

# INSPECTION REPORT

## **SURREY SQUARE JUNIOR SCHOOL**

Walworth, London

LEA area: Southwark

Unique reference number: 131318

Headteacher: Ms S Austin

Reporting inspector: Mr G R Logan  
11810

Dates of inspection: 11<sup>th</sup> – 14<sup>th</sup> February 2002

Inspection number: 199089

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

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## INFORMATION ABOUT THE SCHOOL

|                              |                                     |
|------------------------------|-------------------------------------|
| Type of school:              | Junior                              |
| School category:             | Foundation                          |
| Age range of pupils:         | 7 to 11                             |
| Gender of pupils:            | Mixed                               |
| School address:              | Surrey Square<br>Walworth<br>London |
| Postcode:                    | SE17 2JY                            |
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| Appropriate authority:       | The Governing Body                  |
| Name of chair of governors:  | Mr D Mitchell                       |
| Date of previous inspection: | June 1997                           |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |              |                      | Subject responsibilities  | Aspect responsibilities  |
|--------------|--------------|----------------------|---|--|
| 11810        | Mr G R Logan | Registered inspector | Mathematics<br>Music<br>Physical education<br>Equal opportunities | What sort of a school is it?<br>How high are standards?<br>a) The school's results and achievements<br>How well is the school led and managed?<br>How well are pupils taught?<br>What should the school do to improve further? |
| 9275         | Mrs C Kalms  | Lay inspector        |   | How high are standards?<br>b) Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?                                |
| 30266        | Mrs H Rask   | Team inspector       | Science<br>History<br>Geography                                   |  |
| 2741         | Mr C Glynn   | Team inspector       | English   | How good are the curricular and other opportunities offered to pupils?   |

|      |              |                |  |  |
|------|--------------|----------------|--|--|
| 1951 | Ms Y Crizzle | Team inspector | Art and design<br>Design and technology<br>Religious education<br>Information and communication technology<br>Special educational needs<br>English as an additional language |  |
|------|--------------|----------------|--|--|

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

### **INFORMATION ABOUT THE SCHOOL**

Surrey Square Junior School is a foundation junior school with 227 pupils; 119 boys and 108 girls. The school shares a building with the infant school from which most of its pupils come. The school serves an area of considerable social deprivation. The majority of pupils enter the school with well below average standards in the key areas of English, mathematics and science. Eighty-nine pupils in the main school have special educational needs, and 4 of these have statements. These figures are above the national average. Almost 75 per cent of pupils are from minority ethnic groups, including two Traveller pupils. 131 pupils learn in English as an additional language; 52 are at an early stage of language acquisition. These are very high figures. Forty-nine per cent of pupils are eligible for free school meals. This is a very high figure and significantly above the Southwark average. Around 13 per cent of pupils leave or join the school each year, other than at the end of the year. This is not as high as occurs in many urban schools. There are seven refugee pupils on the roll. The school receives additional funding through Excellence in Cities and the New Deal for Communities.

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

Surrey Square Junior is a very effective school. The headteacher is providing good leadership; this has been a crucial factor in the very good progress made in the last four years. She is well supported by her deputy, other staff and the governing body. There is a shared commitment to raising standards and to ensuring that the school provides good opportunities for its pupils. The quality of teaching is good, although there is some variability between year groups. The teaching staff are very committed and work extremely hard. Standards have risen significantly since the last inspection. However, the school's particular strength is the very good progress made by the age of 11, from a well below average baseline on entry, by the majority of pupils. In 2001, standards in English and science by the end of Year 6 were well above average, and in mathematics they were above average, in relation to similar schools. There is good support for pupils with special educational needs and for those with English as an additional language and these pupils make very good progress overall. The curriculum has been successfully developed and provides a good range of opportunities for pupils, together with visits and a very good extra-curricular programme. The school cares well for its pupils. Parents have very positive views of the school. The partnership with parents is satisfactory. The school receives funding at a level above the average. However, the school's strengths outweigh the remaining areas for development. It provides good value for money.

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

- Pupils achieve very well in English, mathematics and science by Year 6.
- Pupils with special educational needs and with English as an additional language make very good progress.
- Pupils relate to each other very well.
- The high quality curriculum is enriched by a very good programme of extra-curricular activities.
- Procedures for assessing pupils' attainment and progress in the core subjects are very good.
- The school monitors and evaluates its performance very well.
- The school is led well by the headteacher and her senior management team.

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

- Greater flexibility in managing pupils' behaviour may enable teachers to provide better opportunities for pupils to develop their independence and self-discipline through, for example, more open-ended and collaborative tasks.
- The effectiveness of links with the attached infant school.

*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 June 1997. Some areas for development were identified in an otherwise positive report. Standards in writing have improved significantly. Although it has not been possible to make an overall judgement on standards in physical education, there has been considerable input to the subject and there is now a good framework within which staff can work. There has been good progress on implementing assessment procedures in the core subjects and these are very good. Staff use the information very effectively to plan future work. Progress in extending the range of staff expertise across the curriculum has been good overall. Appraisal procedures have been superseded by the performance management process. This is fully implemented. Staff individual targets are closely interwoven with the whole-school improvement targets. The range of extra-curricular activities provided for pupils is now very good. The progress made on these issues does not, however, reflect the full extent of improvement over the last four years. The literacy and numeracy strategies have been implemented, are now fully embedded in the curriculum, and standards have improved significantly. There has been considerable input to the curriculum. Overall, the school has made very good improvement since the last inspection.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | Similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | E*            | E    | C    | A               |
| Mathematics     | E*            | E    | D    | B               |
| Science         | E*            | E    | B    | A               |

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

The test results for 11 year olds in 2001 were average in English, above average in science and below average in mathematics in relation to what is achieved in schools nationally. Standards were above average in mathematics and well above average in English and science when compared to similar schools. The results in English in 2001 were the highest ever achieved. There was a significant improvement in attainment at higher levels in science. Inspection evidence broadly confirms the test results. Attainment is now slightly better in mathematics, even though the current cohort of pupils has a higher proportion of pupils with special educational needs. Pupils' work shows that the attainment of 11 year olds is above that expected nationally in music and similar to what is achieved in most schools in all other subjects. No judgement is possible on standards in physical education. However, standards at 11 do not fully reflect the considerable progress made by pupils. The majority of pupils enter the school with well below average standards. A high proportion of these achieve, and in some cases exceed, the expected standard by the age of 11. They achieve very well. Pupils with special educational needs and those with English as an additional language are supported well in withdrawal groups and make very good progress overall.

## PUPILS' ATTITUDES AND VALUES

| Aspect                              | Comment  |
|-------------------------------------|--|
| Attitudes to the school             | The large majority of pupils have good attitudes to school. They listen attentively and respond well when lessons are interesting.                                       |
| Behaviour, in and out of classrooms | Behaviour is good overall. Most pupils behave well in lessons and around the school helping to create a harmonious atmosphere. However, the level of exclusions is high. |



|  |   |
|--|---|
| Personal development and relationships | Relationships in the school are very good. There are very positive relationships between pupils from different ethnic, cultural and religious backgrounds. Pupils' personal development is satisfactory. They respond well when given the opportunity to exercise responsibility. |
| Attendance                             | Attendance has risen considerably and is now good; however, unauthorised absences are high. A few pupils regularly arrive late.   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception      | Years 1 – 2    | Years 3 – 6 |
|------------------------|----------------|----------------|-------------|
| Quality of teaching    | Not applicable | Not applicable | Good        |

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

The overall quality of teaching and learning is good and has shown a good improvement since the last inspection. All of the teaching observed was at least satisfactory. Three lessons in every five were good or better. Teaching is a significant strength in Year 6 where over nine-tenths of lessons were at least good and nearly half were very good. The good quality teaching is reflected in the secure standards achieved in English, mathematics and science. The basic skills of literacy and numeracy are taught well. The teaching staff, although relatively inexperienced, are highly committed. Relationships in most classes are very good. However, occasionally learning is constrained by over-zealous implementation of the behaviour management policy. This can affect the pace of lessons. Lessons do not always provide sufficient encouragement to pupils to be active, engaged learners. Opportunities to extend literacy, numeracy and information and communication technology skills across the curriculum are being effectively developed. Teachers plan well, although pupils with English as an additional language are not always clearly identified in planning. The use of assessment information to help pupils to improve their work is good; this has a very positive effect on pupils' learning. Pupils' work is marked regularly and teachers often provide developmental guidance for pupils. Support staff have a positive effect on the quality of pupils' learning, both those with special educational needs and with English as an additional language.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The curriculum is good and meets statutory requirements. The school provides comprehensive guidance for staff. The strategies for teaching literacy and numeracy are very good. Provision for activities outside lessons is very good. Links with the local community are satisfactory, but links with the infant school are unsatisfactory. |
| Provision for pupils with special educational needs   | Good. The school supports pupils with different learning needs well through small group work and these pupils make very good progress over time. However, the withdrawal of pupils for additional support may create a loss of opportunities in other subjects.  |
| Provision for pupils with English as an additional language (EAL)                           | Good. By Year 6 these pupils achieve as well as others and make very good progress. They are supported very well by specific EAL staff. However, not all class teachers are sufficiently aware of the learning needs of early language learners.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Overall, the school makes good provision for pupils' personal development, particularly for their moral and social development. Spiritual and cultural provision are satisfactory.   |

|  |   |
|--|---|
| How well the school cares for its pupils | The school provides a secure and caring atmosphere that meets the variety of personal and educational needs of the pupils. Procedures for monitoring pupils' attainment and progress are very good; the information is used well when planning future work. |
|--|---|

The school has established satisfactory links with parents. There are, however, few initiatives to encourage parents, including parents from minority ethnic backgrounds, to work more closely with the school to support their children's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides a very clear educational direction for the school. She is strongly supported by the senior management team and staff. Established subject co-ordinators provide good leadership for their subjects. |
| How well the governors fulfil their responsibilities             | The governing body fulfils its statutory duties. Governors take their responsibilities seriously. They have a good knowledge of the school and several are very actively involved in its work.                                     |
| The school's evaluation of its performance                       | Very good. The school monitors and evaluates its performance rigorously. The staff and governing body have a clear understanding of the school's strengths and its areas for development.  |
| The strategic use of resources                                   | Good. Educational priorities are well supported through the school's financial planning. Spending is targeted to agreed priorities, with a clear focus on the raising standards. Specific grants are used well.                    |

Governors manage the budget satisfactorily. Development planning is very good. The targets identified are very appropriate. Overall, the school applies the principles of best value very well. The school has very capable and efficient administrative and premises staff. Staffing levels are good, with a large number of learning support staff. The teaching staff is relatively stable. The learning environment is attractive. The school building has been creatively refurbished to provide good quality facilities. Provision of resources is good, particularly in science and music.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved   |
|--|---|
| <ul style="list-style-type: none"> <li>• Their children enjoy going to school.</li> <li>• Their children are making good progress.</li> <li>• Behaviour in the school is good.</li> <li>• The teaching is good.</li> <li>• The school is well-led and managed.</li> <li>• There is good provision for children outside lessons.</li> </ul> | <ul style="list-style-type: none"> <li>• Information about how well their children are getting on.</li> <li>• Home/school liaison.</li> </ul> |

122 parents responded to the parents' questionnaire and 16 parents attended the pre-inspection Parents' Meeting. Parents are very supportive of the school. The inspection team agree with the positive views of parents, but acknowledge that there are few initiatives to involve parents in the work of the school. The information the school provides for parents is satisfactory.

## **PART B: COMMENTARY**

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

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

1. In the 2001 national tests for pupils aged 11, standards were above average in science, average in English and below average in mathematics. In comparison with similar schools, standards of attainment were well above average in English and science and above average in mathematics. The proportion of pupils achieving the expected level in 2001 in all subjects exceeded the national average. However, while the proportion of pupils achieving the challenging level 5 was above average in science, it was below average in English and mathematics. Standards have improved significantly since 1998 and at a rate which exceeds the national trend. Inspection evidence indicates that the standards currently attained by pupils aged 11 are average in the key areas of English and mathematics and above average in science, with some pupils achieving at higher levels.
2. Pupils attain well. However, the notable strength of the school lies in the progress which it enables pupils to make between the ages of seven and 11. Pupils achieve very well. In any cohort entering the school around two pupils in every five are likely to have special educational needs (not always identified before they enter), while well over half have English as an additional language. Others are refugees or belong to the Traveller community. In addition, pupils' attainment on entry is well below average, with only a minority likely, on the information available, to achieve the expected standard by the age of 11. A very high proportion of new children require to attend the Additional Literacy Strategy support classes; of these, however, the school feels that a significant number have such restricted literacy skills as not to be sufficiently far advanced to be able to join the planned programme.
3. In practice, a significantly higher proportion than predicted by their performance at the end of Year 2 achieve or exceed level 4 by the end of Year 6. The school is able to demonstrate that, in any cohort, almost all pupils make satisfactory progress, with the majority making good or very good progress, between ages seven and 11. This reflects the success of a number of initiatives to promote improved standards, including the national literacy and numeracy strategies, the targeting of pupils to boost the attainment of specific groups in mathematics and extended writing, various national support programmes, the implementation of rigorous assessment procedures and the good support for pupils with special educational needs. It also reflects the steady improvement in the quality and consistency of teaching which was identified during the inspection. There is no significant difference in the attainment of girls and boys and no variations relating to pupils with English as an additional language. The school is actively identifying pupils regarded as Gifted and Talented and seeks to provide for their needs through the planning of appropriately challenging work.
4. Standards in literacy are average. There has been a steady and sustained improvement over the last four years. Most pupils achieve well and make good progress. By the age of 11, reading is a significant strength. Although in Year 3, pupils often struggle with simple vocabulary and lack knowledge of the phonetic basis of words, reading skills improve steadily. Pupils enjoy reading and by Year 6 have very good reading habits. Even the below average attaining pupils are accurate, expressive readers who show good understanding of what they read. The higher attaining pupils have excellent accuracy and fluency. Pupils are very good at listening. Speaking skills are less evident and their spoken vocabulary does not

match their written vocabulary. Too few opportunities are developed in lessons for pupils to express themselves confidently. Pupils make good progress in developing their writing skills. They have a good range of vocabulary. Both handwriting and spelling skills are good. They write well for a range of purposes, and with increasing skill in extended instructional, explanatory accounts not only in English, but in many other areas of the curriculum. The weakest element is in the development of creative, poetic writing although some very good examples do exist.

5. Standards in numeracy are also average, with some pupils achieving better than this level. There is a systematic approach to the teaching and learning of basic mathematical skills and pupils acquire a secure knowledge of place value, as well as the procedures which enable them to add and subtract, multiply and divide. They recognise fractions, decimals and percentages, use units of time, weight, measure and capacity and recognise the features of two and three-dimensional shapes. They record data accurately and represent it in graphs and charts. There are good opportunities for pupils to proceed to challenging, higher level work when they are ready to do so.
6. Standards in science are above average. Pupils in Year 6 know about different materials and have an understanding of fair testing. They plan their own investigations and present their work with great care, using a range of methods to illustrate their findings. They model their hypotheses clearly. In Years 3 and 4, pupils are working from a low level of skills on entry and significant input goes on supporting them in building up knowledge and developing group work and sharing. While opportunities for the development of investigative skills have improved and are now good towards the end of the key stage, with some good practice observed, there is scope for teachers to develop pupils' own investigative and enquiry skills in the lower school.
7. Pupils' attainment in information and communication technology is in line with the expected level by the age of 11, particularly in word processing. Pupils' skills are improving steadily. The school is continuing to identify and implement opportunities for pupils to use information and communication technology across the curriculum, and there is good evidence of work in a range of subjects, such as literacy, numeracy, science and music.
8. Standards in religious education are in line with those recommended in the locally agreed syllabus. Pupils aged 11 attain standards above national expectations in music and in line with expectation in art and design, design and technology, geography and history. No judgement is possible on standards in physical education as only a limited range of work was observed.
9. Pupils with special educational needs make good progress in relation to their prior attainment, and very good progress in certain aspects of the work; for example, in reading. However, progress in relation to prior attainment could still be improved, particularly with the use of more positive behaviour management techniques. Overall the rate of progress is the same as that of other children. Sometimes, particularly in art and design and technology, the outcomes are better than that of pupils grouped as higher attaining pupils, but is not always recognised as such.
10. There are no significant differences in the performance of monolingual and bilingual pupils. These pupils are supported well by specialist staff, but less well by class teaching staff who do not always have the experience or expertise to support them effectively, particularly those at an early stage of learning the language. The main

reason why pupils achieve as well as they do over time is that they are immersed in English throughout the day, with almost no foreign language spoken.

11. Pupils from a Traveller background are well supported socially in the school. They receive effective support in class from an identified support assistant and this enables them to make satisfactory progress in relation to their prior attainment. Nonetheless, where attendance patterns have been erratic, this is inevitably reflected in pupils' attainment.
12. The school assembles a wide range of information on pupils' prior attainment and has recently begun to implement comprehensive target-setting for individuals across the school. Targets were set appropriately for the standards pupils were expected to attain in the end of key stage tests in 2001 and challenging targets are in place for 2002. The school significantly exceeded its targets in English and mathematics in 2001.

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

13. The attitudes and behaviour of the large majority of pupils in the school are good. This is reflected in the high proportion of good responses evident in lessons. Relationships among pupils and between pupils and staff are good and pupils' personal development is satisfactory. It is the combination of these factors that creates a harmonious atmosphere in the school and a positive learning experience for its pupils.
14. Most pupils enjoy coming to school and have good attitudes in their lessons. They are keen to learn and well motivated. They listen attentively to their teachers in lessons, follow instructions and respond well when the work is interesting and the teaching good, as seen in a Year 3 science lesson on the different types of human teeth. Some pupils are keen to participate in lessons and answer questions although underdeveloped speaking skills for some restrict their willingness to contribute.
15. Behaviour in the school is good. Most pupils, including those with special educational needs, are clear about the standards of behaviour expected and behave well in lessons and around the school. This enhances the quality of life in the school and the learning that takes place. Behaviour was good during a wet lunch break. On the few occasions when behaviour fell below the standard expected, teachers used the school strategies so that the flow of learning was not seriously disrupted. Pupils work in an atmosphere that is free from oppressive behaviour, where any incidents are quickly dealt with. During the inspection most pupils behaved well but it was evident from the school's records and the high number of exclusions that incidents of unsatisfactory behaviour do occur, both in lessons and around the school. There have been fourteen fixed term exclusions in the past year, a slight increase since the previous inspection. In discussion, pupils expressed the view that bullying is not an issue in the school. They felt that if such behaviour takes place it is quickly resolved.
16. Relationships in the school are very good. Pupils relate very well to each other. They generally relate well to their teachers and other adults who work with them. There are harmonious relationships between pupils from different ethnic, cultural and religious backgrounds. Pupils of both sexes and different races mix very well and play well together on the playground. Pupils are all well integrated, reflecting the school's efforts to include all pupils. In lessons, pupils co-operate and collaborate well, as seen in a Year 6 physical education lesson where they worked effectively in small groups. Pupils share equipment and resources sensibly when working together; for example, in a Year 3 English lesson where they were making jam sandwiches in

groups, so reinforcing learning about command verbs. Around the school pupils are friendly, polite and courteous to visitors. The school's custom is for pupils to refer to staff by their first names and there were no examples of pupils taking advantage of this informal approach.

17. Pupils' personal development is satisfactory. Many pupils are acquiring an increasing sense of responsibility and maturity. However, a significant minority have yet to develop personal responsibility and self-discipline in lessons. Often pupils settle to work quickly and are able to work unsupervised both independently in pairs and in small groups. They listen carefully to each other in lessons, showing respect for each other's views, feelings, values and beliefs. Pupils conscientiously carry out individual classroom duties such as returning the registers to the school office. Older pupils help in the canteen but have little other involvement in the day-to-day routines around the school. Pupils speak highly of their school and sensibly express their opinions about school life. In their role as elected representatives on the recently re-established School Council they show an understanding of issues and problems important to school life. They have shown initiative in organising a cake sale to raise funds for playground equipment, being mindful of the budget they have been set.
18. Levels of attendance are good. They have risen considerably since the previous inspection, although data shows a marginal decline in the current year. There are no significant differences between different groups of pupils. However, current data shows that a small number of pupils in the school have attendance below 90 per cent. Whilst many absences are due to illness a considerable number are due to the relaxed attitude of some parents as to the importance of regular attendance. Many absences have not been accounted for and unauthorised absences are currently well above the national average. For many reasons parents do not always provide reasons for absence. Some pupils arrive late including several who are regularly late. There is no whole school system of recording pupils who arrive late.

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

19. The quality of teaching is good overall; occasionally it is very good. This is a key reason why pupils achieve so well. Teaching in around one in five of the lessons seen during the inspection was very good. Three-fifths of lessons observed were good or better. None of the teaching was unsatisfactory. The teaching of pupils in Year 6 is almost always good or better and in nearly half the lessons it is very good. Teaching is good or better in two-thirds of lessons in Year 3. However, there is some variation in teaching quality from year to year, with a significantly higher proportion of good or better teaching in Years 3 and 6 than in Years 4 and 5, where two of the staff are very new to the school.
20. The quality of teaching has shown a good improvement since the last inspection. At that time 15 per cent of teaching was unsatisfactory, with only two per cent being very good. This improvement is due to the good leadership of the headteacher and senior staff, the teamwork which results from a shared commitment to succeed and the raised expectations which underpin teachers' work. It is supported very effectively by the tightly-organised curriculum, which gives new teachers the security of a very clear framework for their work. It also reflects the good provision which the school makes for the professional development of its staff and the rigorous systems which have been put in place to track standards and to monitor the quality of teaching and learning across the school.
21. The basic skills of literacy and numeracy are taught well. This ensures that pupils have the skills necessary to learn effectively across the full range of the curriculum. In

two-thirds of the literacy and numeracy lessons observed, teaching was good or better. Teaching in all music lessons observed was good or better. In a high proportion of lessons observed in science and physical education, the quality of teaching was frequently good and occasionally very good. Only in design and technology and geography did the proportion of good or better teaching fall below fifty per cent of the lessons observed.

22. The quality of pupils' learning is good overall, and particularly in Years 3 and 6. Learning is most effective in lessons where the management is good, where teachers have high expectations, where relationships are good and where the methods used both stimulate and challenge the pupils. In this school, teachers are skilled at managing their classes and have high expectations, especially in relation to pupils' behaviour. There is a heavy emphasis upon the implementation of the behaviour management policy. There are many reasons why this should be so. However, while the policy can be implemented judiciously by the most experienced teachers, this is not always the case. In some classes there is a tendency for teachers constantly to overreact to minor incidents. Lessons are often characterised by a steady, but slow, pace. While this successfully supports good behaviour management, it does not promote stimulating learning, so that the experience can become dull. Over-emphasis upon behaviour management constrains the extent to which pupils develop self-discipline and independence. Pupils are compliant and can sit still for long periods. This is not necessarily indicative of interest in their work. There is, too often, an expectation that pupils will be passive rather than active learners. This is evident, for example, in the lack of emphasis upon pupils' oral response in lessons (and this contributes to the relative weakness of pupils' speaking skills), the limited opportunities for sharing ideas or discussing work, and the lack of purposeful and extended discourse between adults and children.
23. In the best lessons, teachers create a purposeful working atmosphere in which pupils respond well by trying to do their best. They provide challenging activities which meet the needs of the range of pupils in the class and value their contributions. This was frequently seen in music lessons across the school, where the specialist teacher engages pupils enthusiastically and inspires them to new efforts, and in the special educational needs provision where pupils enjoy a very positive and creative rapport with the learning support assistant and are encouraged to work together. Relationships in most classes are very good and this encourages pupils to try hard in lessons. This has a positive effect on the progress that they make. In one Year 3 lesson the teacher demonstrated considerable skill in managing a child with potentially disruptive behaviour. The success of her efforts reflected in large part the trust which characterised the relationship, and the underlying quality of the relationship between them. Pupils are well-motivated overall, but are not encouraged sufficiently to develop independence and to take responsibility for their learning.
24. Teachers plan lessons well, overall. Much of the planning is very detailed. However, while planning acknowledges in part the range of pupils in each class, pupils with English as an additional language are seldom explicitly identified (or differentiated). Teachers have good subject knowledge, overall, and are effective in helping pupils to develop skills, knowledge and understanding. This was a strong feature of many Year 6 lessons and of most music lessons, where the brisk pace and the specialist skills of the teacher had a significant effect upon the progress made by pupils.
25. Teachers work well with the large staff of classroom support assistants. The assistants make an important contribution to the progress that pupils make. This is especially true of those who support pupils with English as an additional language and pupils from a Traveller background.

26. Teaching promotes the learning of pupils with special educational needs well overall but there are weaknesses in class lessons. The best teaching is seen for the School Action plus group. This quality of teaching supports pupils very well. The support staff for SEN pupils are effective overall and very effective when they work in withdrawn groups to support pupils on specific tasks; for example, reading during Early Work time.
27. Support staff are not as effective when they work in classrooms under the guidance of teachers. Class teachers do not always make good use of pupils' individual education plans when planning lessons. The arrangement of small group work throughout the day, on a regular basis, tends to remove responsibility from the class teacher to too great an extent.
28. Planning and teaching methods generally take account of the language and learning needs of developing bilingual pupils. Provision is best when these pupils work with the language assistant. When taught in the raising achievement group, EAL pupils do not have enough opportunities to develop essential skills. Class teachers do not, in all cases, have sufficient understanding of the learning needs of early language learners and do not always appreciate their responsibility for ensuring that they have access to the curriculum, or to reflect this in their planning.
29. Pupils' work is marked regularly, and teachers know their pupils very well. There are good examples of constructive written comments which help pupils to improve. The availability of the computer suite means that it is now possible increasingly to use information and communication technology across a range of subjects. Generally, homework is used satisfactorily to support learning.

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

30. The school's provision for the curriculum is good and is a strength of the school. A broad, balanced and relevant curriculum is offered and all requirements of the national curriculum are met. The school has successfully implemented the national strategies for literacy and numeracy and makes particularly strong provision for pupils who have special educational needs or for whom English is an additional language.
31. The time allocated to teaching is appropriate and most time is allocated to the school's identified priorities. Particular emphasis is given to the core curriculum of mathematics, science and especially English.
32. A key feature of the curriculum is its very structured organisation within five topic based modules studied over the three terms of the academic year. It is very highly integrated and cross-referenced and ensures a wide coverage of skills and knowledge that is consistently experienced within year groups.
33. Literacy and numeracy are key elements and good standards are reached in these. These results are the outcome of effective teaching and the careful planning that underpins the delivery of the curriculum. The school benefits greatly from the expertise and commitment of a consultant adviser to the school. This contribution to the professional and curriculum support for the staff is seen in the school's high quality curriculum documentation and the processes for monitoring and evaluating the teaching quality. These ensure equal access for pupils to the curriculum irrespective of their age or level of attainment. The school promotes a wide range of support strategies for pupils. These often mean that pupils are withdrawn from their main class. This occurs at time for pupils with special educational needs and for



those with English as an additional language. In broad terms these pupils have access to all aspects of the curriculum. However, there is some concern that the system of withdrawing some pupils from lessons means they miss key elements of the class lessons. Strategies for ensuring a quick and effective re-introduction to the lessons are not obvious and pupils can be left to catch up without much help. This does not promote pupils' inclusion as fully as it might. Overall, however, the Code of Practice<sup>1</sup> is implemented fully.

34. A very good range of extra-curricular activities is provided. Staff give very generously of their time and energies to the 'booster' sessions before school starts officially in the mornings, as well as running after school lessons and clubs. There are annual residential visits as well as a good range of local trips. Connections with local community groups further enables the enrichment of the curriculum providing visitors and practical activities, such as the "Art in the Park" project.
35. The school's provision for the arts is particularly strong for music but insufficient emphasis is given to drama work. The provision for the pupils' personal and social education is effective and results in the very harmonious and co-operative demeanour of pupils. However, its organisation is less structured than other parts of the curriculum. Drugs awareness and sex education are included. These form part of the wider health education programme. A range of activities, including circle time and the collective act of worship, all promote pupils' personal development effectively.
36. Relationships with partner institutions are stronger with the secondary schools. Their staff visit the junior school to familiarise the pupils with the provision after the age of 11. Links with the infant school are weak and do not contribute well to building on pupils' previous learning.
37. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. Provision for pupils' spiritual development has remained satisfactory. Acts of collective worship contain an opportunity for personal and shared reflection. Although predominantly Christian in character, relevant links are made with other faiths as appropriate. At the beginning of Lent, for instance, an outside speaker linked the exodus of the Jewish people from Egypt and the 40 plagues. Pupils acquire some understanding of the religious beliefs of others through their studies in religious education, but there are few planned moments of spiritual awareness in the curriculum.
38. Good provision is made for pupils' moral development. The behaviour of pupils is good. Staff have high expectations that pupils will behave well. Classroom rules are discussed and reminders on how to behave are displayed in the classroom. The school provides a number of different opportunities for counselling about behaviour. Despite the punitive system of sanctions there is also a variety of systems to reward good behaviour both in lessons and around the school. Pupils are taught the difference between right and wrong and treat each other with consideration. Assemblies, personal and social education and religious education often include moral themes and support moral development well.

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<sup>1</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

39. Good provision is made for pupils' social development, and like the provision for moral development, it permeates life in the school. Pupils are given a satisfactory range of responsibilities such as helping in the canteen. The newly elected School Council gives both its members and the pupils they represent a greater sense of responsibility as they contribute ideas on how to improve life in the school. Pupils on the School Council have been given a sense of responsibility by the allocation of a budget. They used some money sensibly to set up a cake stall to help purchase playground games. Class assemblies, such as the one performed by Year 6 on life as an evacuee in World War Two, offer pupils opportunities to work together and to perform to an audience. The very good range of extra curricular activities, opportunities for pupils to attend additional early morning classes and the annual residential visit, open to all year groups, further contribute to the development of pupils' social skills and their learning opportunities.
40. The provision for pupils' cultural development is satisfactory. It is suitably promoted through literature, art, music and religious education lessons in school, although the programme of visits to places of worship is limited. Pupils learn about their own and other cultures, through work in subjects such as history and geography. However, there are insufficient opportunities for pupils to reflect upon the diverse and rich cultures of which they themselves have experience. Pupils' multi-cultural experiences have been enhanced in the school; for example, by a display to celebrate the Chinese New Year. Pupils have the opportunity to study a range of artists and listen to a variety of music in assembly.

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

41. The school has maintained a caring and secure environment and works hard to meet the wide variety of personal and educational needs of pupils in the school. The headteacher and staff know the pupils well. Pupils learning English as an additional language and those with special educational needs are well supported.
42. The support for pupils from a Traveller background is very good. The main liaison work is carried out by the staff of the Traveller Support Service and they are extremely diligent in their support for the social and educational needs of these pupils. They ensure that the school has a clear understanding of the particular needs of Traveller pupils and that issues which might arise are quickly resolved.
43. Day to day care is apparent, but more structured procedures for child protection and ensuring pupils' welfare have not been fully established. Child protection is taken seriously. Training for the headteacher as designated person is up to date but a regular pattern of formal training for staff, including new staff, has not been established to ensure that they are clear about procedures to follow in the event of any concerns. Day-to-day arrangements for first aid and care for pupils who are unwell are satisfactory. Many staff have a first aid qualification but minor playground injuries are not always dealt with appropriately. In the event of a head injury, the school tries to contact parents by telephone, but there are no more formal systems to ensure parents are informed. Where applicable, class teachers are informed by the special needs co-ordinator of any pupils in their class with a medical condition, but current procedures do not ensure that all staff are given this information. Frequent checks of the site and premises take place. Concerns are documented and appropriate action taken where needed. Equipment is subject to regular safety checks.
44. Pupils' personal development is well supported through the positive relationships that exist between teachers and pupils. Despite some changes in staff, class teachers

know pupils well and understand their individual needs and difficulties. They use this knowledge to monitor the personal development of pupils in their class. Where necessary, individual systems are put in place to monitor and track individual pupils causing concern. Although there is currently no planned programme for pupils' personal development, support is offered in a number of ways throughout the curriculum. The school regularly recognises pupils' success. Their achievements are recognised and rewarded each week in assembly and on the notice-board in the school foyer.

45. The headteacher and staff have a shared commitment to promoting high standards of behaviour. They have clear expectations for pupils' behaviour and are working hard to meet a wide range of behavioural problems. This includes having a counsellor available as well as the 'Place to Be' and the 'Place to Talk'. Pupils know the standards of behaviour expected and are fully aware of the consequences of any inappropriate behaviour. The behaviour policy provides detailed strategies for staff on how to deal with inappropriate behaviour; however, whilst it does include rewards it is very much based on a structured system of sanctions. All staff, including new staff, are very clear about the strategies to follow and only the most serious incidents are referred to the headteacher. They carefully record all incidents of inappropriate behaviour, however minor. This results in pupils sometimes being excluded from lessons and school. Class teachers' records are monitored twice a year to identify pupils with 'severe clauses'. Suitable procedures to deal with any incidents of bullying or harassment are in place.
46. The school's methods for monitoring and improving attendance have helped to improve levels of attendance but have not yet successfully reduced the high levels of unauthorised absence. Registers are checked daily and parents contacted promptly when pupils are absent. Data is analysed each month but the current measures are not sufficiently systematic to follow up those pupils with unexplained absence or identify all the pupils in the school with poor patterns of attendance. Punctuality is not being sufficiently well monitored and parents are not routinely notified when pupils are frequently late. Pupils are, however, rewarded for high levels of attendance and arriving at school punctually.
47. Procedures for assessing pupils' attainment and progress are very good in English, mathematics and science. Teachers' use of assessment is clearly very effective in these subjects because the recent National Curriculum test results are very good and could not have been achieved otherwise. Assessment in information and communication technology is a recent development which has yet to have a significant effect on raising standards. The school's strong focus on assessment in English, mathematics and science and information and communication technology, has generated a number of recently-implemented procedures to test pupils on a half-termly or termly basis. All other subjects are assessed in line with the marking policy. The marking policy places good emphasis on the need to be positive but without ignoring areas of difficulty. However, marking is not always applied consistently and, as reported in the previous inspection, there continues to be a tendency to over-praise. Assessment linked to the marking policy does not encourage teachers to take enough account of the National Curriculum levels. This means that teachers are sometimes unsure of what pupils already know, what they have learnt and what they should learn next.
48. Individual education plans for pupils with special educational needs are effective and have appropriate targets. They provide useful guidance for adults who work specifically with these pupils on a one-to-one basis and within small groups. However, class teachers do not always use the individual education plans well

enough to support pupils in class lessons and this means that classroom assistants do not always receive sufficient guidance for supporting the pupils with whom they work.

49. Pupils who have English as an additional language are similarly restricted in achieving as well as they could in class lessons, because class teachers do not always meet their specific needs as well as they might, particularly those at an early stage of learning English. This is because class teachers rely frequently on planning work for the three main attainment groups. Limited assessment in the foundation subjects ( a current area for development) also leads to co-ordinators having an unclear picture about standards of attainment in their subject.

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

50. The vast majority of parents are happy with what the school provides. No serious concerns were raised. Almost without exception, parents who attended the meeting and returned the questionnaire considered teaching good. They feel the school expects their children to work hard and is well led and managed. They are happy with their children's progress, and feel they like school. Parents find staff approachable and their children are becoming mature and responsible. Parents are happy with the range of activities the school provides outside lessons. Most parents are happy with behaviour in the school, consider that the school works closely with them and feel their children receive the correct amount of homework. Inspection evidence supports the positive views parents expressed. A small number of parents' were, however, unhappy with the amount of information they receive about their child's progress. Inspection evidence acknowledges these concerns.
51. The school has established satisfactory links with parents. Induction procedures are satisfactory and parents are invited to meet staff on the first day of term. Parents are invited to class assemblies and can make informal contact with the headteacher or teachers if they have any concerns about their children. There are, however, few initiatives to encourage parents to work more closely with the school to support their children's education. Most parents have very little involvement in school life. There is no parent teacher association although parents will accompany school visits.
52. There is no provision to involve parents of minority ethnic backgrounds in the learning process. The variety of different cultures represented by parents is not being used effectively, as a resource. Documents are not available translated into the main community languages, although the bi-lingual assistant can translate at meetings if required.
53. Parents make a limited contribution to their children's learning at home. Pupils are encouraged to take their reading books home daily and teachers set homework. A few parents do share reading and homework with their children but many pupils are not sufficiently supported and encouraged at home. For many reasons, however, some parents find it difficult to support their children's education, sometimes because the lack of English is a barrier. Home school diaries are provided but these are not used regularly by parents or teachers as a method of communication. Parents receive general guidance about homework although they do not have any specific information about the work their children will receive each week.
54. The information the school provides for parents is satisfactory. Each term, newsletters keep parents informed about school matters, diary dates and events. The prospectus contains useful information about school routines but together with the governors' annual reports, omits some of the legal information required. Each

half term all year groups provide parents with detailed information on topics being covered in lessons. This enables parents to have an understanding of the curriculum. Curriculum focus evenings have been held in the past but they are no longer a feature in the school because few parents took the opportunity to attend. Formal opportunities for parents to meet staff to discuss progress are limited to one meeting in the autumn term and a meeting at the end of the summer term when reports are issued. Pupils' annual written reports are satisfactory. They provide information on work covered and set brief targets for future development, but parents are not given clear information on strengths and weaknesses.

55. The school liaises well with the parents of pupils with special educational needs. Parents receive copies of their child's individual education plan and, in the case of pupils with statements, are invited to the annual reviews, as required. There is very close liaison between support service staff and the parents of the Traveller pupils.

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

56. When the school was inspected in 1997, the management provided by the headteacher, senior managers and the governing body was considered to be good. The headteacher provided strong, clear leadership. The school had a clear educational direction. Governors worked effectively to promote and support the school. The quality of school development planning was good. The ethos of the school was very positive, with a clear commitment to good relationships and social development. The school was an effective learning environment, providing equality of opportunity for all its pupils. The quality and effectiveness of management continues to be good and the progress made in dealing with those areas of the school's work where weaknesses existed has been very good.
57. The headteacher and key staff provide the school with good leadership and management. The headteacher has contributed significantly to the achievements of the school and to the very good progress made. She has a clear vision for moving the school forward and has created a cohesive team who share that vision. The ethos of the school is very good. The headteacher is effectively supported by her recently-appointed deputy, who is making an increasing contribution to the leadership of the school. A range of effective strategies have been established for monitoring the work of the school and these are being implemented. The strength of leadership has had a significant effect on standards. This is clearly evident in the purposeful learning environment which has been created and in the very good progress which pupils make, from a well below average starting point, as they move through the school.
58. There has been an appropriate focus on the professional development of staff with subject management responsibilities and the positive benefits of this approach are coming through. Most established subject managers have had opportunities to monitor the quality of teaching in their subjects and to contribute to subject documentation and to the extension of the skills of their colleagues. They see planning, have identified good practice and have an increasingly clear view of the standards being achieved and how these can be improved. They contribute effectively to the school development plan by evaluating recent progress in their subjects. Younger teachers, and newly-appointed co-ordinators, continue to require access to professional development opportunities to extend their understanding of their area of responsibility.
59. The successes of the school have been clearly recognised by parents in their responses at the parents' meeting and in their questionnaires. Parents are very

supportive of the values of the school and the range and quality of experiences being provided for their children. The school has explicit aims, with a clear focus on the raising of attainment, and these are reviewed regularly. The values promoted by the school are strong. The social dimensions of the community are a strength. However, the partnership with the associated infant school is unsatisfactory and this has disadvantages both in curriculum development and in transition arrangements.

60. The governing body, under the effective leadership of the chair, is supportive of the school. Governors fulfil their responsibilities satisfactorily. They are well-informed about the work of the school and are gaining confidence in judging its quality. Several governors visit the school regularly. A number of governors are linked to specific aspects of the school's work, such as literacy and numeracy provision and special educational needs. They fulfil their roles well in relation to staffing and premises' management. Committees are well-established and work effectively, giving due attention to their particular responsibilities. Governors have benefited from good quality training and this is enabling them to contribute soundly to school development. They work effectively with the headteacher and staff to shape the direction of the work of the school. Legal requirements are met fully, other than in some minor omissions from the annual report to parents and the prospectus. Very good performance management systems have been implemented. The school improvement plan establishes very clear priorities for the school. It identifies a range of targets, relating both to whole school priorities and to the development of individual subjects and areas of the school's work.
61. Day-to-day management of the provision for pupils with special educational needs by the co-ordinator is good overall and legal requirements are met. Once identified, pupils receive additional support to meet their needs. Outside agencies are involved as required. The school needs to be more aware of the difficulties which arise when pupils regularly miss out in other areas of the curriculum, as a result of withdrawal from some lessons.
62. The school's strategic use of its financial resources, which are well above the national average for primary schools, is good. The financial planning process is well organised with a clear cycle of planning and review, linked directly to the school improvement plan. There is good liaison between governors, the headteacher and staff in formulating the budget. Governors, who receive detailed reports from the headteacher, play an active part in managing the budget.
63. Governors explore all budget options open to them, and take decisions on the basis of their individual expertise and the objective information provided to them by the headteacher. The school has been very effective in ensuring that the financial resources available are properly targeted to improving the quality of education and raising standards.
64. The budget has been in deficit for the last two years. The school carries a heavy obligation to employ sufficient learning support staff to make good some of the gaps in pupils' learning which are evident when they enter the school. This is a very costly commitment. However, the strategy is vindicated in terms of the very good progress which pupils make in the school. Governors are aware of the implications of reduced roll numbers, and their decisions are taken against this background. There have been significant additional and unplanned outgoings relating to unanticipated changes in the pay structure of support staff. There is satisfactory contingency planning, such as the reviewing of staffing structure, aimed to ensure as far as possible that the school's finances will be sufficient for the continuation of its present strategies. However, although the financial position is improving steadily and the

school is now working towards break-even, governors need to be rigorous in ensuring that all current and planned expenditure is justifiable and necessary. Expenditure has been targeted directly to benefit pupils' attainment and progress by maintaining staffing levels, providing additional resources and creating an improved working environment. Overall, the school applies the principles of best value very well.

65. The use of the specific funds element of the school's finances, and other additional funding, is well focused. There is good use made of the funding for pupils with special educational needs, and others in need of support. The school contributes from its own funds to supplement the grants it receives to ensure that there is effective raising of the attainment of those who receive extra support.
66. The school's overall administration arrangements, and the day-to-day control of its finances, are good. Clerical staff are well organised, competent and committed. Office systems, particularly in relation to finance, remain rather paper-based. The most recent audit report indicated the school's financial position, but did not include any procedural recommendations.
67. The school's self-evaluation procedures are well organised. A variety of statistical information is used to monitor the quality of learning. The information gained is used to inform planning. However, scope remains for continued detailed scrutiny of the effectiveness of spending, to ensure that the most economic, effective and efficient quality of education and support is provided. Governors have a good appreciation of the strengths and weaknesses of the school as a result of the detailed reports that they receive from the headteacher together with their own knowledge as parents or regular visitors to the school. They are aware of the need to challenge what is going on in the school, although it is not evident that this arises with any frequency.
68. The school accommodation is good. The school occupies a large Victorian building on three floors, one of which is shared with the infant school. Classrooms vary in size but imaginative use has been made of the space available with the insertion of a mezzanine area in the smaller classrooms and in one hall. The school benefits from a computer suite and library area. Teachers have enhanced classrooms with high quality displays, many including pupils' work. These, together with the good displays around the school, create a lively and stimulating learning environment. Outdoor facilities are spacious, especially when compared with many inner city schools. Pupils benefit from a large playground area and a large grassed area, complete with a wild life section and pond shared with the infant school.
69. Recently the school has benefited from greater staff stability. There has, in common with many London schools, been a significant turnover in staff in recent years. The headteacher's commitment to developing new and less experienced teachers has resulted in good staffing levels with only two posts currently filled by temporary teachers. This is a contributory factor in the school's effectiveness. The number of support staff is high. This helps in meeting the needs of all pupils. Professional development is managed soundly. The school has a very effective induction programme for all staff new to the school. Newly qualified teachers are allocated a mentor and provided with regular non-contact time. Owing to the high percentage of pupils with English as an additional language, specialist teachers support pupils in this area. A specialist has been employed to teach music throughout the school. One consequence of having a young staff is that there are some co-ordinators who inevitably have limited expertise to bring to their roles.

70. Overall the quality and quantity of learning resources to support the curriculum are good. In subjects such as music, resources are very good. Resources in geography are now satisfactory. Whilst resources in religious education are satisfactory, there are insufficient books about Judaism.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to enhance further the quality of the school's work, the governing body, headteacher and staff should:

Build upon the good teaching already evident in the school by:

- Engaging pupils through challenging and inspiring activities, including practical work;
- Encouraging greater opportunities for pupils to engage in collaborative work;
- Providing better opportunities for pupils to develop their speaking skills and to contribute in discussions;
- Ensuring that planning for classes, already good, has a sharper, and more explicit, focus on the identification of pupils with English as an additional language.

*(paragraphs: 4; 6; 9; 10; 14; 17; 22; 23; 24; 27; 28; 33; 48; 49; 61; 80; 81; 92; 98; 106; 108; 147; 150)*

In addition to the key issue identified above, a number of minor issues exist which should be included in the governors' action plan:

- The effectiveness of links with the infant school needs to be improved.
- There is a need to ensure a regular pattern of training and to raise staff awareness of the procedures, in relation to child protection issues.
- There are some errors and omissions from the prospectus and the governors' annual report to parents.

*(paragraphs: 36; 43; 59; 60)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

48

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

37

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 9         | 20   | 19           | 0              | 0    | 0         |
| Percentage | 0         | 19        | 41   | 40           | 0              | 0    | 0         |

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

### Information about the school's pupils

#### Pupils on the school's roll

|   | Y3–Y6 |
|---|-------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 227   |
| Number of full-time pupils known to be eligible for free school meals | 111   |

FTE means full-time equivalent.

#### Special educational needs

|   | Y3–Y6 |
|---|-------|
| Number of pupils with statements of special educational needs       | 4     |
| Number of pupils on the school's special educational needs register | 89    |

#### English as an additional language

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 131          |

#### Pupil mobility in the last school year

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 14           |
| Pupils who left the school other than at the usual time of leaving           | 17           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 2.3 |
| National comparative data | 6.1 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.9 |
| National comparative data | 0.5 |

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

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

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2001 | 25   | 30    | 55    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 18      | 16          | 22      |
|   | Girls    | 26      | 25          | 29      |
|   | Total    | 44      | 41          | 51      |
| Percentage of pupils at NC level 4 or above | School   | 80 (59) | 75 (54)     | 93 (75) |
|   | National | 75 (75) | 71 (72)     | 87 (85) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 18      | 19          | 21      |
|   | Girls    | 25      | 28          | 28      |
|   | Total    | 43      | 47          | 49      |
| Percentage of pupils at NC level 4 or above | School   | 78 (39) | 85 (42)     | 89 (54) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

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

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 23           |
| Black – African heritage        | 66           |
| Black – other                   | 7            |
| Indian                          | 1            |
| Pakistani                       | 1            |
| Bangladeshi                     | 22           |
| Chinese                         | 12           |
| White                           | 65           |
| Any other minority ethnic group | 30           |

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

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

#### **Qualified teachers and classes: Y3 - Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 10.2 |
| Number of pupils per qualified teacher   | 22.3 |
| Average class size                       | 28.4 |

#### **Education support staff: Y3– Y6**

|   |      |
|---|------|
| Total number of education support staff | 15.0 |
| Total aggregate hours worked per week   | 321  |

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

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | N/a |
| Number of pupils per qualified teacher   | N/a |
| Total number of education support staff  | N/a |
| Total aggregate hours worked per week    | N/a |
| Number of pupils per FTE adult           | N/a |

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

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 6.0 |
| Number of teachers appointed to the school during the last two years   | 7.2 |
| <br>   |     |
| Total number of vacant teaching posts (FTE)  | 1.0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1.0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 9            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 5            | 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.*

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 2000/01 |
|  | £       |
| Total income                               | 717,245 |
| Total expenditure                          | 744,768 |
| Expenditure per pupil                      | 3,239   |
| Balance brought forward from previous year | -1,915  |
| Balance carried forward to next year       | -27,523 |

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

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 227 |
| Number of questionnaires returned | 122 |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 75             | 20            | 1                | 2                 | 1          |
| My child is making good progress in school.  | 59             | 37            | 2                | 0                 | 2          |
| Behaviour in the school is good.   | 60             | 30            | 6                | 1                 | 4          |
| My child gets the right amount of work to do at home.                              | 50             | 41            | 7                | 2                 | 0          |
| The teaching is good.  | 66             | 30            | 0                | 0                 | 4          |
| I am kept well informed about how my child is getting on.                          | 54             | 33            | 7                | 2                 | 4          |
| I would feel comfortable about approaching the school with questions or a problem. | 70             | 20            | 2                | 1                 | 6          |
| The school expects my child to work hard and achieve his or her best.              | 78             | 20            | 1                | 0                 | 2          |
| The school works closely with parents.   | 48             | 34            | 6                | 2                 | 10         |
| The school is well led and managed.  | 60             | 31            | 2                | 0                 | 7          |
| The school is helping my child become mature and responsible.                      | 60             | 32            | 3                | 1                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 67             | 28            | 2                | 2                 | 1          |

### **Other issues raised by parents**

There were very few written comments in the returned questionnaires. These were predominantly positive in tone.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

72. Overall the provision for English is good
- Well above national average results for pupils aged 11
  - Well developed reading skills
  - Pupils have positive attitudes to learning
  - Pupils produce a large amount of work
  - Writing skills have improved since the last inspection

#### Areas for improvement

- Developing pupils' use of poetic, expressive language
- Developing the use of drama in the English curriculum

English is a strength of the school.

73. When pupils enter in Year 3 their skills, knowledge and understanding in English are well below average. However by the age of 11, four-fifths of the pupils in the 2001 national tests achieved the expected grades of level 4 or better. This is well above what is achieved in similar schools and confirms excellent progress having been made. Much improvement has been achieved in English since the last inspection and this has been brought about by effective teaching, secure leadership of the subject and a well-integrated curriculum that extends pupils' skills whilst reinforcing what has been learnt previously.
74. Reading skills are the strongest element in pupils' English development. In Year 3, as in the previous inspection, the lower and middle attaining pupils struggle with simple words such as "having" or "shall" and have too little knowledge of the phonetic basis of words to be able to work out their meaning. Higher attaining pupils do know the sounds and names of letters and can make good attempts at the meanings but they are still underachieving for their age. The higher attaining pupils have more confidence, read expressively and can self-correct mistakes as one pupil did with the phrase 'a triumphant day'.
75. As pupils move up the school their reading skills improve and, consequently, their ability to tackle more difficult texts. Some Year 4 pupils still use their fingers to identify their reading but have developed expressive ways of reading aloud and are willing to try to make sense of difficult concepts. One of the higher attaining pupils in Year 4 determined what "cured" meant in the phrase "what cannot be cured must be endured". She went off to find out what 'endured' meant. This is a typically enthusiastic response. Pupils enjoy reading and are very willing to share the names of their favourite books and authors. By Year 6 pupils have very good reading habits and even the below average attaining pupils are accurate, expressive readers who show good understanding of what they have read. The highest attaining pupils have excellent accuracy and fluency. They phrase their reading very expressively and with great subtlety. They can recall the story well, deduce what the author meant and offer interesting and valid predictions of what might happen next.
76. Writing skills, whilst having improved significantly since the last inspection are not as strong. However, the progress pupils make is still good and this is true for both boys and girls although, in line with national figures, girls do better than boys.

77. Again the school adds significant value to what pupils achieved previously. Targets for the percentage of pupils gaining level 4 in writing were 30 percent. The percentage actually achieved was 57 percent – almost double. This has been achieved by effective teaching and a series of strategies and support programmes designed around the National Literacy Strategy that the school has successfully incorporated into its curriculum. The achievement is all the more commendable given the large number of pupils for whom English is an additional language or who have special educational needs.
78. The strengths in writing are in presentation and in the ability to write instructional, explanatory accounts or arguments from different view points. Pupils develop an extended vocabulary and, unlike the last inspection, have good handwriting and spelling skills. The effort put into these areas is seen successfully in pupils’ work which is notable for the significant amount of work pupils produce over a year. The weakest element in writing is the development of creative, poetic writing although there are impressive examples to be seen in the work. Whilst in Year 3 pupils rarely get beyond ‘cat/fat/rat/mat’ rhymes, by Year 4 some are beginning to appreciate the need for more inventive words. One pupil wrote ‘I see a dog, poised to chase a cat’. Another wrote ‘I see a dog, staring so hard his eyes do not move...creeping quietly, still staring’. This very good sense of atmosphere and visually strong account show how much could be achieved with greater emphasis on this work. A Year 6 pupil writing personification poems wrote “Night ... has just robbed the sky of daylight. He eats it. I call him the midnight robber”. Another described night as “an evil sorcerer, waiting to take control of the day”.
79. The significant effort made by the school to improve pupils’ writing is paying dividends and standards are rising. Many examples of extended writing are seen, with good examples in other subjects including art. There are too few occasions when pupils are asked to edit and redraft their original attempts. This lessens the opportunities to refine and improve the output, but information technology is used well to represent pupils’ work attractively.
80. Pupils are very good at listening. However, speaking skills are less obviously demonstrated. Pupils can converse easily but their spoken vocabulary does not match their written vocabulary. The lack of provision for drama is a factor in this work. The school should seek to increase the access to the subject both as a performing art and as a teaching method.
81. The teaching seen during the inspection ranged from very good to satisfactory. Teachers manage pupils’ behaviour well and prepare lessons and courses very thoroughly. Most have high expectations of what pupils can achieve. The very positive attitudes that pupils have results in them learning well in response to these expectations and so they make good progress. With more creative flair in the teaching and increased challenge in the work, especially for the most able pupils, achievements would be even higher. However, given the relative inexperience of several of the teaching staff and the demanding context of the school’s intake, teaching overall is a strength. Particularly impressive is the quality of the planning, the way previous learning is reinforced, the time management and the use of plenary sessions in literacy lessons. Sometimes work is over- praised but it is regularly marked and comments are both affirming and helpful.
82. The subject is well managed. The newly appointed co-ordinator has a clear vision of how the work should be developed. Good levels of monitoring and evaluation take place, both of pupils’ progress and teaching quality. The scheme of work for English is well integrated in the whole school curriculum but is to be revised in the near future

to meet changes in practice. The effectiveness of the leadership is seen in the whole school approach to meet the needs of all pupils. Those with special educational needs do as well as other pupils in respect of their different levels of attainment. Those for whom English is an additional language do equally well and this is the result of the effective use of support staff in many classrooms.

83. The subject is well resourced and the accommodation is well used. Both factors help standards rise. There have been good improvements in English since the last inspection and the capacity to improve further is good.

## **MATHEMATICS**

84. The last inspection report indicated that attainment in mathematics was in line with the national average at age 11, with a particular strength in the work on shape, space and measure. Most pupils were making good progress over time, particularly in investigative tasks. Opportunities for co-operative working were limited. Teaching was always satisfactory, often good, although learning objectives were not always shared and the marking of pupils' work was inconsistent. There was insufficient rigour in the use of assessment information for planning of future work.
85. Since that time there has been a good improvement in the provision for mathematics and in the standards achieved. Pupils' performance in mathematics at age 11 has shown a steady trend of improvement from a very low starting point in 1998. Results in 2001 were slightly below the national average, with fewer pupils achieving the demanding level 5 than was the case nationally. However, standards were above average in relation to those achieved in similar schools and the school significantly exceeded its target in mathematics at age 11 in 2001.
86. The significant strength of the school lies not so much in the standards attained at age 11, although these are a notable achievement, but in the amount of progress which pupils make from the time they enter the school. At that stage, only around two-fifths of pupils have reached a standard sufficient to make it likely that they will achieve the expected level at age 11. A much higher proportion now do so, and this is testimony to the intensive input and good teaching which they receive. Pupils, including those with special educational needs and with English as an additional language, achieve very well in this school. Analysis of results achieved in 2001 indicate that pupils with English as an additional language performed as well as any others in almost all cases.
87. On the evidence available, pupils in the current Year 6 are attaining standards in mathematics which are in line with those expected nationally, with some pupils consistently achieving at higher levels. The particular cross-section of pupils in the current Year 6, with a much higher proportion of pupils with special educational needs, makes it likely that standards by the end of the year will show some decline on those achieved in 2001, although the current year's target remains achievable. The rising trend in standards reflects a clear improvement in the quality and consistency of teaching, the benefits arising from relatively stable staffing, the effective use of time in mathematics lessons, the depth of coverage achieved and the structure and consistency provided by the numeracy initiative.
88. The school has implemented the National Numeracy Strategy successfully and teachers are using the structure well. Pupils have access to the breadth of the National Curriculum in mathematics and there is a good balance of experience through the school. The work-sample indicates that pupils cover an appropriate range of work. There is considerable input in Years 3 and 4 to securing basic number



concepts, from a low starting point. Standards remain below average for some time until pupils begin to catch up – often not until Year 6. By Year 6 they have had experience of, and work accurately with, fractions, decimals and percentages; long multiplication; bracket rules; the attributes of two- and three-dimensional shapes; area and perimeter of regular shapes by formula; perimeter of compound shapes; co-ordinates in the first quadrant; reflective symmetry; negative numbers; mean/mode/median and range; line graphs and grouped frequency bar charts. Many of these topics are first introduced in Year 5 and more fully consolidated in Year 6. There is a good balance between the elements of the curriculum. The quality of presentation is systematic and thorough across the school. Pupils' mathematical work is well represented in displays. For example, in Year 6, there is good display evidence to reflect work in problem-solving and on factors, prime and triangular numbers. There is an appropriate, and necessary, focus on the language of mathematics and this is reinforced well in the mathematical word lists on display in almost every room.

89. Many mathematical activities are linked appropriately to other areas of the curriculum, particularly in science and geography. Data-handling through ICT is evident in the Year 3 classes. In Year 4, pupils graph their results from experiments in 'Colour and Light'. In a Year 3 lesson, where the focus was on the location of a square on a grid, by row and column, the teacher made a highly relevant connection with the London 'A to Z' mapbook. There is good use of practical activities across the school, while provision for investigative work remains a positive feature.
90. The quality of learning is good. All established teachers have a clear grasp of the standards which pupils should be achieving, and progress is increasingly brisk, from a low starting point. There is appropriately challenging work provided for the higher attaining pupils, although this is a stronger feature in some classes than others. Effective learning is supported best by a clear focus on learning objectives. These are identified in planning and reiterated to the pupils. Teachers have high expectations. In the best lessons there is a lively pace, although this is an area where improvement can be made in some classes. These factors underpin the steady improvement in standards in mathematics across the school.
91. The oldest pupils show a satisfactory grasp of tables and of the strategies necessary for accurate mental calculations. Teachers recognise the importance of these skills and provide opportunities for practice in the initial part of each lesson. The development of mental mathematics is well-established, for example in Year 6 where pupils were successfully doubling and halving randomly-selected numbers to 200, and where they were mentally multiplying two digit numbers by ten or 100.
92. Pupils have very positive attitudes towards mathematics. When the teaching is stimulating they are attentive and co-operative. They work well together. In some lessons, however, this willingness is not built upon sufficiently. There are too few opportunities for pupils to respond orally and to articulate their ideas. At other times, pupils' ability to work with others is not developed as well as it might be.
93. The quality of teaching of mathematics is good in the majority of lessons. Teachers' subject knowledge is good and expectations are high. Where teaching is best, teachers communicate their enthusiasm for the subject, so inspiring pupils to greater efforts. There is very effective use of both whole-class teaching and group work within each class. The quality of teachers' planning is good and often very good.
94. Information technology is making a good contribution to the teaching of mathematics and this was seen in a significant number of the lessons observed. Formal

procedures for assessing pupils' progress are good, and there were several positive instances of teachers' informal assessments influencing the planning of future work. Teachers regularly use standardised and other test material to support their planning. The marking of pupils' work is good. The school has just begun to set targets for the attainment of individual pupils and staff are becoming familiar with this. Homework is used well to support learning. The co-ordinator provides good leadership for the subject and has a very clear view of the standards being achieved. There has been a regular programme of monitoring of mathematics teaching. The school is well-resourced for teaching mathematics.

## SCIENCE

95. Standards are above average. Eleven year olds achieve good results in the national tests and this is also reflected in their class work. There has been a sharp rise in standards achieved in the national tests due to focused target setting, high expectations of pupils' capabilities and good teaching. This represents a significant improvement since the previous inspection. Four lessons were observed during the inspection and judgements are also based on the scrutiny of work, classroom displays and discussions with staff and pupils.
96. The school places an emphasis both on developing pupils' learning through practical investigations and enquiry, and building up their scientific knowledge and understanding. This is undertaken through a carefully planned two year curriculum cycle, where pupils have an opportunity to revisit and extend areas of learning in the upper part of the school.
97. The higher attaining pupils in Year 6 present their work with great care, using tables and graphs to illustrate their findings during investigations, and they are well able to explain the conditions required for a fair test. Year 6 pupils plan their own investigation thoughtfully when considering how to find out about the friction against the carpet of various types of footwear. They are also able to identify a Newton meter as the most suitable unit for measurement of this. "We need to do the tests more than once to make sure the results are reliable" suggests one pupil, showing very good understanding of the enquiry process. The use of writing frameworks enables all Y6 pupils to model scientific explanations and hypotheses clearly. Older pupils also enjoy investigations in which they test out different materials suitable to make a sun hat, using lux meters to measure the light. Pupils in Year 5 learn about food chains and are able to identify primary and secondary consumers using sets of animal and plant cards, food chain charts and the Domeworld CD program. In Years 3 and 4 pupils build up their knowledge base from a low level of skills on entry, and teachers emphasise group work to encourage pupils to share ideas and resources. Pupils in Year 3 learn about the construction of teeth and enjoy handling a large model of human teeth as they investigate this. Pupils in Year 4 learn about the property of magnets through simple investigations with bar, button and horse shoe magnets and they learn how to construct an electric circuit. Pupils with special educational needs and those learning English as an additional language make the same good progress as their peers, as they receive good support from additional classroom assistants and support staff.
98. The teaching of science is good overall. Homework is regularly set and this supports pupils' learning effectively. In the best lessons, teachers take care to pose open ended questions which encourage pupils to plan their own investigations and think for themselves. They help pupils to extend their awareness of the vocabulary needed for explaining scientific ideas. Through a brisk question and answer loop game, pupils in Year 6 consolidated their factual knowledge of science. In a well planned

lesson in Year 3, pupils learned about the different types of teeth by comparing their own teeth to those on a giant model, and sorting and classifying types of animal teeth used for different purposes. There is, however, more scope for teachers to develop pupils' own investigative and enquiry skills in the lower school. In one lesson in the lower school, the teacher relied on demonstration to the pupils rather than hands on investigation on the part of the pupils, although there were safety concerns which justified this approach, and some evidence of pupils' own investigations in the display.

99. Pupils show an increasingly positive attitude towards their own learning in science as they progress through the school and the newly introduced personal targets enable pupils to negotiate areas for their own improvement. Marking in the Year 6 classes is very thorough and detailed, and provides a good model which other staff could do well to follow, since it outlines to pupils what they have done well and what they need to do to improve their work. Behaviour in lessons is good and pupils clearly enjoy their science work.
100. The overall curriculum is well planned within the imaginative topic based thematic approach used throughout the school, and provides appropriate coverage of the required programmes of study. The school has also made very good use of booster funding to provide additional science lessons for Year 6 pupils.
101. The school has a good range of appropriate resources to support pupils' learning in science and these are well organised and easy to access. Good use is made of visits to enhance scientific learning related to other areas of the curriculum, such as design technology. Pupils have good opportunities to develop their literacy and numeracy skills in science, and appropriate use is made of information and communications technology to support learning in lessons.
102. The strong leadership and management and whole school commitment to raising standards has been a key factor in bringing about improvements in pupils' performance. Subject co-ordination is very good, as the co-ordinator has very good subject knowledge, undertakes rigorous monitoring and uses assessment well to inform future planning and target setting within the school.

## **ART AND DESIGN**

103. Due to timetable arrangements, only two lessons were seen. Judgements on standards are based on the analysis of pupils' work, the scrutiny of school documents and speaking to staff and pupils. By the end of Year 6, the majority of pupils attain standards in art and design that are close to national expectations. A significant minority exceed these standards, particularly in drawing, and there was some high quality work on display reflecting the achievements of a previous Year 6 group. The majority of pupils achieve satisfactorily in Year 6. However, from Years 3 to 5 pupils develop their skills, knowledge and understanding erratically. Achievement for these pupils, is not always good enough. This is because essential artistic skills are not taught well enough to support pupils at every stage of their learning.
104. Pupils have a reasonable range of experiences including working on sculptures. Throughout the school pupils often use sketchbooks well. Young pupils have some experience of observational drawing, although many are at very early stages in this work. Older pupils work on light and shade, and design techniques, as in their mosaic work. In Year 6 pupils work with paint but are at an early stage of the work. Although pupils in parallel classes often have similar experiences they do not

produce similar quality work. This is because teachers do not always have sufficient skills to help pupils on in their learning or have high enough expectations of what pupils can do. There is some good quality marking, but occasionally it over-praises. Pupils do not always know how well they have done or how they can improve their work. From a young age pupils have experience of evaluating their work but generally do not have sufficient opportunity to improve their work in practical terms.

105. There are good links with other subjects, such as history. However, the use of information and communication technology to support teaching and learning is under-developed. It can be seen from previous Year 6 work that pupils learn about major artists. However, this is not developed well through the school and, in general, pupils have limited understanding of the work of different artists. Pupils have the opportunity to use the locality to draw from first hand experience but have few educational visits to support art and design; for example, to art galleries.
106. Pupils who have special educational needs generally achieve in line with their year group. Pupils who have English as an additional language, and who are at an early stage of learning the language, do not generally contribute during speaking activities because they are supported insufficiently. Even so, these pupils generally achieve in line with their year group.
107. On the evidence available, standards do not appear to be as consistent as those reported at the previous inspection. Pupils currently have limited experience of some aspects of the work. Sketchbooks, which were introduced just before the previous inspection, were not used in the intervening years. They have only come back into use recently. However, displays remain a strong feature. This clearly shows that teachers are capable of encouraging pupils to do their very best.
108. The quality of teaching is broadly satisfactory. Of the two lessons seen one was good and the other was satisfactory. In the good Year 6 lesson pupils learnt about perspective. The pace of the lesson was brisk and the teacher had a good relationship with pupils. The teacher gave pupils good information and used questions appropriately to stimulate discussion. All pupils participated well throughout the lesson. Their behaviour and attitudes were very good. In the satisfactory Year 5 lesson, good use was made of photographs to help pupils describe friendship. Pupils were encouraged to copy the photographs carefully to illustrate friendship. The teacher was very clear about what she wanted to do and the lesson plan was detailed. However, the teacher did most of the talking and pupils were uninvolved for significant periods of time. Although pupils responded satisfactorily overall, the lack of challenge prevented them from taking a greater interest in their work. A significant minority did not sustain concentration well.
109. The co-ordinator has good expertise in the subject. She has identified the need to develop the use of sketchbooks and colour mixing. However, the monitoring of teaching and learning and assessment have not yet been a priority and this means that she does not have a good enough overview of the subject. The co-ordinator has had little opportunity to help teachers and pupils to follow a sequential development of skills in all strands of the subject.

## **DESIGN AND TECHNOLOGY**

110. By end of Year 6, pupils attain standards in design and technology that are close to national expectations. A significant minority attain these standards well, particularly in their understanding of technical vocabulary and in making-skills. The majority of pupils achieve satisfactorily in Year 6. Although pupils from Years 3 to 5 develop

their skills, knowledge and understanding reasonably systematically, achievement is erratic - particularly in Year 4 and to some extent in Year 5. This is because of teachers' restricted subject knowledge in some aspects of the work. In Year 3 the majority of pupils are at an early stage of learning about the design process and make some useful early gains in their learning. However, weaknesses are seen in the finished work. Achievement for pupils in Years 3 to 5 is broadly satisfactory.

111. Pupils who have special educational needs, including those who have behavioural difficulties, are often supported well through the activity. This helps them to make their best effort. Pupils generally achieve in line with their year group. Pupils who have English as an additional language, and who are at an early stage of learning the language, do not generally contribute during speaking activities because they are supported insufficiently. However, the strong link with making-skills helps them to engage in the work with satisfactory understanding. Throughout the school, these pupils generally achieve in line with their year group. The work is well planned with good attention to the full range of opportunities to help pupils learn about the design process systematically.
112. Pupils have a satisfactory range of experiences which link well with other subjects, including literacy, science and mathematics. There is some evidence of the use of information and communication technology, but overall this is under-developed. Young pupils learn how to make puppets using folding techniques and brass fasteners. As pupils move through the school they learn about mask making, moving mechanisms and structures, such as bascule bridges. Pupils have many useful experiences of evaluating work, drawing sketches and labelling them. There is evidence of some good work throughout the school. However, there is a weakness in developing making-skills and this restricts pupils in reaching higher standards, particularly by the end of Year 6.
113. Standards appear broadly similar to those seen at the previous inspection. Pupils evaluate their work more consistently but do not modify their work sufficiently by taking full account of their evaluation. Links with other subjects remain a strength, and resources have improved. The school identified assessment as a weakness in 1997, and it remains a weakness now.
114. The quality of teaching is broadly satisfactory. Good teaching was seen in a Year 6 lesson. However, there are some areas for development. In the Year 6 lesson pupils were encouraged to test and evaluate their own work against design criteria. The beginning of the lesson was brisk and the atmosphere purposeful. Good use was made of a model produced by Year 6 pupils from last year. This helped pupils identify strengths and weaknesses and acquire knowledge to help them improve their own work well. They showed good interest and were keen to talk about their work and to listen to ideas from each other. The good relationships supported pupils' learning well. They were encouraged by the teacher's enthusiasm. It is clear that pupils respond well when they are given opportunity to take part in purposeful discussion. However, the brisk pace and motivation were not seen throughout the lesson and this meant that from time to time pupils were not as involved as they could have been. Other lessons were often well organised and prepared. However, on occasion insufficient account is taken of the learning needs of all pupils. This means that pupils do not always have useful opportunities to communicate their ideas and findings. Weaknesses occur in work on food technology. These include insufficient attention to the importance of hygiene, and to the late evaluation of some food made weeks before. Teachers' evaluation of their own performance is underdeveloped.

115. The co-ordinator has subject expertise and an accurate understanding of standards by the end of Year 6. However, assessment which was weak in the previous inspection has not moved on. The school is not assessing what pupils have learnt, but instead records what the teacher has covered. Scope remains for the further development of the subject to ensure that all pupils reach standards of which they are capable.

## **GEOGRAPHY**

116. Standards achieved by the age of 11 are broadly in line with national expectations, although pupils' mapping skills are less well developed than their geographical enquiry skills. This represents good progress in learning over time, however, since pupils enter the school with lower than expected knowledge and understanding of maps and limited enquiry skills. Four lessons were observed during the inspection, and findings are also based on the scrutiny of work, classroom displays and interviews with staff.
117. Pupils in Year 6 compare the physical and human features of their own locality with that of Sao Paulo in Brazil, which develops their understanding of places and the wider world. Pupils in Year 5 develop their geographical skills of enquiry through their investigation of different types of settlements and they learn how to explore the use of land through their photographic investigation of shop types in the Old Kent Road. They enjoy a lively debate on the advantages and disadvantages of opening a new supermarket in the locality, showing a growing awareness of local environmental issues and enquiry skills through this. Pupils in Year 3 develop their early mapping skills through simple map-making tasks and pupils in Year 4 are able to locate countries on a world map using simple co-ordinates and referencing skills. Good use is made of photographs, atlases, large world maps, Ordnance Survey maps and globes to consolidate new learning.
118. There is good use of visits to extend pupils' knowledge and understanding of different locations and places. For example, Year 5 pupils visit Whitstable in Kent and compare the geographical features of the town with their own local environment, and Year 4 pupils visit the Thames barrier, as part of their exploration of rivers. During the annual residential school journey, in which over one hundred pupils participate, pupils have the opportunity to investigate a contrasting rural environment, such as Wales.
119. Teaching is sound overall and teachers' planning is good. Pupils enjoy learning in the subject and behave well in lessons. Pupils with special educational needs and those learning English as an additional language receive good support from additional staff and this encourages their participation in lessons. In a good lesson in Year 4, for example, all pupils made good gains in their learning as different learning tasks were well matched to pupils' abilities. This developed both their mapping skills and their understanding of the effect of people from other countries on Britain. The quality of marking is inconsistent across the school, with some unmarked work on occasion. The current organisation of recorded work in broad topic folders lacks continuity and the school needs to consider more effective ways in which to monitor progression of subject knowledge over time.
120. The overall curriculum is well planned, and covers the required programmes of study within imaginative topic based themes. The school has increased the provision of geography resources since the previous inspection, and resources are satisfactory. Effective links are made with other areas of the curriculum, such as literacy,

numeracy and information and communication technology, to enhance learning in geography.

121. The enthusiastic co-ordinator has good specialist subject knowledge and is aware of the strengths and areas for further development. The school has already identified the need to develop a more rigorous assessment approach, in order to raise standards in the subject.

## **HISTORY**

122. Due to timetable arrangements, only one history lesson was observed. Inspection evidence is also based on the analysis of pupils' work, interviews and displays throughout the school.
123. Standards achieved by the pupils by the age of 11 are in line with national expectations. Both boys and girls develop a sound understanding of chronology and are able to place key historical events in time. At age 11, pupils undertake personal research projects on chosen aspects of Britain after the 1930's, and they make effective use of information and communication technology to undertake and present this, showing a sound understanding of the causes and effects of the Second World War. In their lessons, for example, they explore the economic circumstances which brought about the Jarrow March, and they find out about life in Britain during the Second World War. Some thoughtful written work on evacuees demonstrates how pupils are able to empathise with the lives of other children in earlier times.
124. Pupils have limited knowledge and understanding of enquiry and research skills when they enter the school. Although no overall judgement can be made on lessons observed, the evidence in books and displays shows that all pupils, including those with special educational needs and those learning English as an additional language, make good gains in their knowledge and understanding of events, people and changes in the past. They are also appropriately taught how to develop the skills of historical enquiry. All of this reflects sound teaching. For example, teachers in the lower school encourage pupils to develop early research skills, through making large group books together about life in ancient Greece. Older pupils are taught to appreciate the beliefs, attitudes and everyday experiences of people in Tudor Britain. Pupils throughout the school clearly enjoy their work in history, and this is reflected in some lively written work and attractive classroom displays. However, the quality of marking is variable. In the best examples, teachers comment positively on the presented work, but encourage pupils to find out more. The presentation of recorded work is improved when teachers provide separate subject folders or booklets for the historical units of work which form part of the broad topic theme.
125. The curriculum is well planned, and covers all the required elements of the programmes of study within an imaginative series of topic based themes. Satisfactory use is made of artefacts and a wide range of resources to develop historical enquiry. For example, teachers encourage pupils to draw upon the immediate history of the school and the local area when undertaking the study of Victorian Britain, and Year 4 pupils learn that The Old Kent Road dates back to Roman times. Pupils benefit from the good opportunities to undertake visits, such as to the Imperial War Museum, and this enhances work undertaken in history.
126. Although teachers evaluate their own teaching and monitor pupils' progress in lessons, there is scope to develop a more rigorous assessment approach linked to the national curriculum programmes of study. Subject co-ordination is sound, and the

new acting co-ordinator is well supported by the strong senior management team within the school. The progress made since the last inspection has been satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. Due to timetable arrangements, only two lessons were seen. Judgements on standards are based on the analysis of pupils' work, the scrutiny of school documents and speaking to staff, the consultant and pupils. By the end of Year 6, the majority of pupils attain standards in information and communication technology that are in line with national expectations in word processing although more variable, on the evidence available, in other applications. Significant gains are made in Year 3 and in Year 6. Standards in other aspects of the work are more variable because pupils do not have the time, given their restricted skills on entry to the school, to develop their knowledge, understanding and skills systematically.
128. Pupils who have special educational needs, including those who have behavioural difficulties, are usually supported well. This helps them to sustain concentration. However, they are generally not sufficiently involved during the introduction to a lesson, particularly when the computer is not used to help them recall previous work or introduce new work. These pupils generally achieve in line with their year group. Pupils who have English as an additional language, and who are at an early stage of learning the language, do not generally contribute enough during speaking activities. The lengthy introductions to lessons also present a handicap. When sitting in front of the computer pupils generally manage to work with their partners well. Some pupils lack confidence using the computer, and this is especially true of pupils who are at an early stage of learning English as an additional language. Teaching does not always keep a good enough overview to ensure all pupils are helped to make sense of the work.
129. Pupils' diaries show that, from a young age, they are taught how to use a range of specific keys and develop essential skills. They know how to open and close a program and to print work. Many use the mouse with reasonable accuracy. Some pupils explain the purpose and usefulness of alphabetical order and of using lists. They can highlight sections of work, cut and paste, arrange their work in alphabetical order and know how to use bullets. Older pupils have experience of using layouts for newspapers and information sheets. There is a significant contribution to the development of literacy skills, as seen from the examples of word processed evaluations and projects in other subjects, such as history. By Year 6, pupils learn how to send emails. Older pupils show well developed keyboard skills. Although diaries are used throughout the school, it is evident that when the entries are seen by the teacher, pupils generally learn better. In Years 4 and 5, diary entries show that pupils have not used correct spelling and that teachers have often not noticed. This does not support pupils in their developing literacy skills.
130. The expectations for information and communication technology, and the context in which it is taught, have changed significantly since the last inspection. Standards in word processing appear similar to those reported at that time, with significantly extended opportunities across the breadth of the ICT curriculum. Pupils gain experience of multimedia presentations and of control and monitoring. They use digital cameras and scanners. Some weaker elements remain, but only because pupils have a lot of ground to make up in the lower part of the school and find it difficult, in the time available, to develop appropriate skills at nationally expected levels. Resources have improved significantly and there were good examples of ICT being used to support learning – particularly in literacy and numeracy lessons, in science and increasingly in music.



131. The quality of teaching is at least satisfactory. Of the two lessons seen, both were good. One was in Year 3 and the other in Year 6. The good features are seen in well established routines and good relationships. Teachers have sufficient subject knowledge to help pupils understand the work. In the Year 3 lesson the teacher used instructions and the computer well to help pupils remember previous work and understand what they needed to do next. Good use was made of prompt sheets. Pupils were generally supported well by adults. However, the brisk initial pace was not fully sustained. An over-extended introduction meant that pupils who had shown very good attention initially lost some of their enthusiasm. Pupils had the opportunity to work with a partner. Many pupils enjoyed sharing, taking turns and talking about their work. In Year 6, although the teacher reminded pupils to check their work before sending the e-mail, the majority did not do so. This meant that some work had grammatical errors. Teachers need to keep a continuous overview of how well pupils learn if they are to achieve well all the time.
132. The co-ordinator has a clear view of the steps necessary to develop the subject further.

## **MUSIC**

133. Music is a strength of the school.
134. At the last inspection, standards in music were satisfactory. By the age of 11, pupils could sing tunefully and with expression and some had acquired sound instrumental skills, with most pupils making steady progress. There were good opportunities to listen to a range of recorded music. Pupils had positive attitudes towards music. The quality of teaching was generally satisfactory, with teachers supported well by an enthusiastic co-ordinator. The subject was co-ordinated well.
135. The school has made very good progress since that time and there have been significant improvements in the range of musical opportunities provided for pupils, in the quality of teaching and in the good standards now being achieved. Pupils with special educational needs and those with English as an additional language achieve standards similar to the other pupils. The engagement of a specialist music teacher and the additional teaching hours provided have enabled the school significantly to enhance both the regular class music lessons and the extended music curriculum.
136. Four lessons were observed, one in each year group. All the lessons involved part-singing, with instrumental accompaniment, and a focus on different elements of music. A key strength is the good progress which pupils make as they move through the school, from a low starting-point. Year 3 pupils were preparing for a class performance of 'Boom Cha-Cha Boom'. In preparation, one group chanted the ostinato, while the remainder sang the melody. A further melodic ostinato was added, then an accompaniment on the xylophone and chime bars. This was a purposeful lesson, as pupils developed the instrumental and vocal elements towards a staged presentation. Although the standard of singing was less good than elsewhere in the school, with some insecurity of pitch, pupils' awareness of rhythm improved during the session and there was clear progress. By the end they were confidently sustaining a four-part presentation.
137. Year 6 pupils were developing part-singing. The lesson involved the progressive build up of skills to complex rounds, with tuned percussion. The singing was tuneful and enthusiastic and by the end of the session, there were six elements in a well-ordered disciplined performance. Attainment was above that expected for pupils in Year 6. The teaching was enthusiastic and this evoked a very positive response

from the pupils. The session was managed briskly, with good reinforcement of pupils' knowledge of musical elements, such as tempo, pitch and pace. The teacher constantly questions, and challenges pupils to clarify their ideas. This ensures good learning for these pupils. They work together well and this provides valuable social training as well as developing their listening skills. The work is recorded and they review and comment upon what they, and others, have achieved.

138. The quality of teaching and learning throughout the school is good. Occasionally, as in the Year 6 lesson, it is very good. The bulk of the teaching (and all of the teaching observed during the inspection) is carried out by a specialist musician whose subject knowledge is very good, with the support of the music co-ordinator, who is also a specialist. Class teachers, who teach some lessons, have the opportunity to observe good practice when the specialist takes their class. This is a valuable source of in-service training for those with limited practical skills in music. An adapted commercial scheme provides a good structure for the imaginative progression of composition skills as pupils get older. Very good use is now made of information and communication technology to support pupils' learning. Pupils have good opportunities to participate in computer composition, both in the 'early work' activities in Year 6 and in withdrawal groups during the day. There is consistent development of correct musical vocabulary throughout the school.
139. The knowledgeable co-ordinator provides very good educational direction for the subject. The lack of formal assessment procedures remains a weaker element, although staff have a clear perception of where standards are in each year group. The co-ordinator has focused well on improving learning and raising standards. Singing is now a strength. This was evident in assemblies and in the lunchtime choir session. Listening skills are developed systematically. There are opportunities for a small number of pupils to learn brass, woodwind, guitar, keyboards and percussion. A large number of pupils have the opportunity to be involved in a series of performances held during the year. The school is very well resourced for music, with a wide range of high quality instruments, including percussion instruments and keyboards.

## **PHYSICAL EDUCATION**

140. At the last inspection, standards in physical education were unsatisfactory overall, although in some elements of dance, standards were good. Pupils found it difficult to sustain physical activity for any length of time and their co-ordination was weak. Pupils were considered likely to achieve the expected standards in swimming by the age of 11. Progress was unsatisfactory overall, although good in games and dance. The quality of teaching varied widely between unsatisfactory and good. Some elements of the curriculum were taught infrequently and this affected the progressive development of pupils' skills. No extra-curricular sporting activities were offered.
141. It is not possible to make an overall judgement on standards at present. Because of the cyclical nature of the curriculum, only one session of dance and three preliminary sessions in team-building skills (outdoor and adventurous activities) were observed during the inspection. No evidence (other than photographic) in relation to the crucial areas of games and gymnastics was available. In swimming, on the basis of records provided, a significant number of pupils achieve standards substantially below the level required (25 metres unaided by the age of 11) and this is a weakness. The school feels, however, that progress has been made in the overall quality of provision for physical education. Rigorous planning is now in place to support staff. The curriculum units have been reorganised. There has been considerable in-service training in dance, gymnastics and games. There has been good improvement in the

opportunities provided for extra-curricular sport, with netball, football and dance club now available. On the evidence available, the progress made since the last inspection has been broadly satisfactory.

142. Overall, lessons are managed well and the teaching in half of the lessons observed was good or very good. In Year 3, pupils were learning to work as a team. Activities emphasised the importance of co-operative working. In groups of six, they deployed themselves according to criteria such as height or age. They co-operated in balancing on the confined space of a bench without falling off, eventually reaching an accommodation with each other which enabled them to achieve the objective. Similar activities were observed in Year 6, where pupils were co-operating to solve a problem – initially using caterpillar boards to enable them to travel as a group. Subsequently, they undertook an initiative activity to cross the hall using planks and crates, within strict guidelines. All these sessions were managed well, providing good levels of challenge and support. Natural leaders emerged quickly and a sense of purpose developed in each group, enabling them to achieve objectives briskly and efficiently. The teachers' good subject knowledge and the brisk pace of the lessons enabled pupils to learn well. There were opportunities for pupils to evaluate the lesson. However, not enough emphasis was placed on the development of pupils' oral responses and this element was either dominated by the teacher, or only superficially attempted. Pupils need more opportunities to analyse what they have done and to consider how their work might be improved – and to articulate their feelings.
143. The co-ordinator has provided detailed plans for teachers. Few records are kept at present, although the co-ordinator has begun to record observations about pupils' skills and lessons are routinely evaluated. Staff are beginning to make better use of assessment information to inform teaching and learning. However, standards in swimming remain a concern, with relatively few pupils in the current year achieving the expected standard. The infrequency with which pupils have access to gymnastics activities works against the consistent and progressive development of skills in this area.
144. The school is well-resourced for physical education. The annual residential trip makes a significant contribution to the school's work in outdoor and adventurous activities.

## **RELIGIOUS EDUCATION**

145. Due to timetable arrangements, only two lessons were seen. Judgements on standards are based on the analysis of pupils' work, the scrutiny of school documents and the requirements of the Agreed Syllabus, speaking to pupils, staff and the consultant. By the end of Year 6, pupils attain standards in religious education that are broadly in line with national expectations. The majority of pupils achieve broadly satisfactorily in Year 6. However, from Years 3 to 5, pupils develop their skills, knowledge and understanding erratically. Achievement for pupils in these year groups is less secure overall.
146. Year 6 pupils learn about some of the major world religions. They name places of worship and sacred writings used by Christians, Buddhists, Muslims and Jews. Their recent work has clearly stimulated some curiosity to find out more. However, opportunity to do so has been limited. This is apparent from the restricted opportunities to develop research skills or visit places of worship in the locality. From the analysis of pupils' work and the work on display, it is clear that young pupils do not have many useful experiences to find out about other religions. As pupils move

through the school they do not add to their learning as well as could be expected. Religious education lessons are sometimes linked very closely to personal, social and health education, less so to the religious element.

147. Pupils who have special educational needs generally achieve in line with their year group. Pupils who have English as an additional language, particularly those who are at an early stage of learning the language, are not always fully involved in the work. Across the school, however, these pupils achieve in line with their year group.
148. Improvement since the previous inspection has been limited. Although standards of attainment have not fallen by the end of Year 6, achievement from Years 3 to 5 is very uneven. The modules through which the subject is taught give insufficient support to staff in terms of the identification of specific and relevant skills. At the last inspection, the school recognised the need to build in assessment opportunities as part of staff professional development. There has been limited progress in this area.
149. The quality of teaching is satisfactory. However, there are some weaknesses in teachers' subject knowledge. Of the two lessons seen, one was good and the other was satisfactory.
150. In the good Year 6 lesson, the teacher used effective methods to encourage pupils to develop their ideas. The teacher was well organised and prepared. Explanations were generally clear and interesting. The majority of pupils responded well to the work. There were high expectations of behaviour. However, constant reference to the behaviour policy, even when pupils were satisfactorily engaged in the work, meant that a significant minority lost their initial interest and barely got involved as the lesson continued. The plenary session was particularly successful in helping many pupils to identify similarities and differences and to consider the different faiths and cultures that are found in Britain.
151. In Year 5 pupils identified the personal qualities a priest would need. The lesson was well organised and the teacher was clear about what she wanted to do. Routines were well established. However, once again, the implementation of the behaviour policy did not support pupils in developing self-discipline. This meant that pupils did not sustain their concentration well. The religious element was weak. Teaching did not involve all pupils in all aspects of the work well.
152. Work is attractively displayed and shows a broadly satisfactory mix of teachers' work, including artefacts, and pupils' work, which is well presented. However, the haphazard way in which limited samples of work have been filed and the minimal marking, suggests that the subject has limited significance in the school.
153. Literacy contributes towards religious education to some extent. Pupils have sufficient opportunity to develop listening skills. There are some opportunities to develop speaking, writing and reading skills. There is minimal contribution from information and communication technology.
154. The co-ordinator is relatively new. Although the school feels strongly that the co-ordinator does not need to receive training to enable her to learn more about her role, additional training would support her in extending her knowledge of the subject.