widespread impact on standards. Attitudes, personal development and behaviour are all improved. The joy, spirit, spontaneity and enjoyment are palpable, with smiling pupils and teachers leaving the hall.
93. Class teachers, with very few exceptions, have developed confident and exciting music lessons from the scheme of work. These stretch, interest and involve pupils in their classes. In a very effective Year 3 lesson, the teacher plays 'Carnival of the Animals', to promote pupils' ability to investigate and talk about their thoughts and feelings. Pupils focus on what makes the music especially descriptive, until the finest detail is arrived at - identifying a piano arpeggio as similar to the whinnying of an ass, for example. In Year 4 pupils are taught simply and effectively about dynamics. They learn quickly and are able to respond with enjoyment to a well-chosen pop record. Pupils immediately understand the effect dynamics have on music and can describe how this makes them feel. They are able to apply this new knowledge to their own singing by raising and lowering the volume in their voices spontaneously. This makes their performance come alive. In Years 5 and 6, pupils study in weekly orchestra classes with a specialist string teacher. The violin and 'cello are two of the instruments learned here, with recorder and clarinet learned earlier on in school. The school pays for these lessons so that all pupils have the chance to participate. Gifted and talented pupils are encouraged effectively but the orchestra is not limited to a select group. Inexperienced pupils settle quickly into the routine and learn what is expected of them. They understand notation, playing whilst following a conductor. Older pupils hold their bows correctly and control their instruments with increasing dexterity. Achievement is good: pupils are able to play in unison, sustain notes with the correct bow movement and work, as part of a wider group, towards an effective reading of the score. The co-ordinator works closely with the specialist, with no time wasted in getting pupils started. There is an air of mutual respect and a businesslike, focused attitude from pupils.
94. Choir practice for older pupils is extremely impressive in its outcomes and in the way that the co-ordinator acts as a role model. Expectations are high, exemplified by the terminology used, for example, 'sing this tone with a hard edge' and 'this is going to be a two-part *a cappella*'. The latter unaccompanied singing is sweet and tuneful. Teaching focuses on quality and clarity, emphasising the individual components of songs and scores. Pupils are urged to 'break up the syllables'. Pupils glow with the sum of their achievements at the end of choir practice. Those with special educational needs are fully involved, which helps to raise their self-esteem and build a true feeling of community and inclusion. Pupils are learning to be responsible individually but also as part of a team. With that learning comes trust. All pupils have the same high expectations placed upon them and they respond with gusto. Attitudes and behaviour in music are very good. Music adds great value to the personal development of pupils and no instances of inappropriate behaviour were observed in the group sessions. One isolated example of poor teaching was observed where pupils did not have expectations for their behaviour made clear or reinforced effectively.
95. Co-ordination of music is very good. Support is provided to teachers through demonstration lessons, which are followed up with monitoring and feedback. Teachers receive high quality professional development during the music sessions that the co-ordinator leads but it is unclear whether this is taken up consistently and used by all staff. Insufficient use is made of the other very good teachers on the staff, who could give support to colleagues less confident in music. The music policy is out of date but the need to review this is recognised by the co-ordinator. She has developed useful assessment sheets and has clear and appropriate plans for maintaining and developing the subject to even greater heights. These include prioritising information and communication technology and developing foundation stage guidelines. Training opportunities are planned for the future. Resources are generally good for music, including a range of stringed

instruments, clarinets, recorders, tuned and non-tuned percussion instruments. The music budget is spent appropriately and good use is made of the overhead projector for singing; this is often controlled and managed by a pupil.

PHYSICAL EDUCATION

96. At the time of the last inspection, the physical education curriculum did not fully meet statutory requirements and attainment by the end of both key stages was unsatisfactory. Since that time there has been considerable improvement and standards are now in line with national expectations with pupils achieving satisfactorily.
97. At Key Stage 1, pupils respond well to instructions. They use space sensibly and safely and demonstrate a sound level of control. They begin to link simple actions together and respond imaginatively to music. They are able to generate ideas and discuss movement and its effects on the body. Pupils with special needs are fully integrated in class activities. At Key Stage 2, pupils respond straightaway to the teachers' instructions or signal to stop. In games lessons, they control the ball well and pass it accurately to their partners. Towards the end of the key stage, the majority of pupils can swim at least fifteen metres and all are confident in the water. In dance lessons, they follow a sequence of movements and repeat them. They also describe the movements and patterns a group has made and incorporate some of these into their own compositions. Pupils in both key stages work at a level which is appropriate for their ages.
98. Pupils of all ages enjoy physical education lessons and are interested and enthusiastic, although younger pupils are sometimes too noisy. All pupils are keen to improve their skills and work well in pairs and in groups, but sometimes the older boys need support from their teacher in order to fulfil the required task. Pupils have a high level of respect for each other's efforts, watching with interest while others perform their work and applauding spontaneously when a beginner swimmer is promoted to the larger pool. Teaching at Key Stage 1 is satisfactory. Teachers generally plan lessons well and have clearly identified learning objectives. They sometimes demonstrate skills or use words written on flash cards to aid and reinforce pupils' understanding. In the less effective lessons, teachers talk too much and there are long periods of inactivity. Teaching at Key Stage 2 is always at least satisfactory, and is mostly good or very good. At this key stage, teaching is greatly enhanced by the specialist skills of the subject co-ordinator. The teachers generally demonstrate good subject knowledge and the well-planned lessons always include elements of progression. Teachers' class management skills are effective and they have high expectations both of physical performance and effort and of behaviour.
99. A wide range of activities takes place. The current focus within the school is dance, but pupils also engage in gymnastics and games, the latter taking place in one of the halls or the playground. Pupils in Years 4 and 5 go swimming each week at one of the local primary schools and pupils in Year 5 have the opportunity to take part in outdoor and adventurous activities during a residential week in Wrotham in Kent. The curriculum is enriched by activities such as hockey, tennis and rugby which are organised by Southwark Sports Development Officers. After school football and cricket are planned. Physical education lessons are based on a curriculum map which prescribes the areas to be covered at any particular time. The school uses a national scheme of work and there is a helpful up to date policy, although this is not yet in its final form. The present co-ordinator has considerable subject knowledge and expertise. She has attended many relevant courses and is very enthusiastic, her aim being to raise the profile of physical education within the school. Through her support and occasional monitoring of lessons, she is beginning to enable the staff to increase their own knowledge and confidence and thereby raise standards across the school. Her own specialist teaching in Years 5 and 6 helps ensure that national standards are met. Accommodation for physical education is good, with two halls with suitable floor surfaces and two playgrounds. The school also has use of the swimming facilities at a school within walking distance. Resources are adequate. They are all in good condition, safely stored and accessible.