

INSPECTION REPORT

JOHANNA PRIMARY SCHOOL

Lower Marsh, London

LEA area: Lambeth

Unique reference number: 100573

Headteacher: Rosalyn Lines

Reporting inspector: Stephen Lake
22191

Dates of inspection: 12 - 15 March 2001

Inspection number: 212145

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Johanna Street Lower Marsh London
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Appropriate authority:	Governing body
Name of chair of governors:	Lorna Campbell
Date of previous inspection:	15 - 18 March 1999

INFORMATION ABOUT THE INSPECTION TEAM

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9614	Carolyn Webb	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30810	Liz Kounnou	Team inspector	Foundation Stage English Art and design Music	How well is the school led and managed?
20097	John Griffiths	Team inspector	Science Geography History Physical education	How good are the curricular and other opportunities offered to pupils?
18849	Terry Mortimer	Team inspector	English as an additional language Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Johanna Primary School is an average-sized school set just behind Waterloo Station in the London Borough of Lambeth. There are 179 pupils on roll, slightly more than at the last inspection. A further 18 full-time and 12 part-time children attend the nursery. The school serves a community with a wide range of backgrounds and 51 per cent of pupils have English as an additional language, which is a very high proportion. At present 44 per cent pupils are entitled to free school meals, which is well above average for the country but broadly average for the local authority. The number of children on the school's register of special educational need is broadly average at 27 per cent, and two pupils have the protection of a Statement of Special Educational Need, which is also broadly average. Children joining the school in the nursery often have little or no English and school records show that attainment on entry is below that normally found and well below in relation to personal and social development. In the last two years the school has had considerable difficulties in recruiting staff either permanent or temporary. Temporary staff currently teach two classes.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards are rising and achievement is at least satisfactory. The overall quality of teaching is good. The headteacher provides good pastoral leadership. The senior management and governors support the headteacher effectively. The school gives satisfactory value for money.

What the school does well

- Pupils achieve well in Key Stage 1.
- The pastoral care provided by the school is good.
- The school has good links with the local community and this make a valuable contribution to the life of the school.
- The quality of teaching in the Foundation Stage, mainly in reception, is good.
- The school fosters good relationships between all members of the school community.
- The provision for dance and drama is good.
- Overall provision for the spiritual, moral, social and cultural development of the pupils is good.

What could be improved

- Standards in English, mathematics, science and information technology were an issue at the last inspection. Although they have risen considerably since then, they are still not high enough at the end of both key stages.
- The quality of teaching is unsatisfactory in Year 1. The quality of teaching at Key Stage 1 was an issue in the last inspection but referred to different teachers.
- Insufficient use is made of data to identify key areas for improvement.
- Attendance is unsatisfactory. This was an issue in the last inspection.

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 1999, when it was found to have serious weaknesses. Improvement since that time has been satisfactory and almost all of the key issues identified have been addressed. Standards of attainment have risen significantly at Key Stage 1 and satisfactorily at Key Stage 2. Pupils are making satisfactory progress in most subjects,

although a shortage of equipment has limited the progress that could be made in information technology. In the last month new computers have been delivered and progress in this subject is now improving. The leadership and management are more effective and co-ordinators have been appointed for the core subjects. The school development plan has improved and now contains sufficient detail to bring about school improvement. The budget deficit has been resolved and attendance has improved slightly. The very great difficulty in recruiting teachers has hampered efforts to improve the quality of teaching, and the school still has two classes taught by temporary staff. However, a number of significant appointments have been made and the quality of teaching has improved considerably. Although the quality of teaching in Key Stage 1 is still an issue, this affects only one class and is being addressed by the headteacher and senior management. The school has suitable strategies in place to improve attendance, but these are not applied rigorously enough and attendance remains an issue. Many new governors have been appointed and, although there are still some areas of concern, the school is well placed to bring about further improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	D	E	C	well above average A above average B average C below average D well below average E
Mathematics	D	C	C	A	
Science	D	D	D	C	

The table above shows the results obtained in the last academic year and demonstrate that, although attainment was low in English and science, compared to that in similar schools it is satisfactory. Comparison of those results with the scores obtained by the same pupils at Key Stage 1 shows that achievement is satisfactory, and good in some areas. The results for Key Stage 1 show that pupils entered in that year entered Key Stage 1 with average attainment. Attainment at Key Stage 1 in 2000 was high in comparison with that in similar schools and in the case of reading and mathematics it was in the top five per cent. The trends over time show that improvement is in line with that found nationally. The school has set challenging targets for attainment in 2001 and is well on its way towards achieving these.

The inspection finds that, by the end of Key Stage 2, current attainment is below average in English, mathematics and science. Standards are well below average in information technology at the end of both key stages but improving now that the school has taken delivery of new computers. However, at present pupils have very limited skills in this area. At the end of Key Stage 1 standards are satisfactory in mathematics and below average in English and science. In all other subjects where it is possible to make a reliable judgement standards are in line with national expectations. Attainment in music is above average at age seven and the quality of the dance and drama is above that normally found with pupils of a similar age. Standards attained in religious education are broadly in line with the requirements of the

locally agreed syllabus. When prior attainment is taken into account pupils' achievements in the core subjects of English, mathematics and science are satisfactory.

Pupils with special educational needs and pupils with English as an additional language are achieving satisfactorily in relation to the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall these are satisfactory. Many pupils are eager to learn and concentrate well, but a significant minority are not as well motivated. This is particularly true where teaching is unsatisfactory.
Behaviour, in and out of classrooms	Behaviour overall is satisfactory, although a number of pupils present extremely challenging behaviour which, on occasions, disrupts the learning of the other pupils.
Personal development and relationships	Good. The school makes good provision for the personal development of pupils and this is seen in the good relations throughout the school.
Attendance	Attendance is unsatisfactory. The school has yet to establish clear reasons for this in order to enable the procedures for promoting good attendance to be targeted effectively.

TEACHING AND LEARNING

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

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

Overall the quality of teaching is good with many strengths but some areas for improvement. The temporary staff are making a good contribution to the quality of teaching and this is improving the quality of pupils' learning.

In the lessons observed 93 per cent were satisfactory or better, including 46 per cent that were good or better. Sixteen per cent of all lessons observed were very good or better and two per cent were excellent. The remaining seven per cent of lessons that were unsatisfactory were in Key Stage 1. All of this was with a less experienced teacher in Year 1.

The core skills of literacy and numeracy are taught well and teaching in English and mathematics is good overall. Some of the strengths of the teaching observed are: the good relationships that teachers develop with pupils; the good questioning that develops pupils' understanding; the good knowledge that most teachers have of their pupils and the good behaviour management. In the unsatisfactory lessons observed, weaknesses included lack of pace, poor match of work to the needs of the pupils and poor behaviour management.

The school plans work which satisfactorily meets the needs of pupils apart from the potentially higher attaining, who are not challenged sufficiently. The quality of teaching of pupils with special educational needs is satisfactory overall and good where pupils are withdrawn for support. This is also true for pupils with English as an additional language.

Taking all factors into consideration, especially the learning that has taken place so far this year, the quality of learning is satisfactory, although much good learning is taking place now that staffing problems are becoming less of a problem.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Overall pupils have access to a broad and balanced curriculum. However, the timing of the school day means that some pupils have lessons in some subjects that are either too long or too short. The provision for information technology is unsatisfactory but improving.
Provision for pupils with special educational needs	Satisfactory. Individual education plans contain appropriate targets and pupils receive suitable support in classrooms and in support groups. The external support available for some pupils with behavioural difficulties is limited.
Provision for pupils with English as an additional language	Overall satisfactory. Provision outside the classroom is good but is not always extended into ordinary lessons. Resources are inadequate to support classroom teaching effectively.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. Good provision is made for the spiritual, moral and social development of pupils. The provision for the cultural development of pupils is satisfactory with some good elements, such as the artistic aspects of cultural development, but not enough use is made of the rich and diverse nature of the school community.
How well the school cares for its pupils	The pastoral care of the pupils is good. The school promotes a caring ethos in which pupils' welfare is given a high priority.

The school has close links with parents and values their contribution. Governors are seeking to form a friends' association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall with some strengths. The headteacher provides good pastoral and sound educational leadership and along with the senior staff is committed to improving the school. She is supported well by a hardworking and effective deputy and senior management team.
How well the governors fulfil their responsibilities	Satisfactory overall but with some areas for improvement. The governors are very supportive of the school. The chair of

	governors, although relatively new, already has a sound understanding of the strengths and weaknesses of the school. The school development plan is a sound tool for bringing about improvement. Many governors are new and some do not yet have a close involvement, but the role of the governors is strengthening and recent training has taken place on financial procedures. However, governors are not sufficiently involved in planning and monitoring the budget. In addition some statutory requirements in relation to the publication of information are not met.
The school's evaluation of its performance	Satisfactory but with some areas for improvement. Systems for collecting information about performance are in place and a useful database has been built up, but this is not yet used effectively to target areas for development.
The strategic use of resources	Satisfactory. In most cases resources are used appropriately to support learning. The use of support staff is a particular strength. The school spends its money wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • It is easy to approach the school. • They are well informed about how their children are getting on. • The teaching is good. • The school helps children become mature and adult. 	<ul style="list-style-type: none"> • The amount of work given to pupils.

Inspectors agree with the positive comments of the parents. Although an examination of pupils' previous work showed that in some classes they had not been given enough work, this is not the case now, except where teaching is unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection attainment was found to be a serious weakness of the school. Considerable improvement has taken place since then and, although attainment is still below national expectations, an examination of pupils' prior attainment shows pupils make satisfactory progress that achievement is at least satisfactory and in some cases good.
2. The results of the year 2000 national assessments for pupils aged seven show that attainment was average in reading and writing and well above average in mathematics when compared to that in all schools. In comparison with that in similar schools' attainment was well above average in reading and writing and very high in mathematics. The results of the year 2000 national assessments for pupils aged 11 show that attainment was average in mathematics in English and below average in science when compared with the situation in all schools. When compared to that in similar schools' attainment was well above average in mathematics and average in English and science. Attainment at Key Stage 1 has been improving faster than the national trend. At Key Stage 2 attainment in English has not improved as rapidly as the national trend, but attainment in mathematics and science has improved faster than the national trend. When all subjects are taken into account the improvement in attainment is in line with the national trend.
3. Over the past two years the school has had great difficulty in recruiting teachers. A great deal of disruption has been caused to several year groups and this has had an effect upon the learning that has taken place. School records also show that the current Year 6 and Year 2 cohorts have particular difficulties in that attainment on entry was very low for both groups. As a result standards at the end of both key stages are not as high as they were last year. This does not represent any drop in progress, as an examination of records showing pupils' prior attainment reveals that achievement is satisfactory in both year groups. Additional problems exist in Year 6 since this year group has twice as many pupils on the register of special educational needs as the rest of the school and a significantly high number of pupils with English as an additional language. Only 12 of the pupils in this class have been in the school since Year 2.
4. The inspection finds that attainment at the end of Key Stage 1 is below average overall in the core subjects of English and science and attainment in mathematics is close to average. Attainment at the end of Key Stage 2 is below average in English, mathematics and science. Attainment in information technology is well below average at the end of both key stages as the school has only recently acquired new computers to use in the classrooms.
5. An examination of school records shows that progress is satisfactory and the achievement of pupils, including those pupils with special educational needs and those with English as an additional language, is satisfactory at the end of both key stages. Records also show that the considerable improvement noted at Key Stage 1 in the year 2000 national assessments is being sustained as these pupils move through the school. Achievement in Year 5 is also above average. Taking these factors into account achievement overall is at least satisfactory, with good progress being made in some areas.

6. By the age of seven, pupils are beginning to show confidence in speaking and listening. However, many pupils have a limited vocabulary and find it difficult to listen to other pupils. Most pupils are confident when reading familiar texts. They use phonic strategies appropriately, and some explain how to use a contents page. However, only the most able can express opinions about stories and information books. Pupils' writing skills are limited, writing is not consistent in size and pupils have too few opportunities to develop their vocabulary. Spelling depends on word-books rather than known strategies. Most pupils are aware of sentence punctuation, but do not always use it in their work.
7. By the age of 11, the majority of pupils have the confidence to talk in different contexts, but many find it difficult to listen carefully for extended periods of time. Pupils' vocabulary limits their description of ideas and opinions. They are developing an awareness of the rules of English grammar but do not use these rules effectively. Pupils' reading skills are better. Almost all discuss characters and understand that books are written in different styles. Most use information books to support work in other subjects appropriately. Pupils' writing is not usually fluent, joined and legible. Presentation is often poor and pupils have too few opportunities to write creatively at length or for a range of purposes. Spelling is not secure. Although many pupils are aware of regular spelling patterns, too many key words are spelt incorrectly.
8. Pupils enter the nursery with below average mathematical skills. Attainment in mathematics this year is close to average when they enter Key Stage 1 as a result of the good teaching in reception. Little progress is made in Year 1 because of the unsatisfactory teaching and low teacher expectations of what pupils can achieve. The lively and high-quality teaching in Year 2 compensates for the lack of progress in Year 1, and by the time pupils are seven their attainment is close to average. Pupils handle numbers up to 100 confidently and many are confident with numbers up to 1,000. They have a sound understanding of shape and space, and measure length, capacity and mass appropriately. An examination of work throughout the school shows that teachers are building upon this good start. However, the children at the end of Key Stage 2 have suffered disruption to their learning as indicated above. The Year 6 teacher is making strenuous efforts to raise the attainment of these pupils and the progress made during the year is good. However, few are confident in handling numbers at the appropriate Level 4¹ and for most numeracy skills are at Level 3, which is below that expected. In some areas pupils are working at Level 4; for example, in their understanding of 'mean', 'median' and 'mode', but their unsatisfactory numeracy skills affect most areas of mathematical development. When prior attainment is taken into account achievement is good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. Standards of attainment in science are below average at the end of both key stages. By the age of seven, pupils can sort material using simple criteria and know the names of plants. They have a satisfactory understanding of living processes. However, their recording skills are underdeveloped and limit the retention or consolidation of knowledge. By the age of 11, pupils understand electricity and magnetism. They have a satisfactory knowledge of fair testing and can ask appropriate questions and predict when investigating substances that dissolve. However, skills of recording information in a manner that allows the easy analysis of data are still unsatisfactory. When prior attainment is taken into account achievement is satisfactory at the end of both key stages.

¹ On Levels: The expected level for pupils aged seven is Level 2 and for pupils aged 11 it is Level 4. Pupils that achieve below these levels are not attaining satisfactorily and those that attain above these levels are attaining well.

9. Standards of attainment in information technology are improving rapidly now that pupils have access to new computers. However, despite the acquisition of new equipment, resources are still below the level needed to ensure that all pupils have sufficient time using computers to complete all aspects of the National Curriculum Programmes of Study. As a result attainment is still well below average. Pupils at the end of Key Stage 1 are only just beginning to use a word processor and therefore information technology is not yet making a significant contribution to standards of literacy. In the last few weeks some teachers have started to use the new computers ahead of the training, and the contribution to numeracy skills through data handling is better than the contribution to literacy but is still at an early stage of development. Nevertheless, the situation has improved since the last inspection and suitable plans are in place to continue the improvements observed.
10. Attainment in music is above average by the end of Key Stage 1. In all other subjects where it is possible to make a reliable judgement standards are satisfactory and pupils achieve appropriately and in some cases well. Standards attained in religious education are broadly in line with the requirements of the locally agreed syllabus for religious education.

Pupils' attitudes, values and personal development

11. The school continues to instil the satisfactory attitudes and values reported in 1999. Children are very happy to come to the nursery and quickly settle to work at the activities available for them. Many lack language skills and are unused to socialising with their peers, but with careful supervision and constant encouragement and praise they learn to share the equipment and to listen to others. Two girls were helping each other to paint and carefully carrying the finished pictures to the drying rack. All were fascinated when the teacher recorded their singing at the end of an afternoon and looked forward to hearing this again the following day. Good social skills and a sound work ethic are the aims of nursery staff.
12. When children transfer to the reception class they are ready to learn. They cooperate well and share their achievements. During a mathematics lesson all were excited at recognising patterns in the concrete outside the classroom and made creditable efforts to reproduce, with paint and duplex blocks, the patterns of bricks they had observed outside on the school wall. They were patient as they waited their turn and tolerant of the few who were determined to be first!
13. Most pupils are enthusiastic about their lessons and interested in the subjects taught, especially when the lesson has been carefully planned for all to make progress. Music was greatly enjoyed, with visible and audible progress being made by all pupils in Year 2 playing together as an orchestra with great enthusiasm, all paying close attention to their conductor, a pupil. Pupils are interested in religions and cultures other than their own and listened attentively to a father talking about Islam in a Year 1 religious education lesson. The questions asked were sensitive and showed thought. Pupils are aware of their actions and the impact these may have on others. Most are proud of their work and try hard to present it well, although some in Year 6 have covered their books in graffiti.
14. Children and pupils like school and most arrive promptly at the start of the school day. However, despite some improvement since 1999, attendance is still below the national average and is not yet satisfactory. Absence through extended holidays and unpunctuality are impeding the academic progress of a significant minority.

15. Behaviour is satisfactory overall, although a significant minority across the school, mainly boys and some who have special educational or other needs, exhibit immature and silly behaviour. The time taken for teachers to deal with this results in a loss of teaching time, limits the progress made by the rest of the class and is in part due to not all teachers rigorously implementing the discipline policy. Outside in the playground exuberant play is enjoyed, with the inevitable small incidents, but none observed during the inspection was malicious or vindictive. Football rotas are carefully organised. Behaviour in assemblies, around the school and at dinner times is satisfactory.
16. The school aims to make sure that all members of the school community, whatever their ethnicity, background or need, are fully integrated. Pupils support their peers and help them where they can. Relationships throughout the school are good, with mutual trust and respect enjoyed by the vast majority of pupils and teachers. Any exclusion is used judiciously. There have been 14 fixed-term but no permanent exclusions during the past year.
17. Pupils' personal development is satisfactory. They are friendly and polite and want to please, offering their assistance to visitors and eager to talk to them. Through assemblies and circle time sessions pupils are interested in learning about, for example, how they can help others. Opportunities to show initiative and take responsibility are limited by the school's practice of not appointing monitors for specific tasks. However, when asked for help or given a task to do, pupils do so willingly and responsibly. They are invited to become members of the school council and are consulted about their views. Older pupils enjoy caring for those younger than themselves; for example, on wet days. Regular visitors such as the school nurse ensure that all are alerted to the difficulties and dangers existing outside the school environment and what they should do. Currently, due to a loss of venue, pupils are not offered places on any Junior Citizen Day, but they are prepared for the next stage in their education when the time comes for them to transfer.

HOW WELL ARE PUPILS TAUGHT?

18. Examination of pupils' previous work shows considerable variations in the quality of teaching. There are specific reasons for this. The school is having great difficulty attracting teachers at this time of teacher shortage. For the last two years many of the classes have had a succession of temporary teachers and two classes in particular have been affected. This situation improved a little at the beginning of this academic year when two permanent appointments were made. This still left the school with two out of eight classes taught by temporary staff. One class in particular has been without a teacher for most of the year. Just before the inspection it was possible to find teachers for this class who were able to provide more than a few days cover. In recognition of the difficulties faced by that class, two temporary teachers have been employed to the end of the summer term to provide a boost to the education of the children affected class. The result of the many changes of teacher over the last two years is that for a significant number of pupils learning has been affected. This is apparent when pupils' work over a period of time is examined. Nevertheless the school has coped well with a difficult situation and the situation has stabilised to some degree² and during the inspection effective learning took place.

² One class has had a long-term temporary teacher who is in place until the end of the year and the other class has just been allocated a pair of temporary teachers working together and these have indicated that they will stay until the end of the year.

19. The quality of teaching observed during the inspection was good. This is an improvement from the time of the last inspection. In the lessons observed 93 per cent were satisfactory or better including 46 per cent that were good or better. Sixteen per cent of all lessons observed were very good or better and two per cent were excellent.
20. The teaching in the Foundation Stage is a strength of the school with all lessons observed satisfactory or better and 45 per cent good or better including 18 per cent that were very good. Almost all of the good and very good teaching was observed in the reception class where the quality of teaching is very high.
21. In the previous inspection the quality of teaching at Key Stage 1 was a key issue and a serious weakness of the school. Some of the teachers present at that time are no longer in the school. During the inspection 29 per cent of the lessons observed in Key Stage 1 were unsatisfactory. However, all of the unsatisfactory teaching observed was in Year 1, where teaching is entirely unsatisfactory. The senior staff of the school are aware of this issue and addressing it. This unsatisfactory teaching is a very significant weakness of the school but the high quality teaching in the remainder of Key Stage 1 is compensating for some of this weakness and pupils' achievement over the whole key stage is satisfactory. Taking all factors into account, particularly the progress that pupils make over the key stage, teaching in Key Stage 1 is now satisfactory overall. Nevertheless this unsatisfactory teaching is preventing further improvement in attainment by the end of the key stage.
22. Teaching at Key Stage 2 is good. All lessons observed were satisfactory or better and 50 per cent were good. This included nine per cent that were very good and three per cent that were excellent.
23. Strengths of the teaching observed in the school are:
 - the good and often very good relationships that teachers develop with their pupils;
 - the good behaviour management observed in the vast majority of lessons;
 - the good knowledge that teachers have of their pupils;
 - the high-quality questioning skills seen in many lessons that lead pupils forward in their thinking;
 - the effective way support staff are used in classrooms.
24. Areas for improvement in the teaching are focused upon making better provision in lesson plans for the potentially higher attaining pupils, increasing the pace of lessons and making more effective use of time. In the unsatisfactory lessons observed behaviour management was weak and the teacher's knowledge of the National Literacy and Numeracy Strategies was unsatisfactory.
25. Lesson planning is satisfactory but does not always identify work for potentially higher attaining pupils, which limits the progress that they make. In some of the unsatisfactory teaching, lessons were disjointed due to interruptions, for example a literacy session that was split in two for assembly. Some lessons at Key Stage 2 finish before the end of the session, which limits the amount of time available for teaching.
26. The basic skills of literacy and numeracy are taught well overall and most teachers have a secure understanding of the school's strategy in these areas. However, this is not so in the unsatisfactory teaching observed where this lack of understanding limits the learning that takes place in those lessons. Pupils with special educational needs

and those with English as an additional language receive good support outside the classroom and their needs are met satisfactorily in the classrooms, although lessons plans do not always give sufficient detail of the work planned for these pupils.

27. In the best lessons observed, teachers' high expectations of what pupils can achieve, their good subject knowledge ensure that lessons are motivating and stimulating. Pupils are inspired to learn and their behaviour improves. This was very clearly demonstrated in a Year 2 numeracy lesson where the high challenge and lively presentation engaged all pupils who then were eager to learn and seemed reluctant to end the lesson. Although behaviour management overall is good, in those lessons where pupils are not challenged sufficiently behaviour becomes a problem and pupils do not learn effectively. This is a key factor in the unsatisfactory teaching observed, for example in a literacy session where three groups of pupils were presented with work that they could not read their behaviour became unacceptable and little learning took place.
28. Most teachers make good use of their knowledge of pupils to plan work matched to their needs but the use made of formal assessments is less effective. Teachers have satisfactory procedures for monitoring what pupils achieve as well as how successful the delivery of the subject curriculum has been within a particular lesson. Examples of good practice were seen during the inspection when a Year 4 teacher changed the approach in a lesson because pupils were experiencing problems in understanding the text in an activity. A Year 5 teacher repeated a lesson on flower structure because marking and assessment information showed that pupils had not grasped the main intentions of the lesson. The marking of work is consistently carried out but there are too few examples where comments have been made, particularly for older pupils, to help pupils improve their standards.
29. A key factor in most of the good quality teaching observed is the way in which teachers share with the pupils the expected outcomes of the lesson. Not only do they tell the pupils what the learning intentions are but they tell the pupils what it is they will be looking for as evidence. This helps the pupils to understand how well they are doing and how they can improve.

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

30. The school plans a satisfactory curriculum for children under five in the Foundation Stage. It covers the required areas of learning and includes a broad range of interesting activities, stimulating and relevant to children's needs before they commence National Curriculum work in Year 1.
31. The curriculum for pupils between the ages of five and 11 years is satisfactory. It includes a full range of subjects that have appropriate breadth and balance. This is an improvement since the last inspection when the balance of the curriculum was inconsistent. It meets statutory requirements in all subjects except for information and communication technology. This subject is unsatisfactory because it does not cover the full range of skills and experiences such as control and sensing, particularly for the older pupils in the school. The curriculum provision for pupils with special educational needs is satisfactory. The school community ensures that all pupils are included in all aspects of school life and have equal access to the full curriculum.

32. The school has successfully developed the National Literacy Strategy for teaching the skills of literacy during the designated literacy hour. The provision and development of the National Numeracy Strategy for teaching the skills of numeracy are satisfactory, and all pupils have the required daily amount of time of one hour. However, current timetabling arrangements result in inconsistencies in the provision for language and literacy in each class as some literacy sessions are interrupted and others are extended, becoming too long for the concentration span of the pupils. The school acknowledges the need to review its timetabling arrangements in order to ensure a coherent programme.
33. The provision for personal, social and health education throughout the school is developing. Although the provision takes place at designated times there is no policy or scheme of work to provide a coherent whole-school programme that is relevant to the needs of pupils. In spite of being in its early stage of development, a good lesson was seen during the course of the inspection. A class of Year 5 pupils that include a high number of pupils with special educational needs identify the qualities they consider to be important in a good, moral person. Later in the lesson they think and reflect how they could improve these qualities in themselves.
34. The school has recently developed a whole-school approach to curriculum planning using nationally produced guidelines to enable all subjects to be fully covered. The guidance given by the nationally produced framework has generally brought about an improvement since the last inspection in the long and medium-term planning, particularly in the core subjects. The appropriate emphasis on numeracy and literacy has meant that other subjects have not been a main focus for development. However curriculum co-ordinators are analysing what is taught to ensure comprehensive coverage of the National Curriculum. The information from this analysis is planned to be used to review what is provided for pupils.
35. The school provides a satisfactory range of extra-curricular activities. The opportunity for pupils to participate in a range of sporting activities is limited by problems of staffing and outside support. The immediate environment is rich in opportunity and pupils make visits to museums, and other places of interest. Year 2 pupils have visited the London Museum in connection with their history project on the Fire of London. Year 3 pupils use the information gained from studying rocks at the Natural History Museum to develop skills for data collection and analysis when using the computer. The whole school makes a day visit to Broadstairs in the summer. The school takes part in art activities that have recently been exhibited at the Tate. Pupils also became involved in a nearby Millenium Green Project.
36. The local community makes a good contribution to learning. The Young Vic is nearby and a governor of the school is instrumental in promoting and developing good drama activities in association with the Young Vic. Parents are involved with school activities and members of the governing body are endeavouring to develop these links further. A good example of parental involvement was observed during the inspection when a parent with an eight month old baby talked to Year 2 pupils. This linked to their science work and apart from being an exciting and interesting experience; it gave pupils good first-hand insight into the needs of very young children.
37. The school has satisfactory relations with partner institutions. The science co-ordinator is involved with co-ordinators from other schools in order to voice needs and share experiences. This has resulted in a forthcoming visit to a school with Beacon

status³ in order to assist the science co-ordinator further develop the subject. Pupils from a nearby secondary school visit the school as part of their work experience programme. Psychology students from Guys Hospital come into the school as part of their course and discussions are taking place with a nearby university to enable the school to offer places for students training to be teachers.

38. The school makes good arrangements for pupils' spiritual development. There is a good programme for collective worship. Whole-school assemblies give all pupils opportunities to reflect on a wide variety of topics. Class and larger group assemblies provide additional opportunities to reflect on the needs of others as well as the qualities that contribute to the lives of everyone. A very good assembly led and run by Year 6 pupils linked through drama, dance and song, their science topic on animal adaptation to humans adapting to new situations. This experience appreciated by all the school and visiting parents, gave the opportunity to reflect on feelings and thought for others in different situations. Music in the school provides many opportunities to develop reflective and spiritual experience.
39. There are good arrangements for encouraging pupils' moral development. Behaviour has been a particular problem in the school but behaviour management by all teachers and other adults in the school is having a positive effect in the school. All staff provide good role models, showing patience and tolerance. In personal, social and health education, there are frequent discussions about how pupils should behave towards each other. Staff are effective in recognising opportunities to reinforce pupils' understanding of right and wrong especially when minor incidents occur. This effective development of a clear moral code is having a positive effect upon standards of behaviour.
40. The arrangements for pupils' social development are good. From the time children enter the nursery they are encouraged to share resources and work together during class work. The younger pupils walk to and from lessons and assemblies in pairs and all pupils readily join in pairs and small groups during practical sessions in the classrooms or in dance and games lessons. In a good science lesson two Year 2 pupils spontaneously thank a parent for coming in to talk to them about the needs of very young children. In a very good dance lesson in Year 2 pupils spontaneously applaud the efforts of others as they demonstrate the movements they make.
41. There are satisfactory arrangements for promoting pupils' cultural development. The local environment has a strong sense of culture, various visits and the involvement of pupils in the Millennium Green Project help to develop this. Events in history, places studied in geography and listening to the music of other cultures help to widen pupils' appreciation. Cultural provision is further enhanced by visits to museums such as the London Museum. A parent describing and showing a way of safely carrying a baby on her back provided a good opportunity for Year 2 pupils to gain an insight into traditional methods from another culture.
42. The school has established effective links with the local community and these make a good contribution to pupils' achievements. Through the Education Business Partnership and the South Bank Employers group the school benefits from such practical help from the former, which supplies reading partners. The latter is to provide funding to make the school building and playground environment more

³ Beacon schools are recognised by the DfEE as centres of excellence and have been awarded funding in order to provide a programme of activities designed to disseminate good practice. These schools provide high-quality support and advice to others through a programme of consultancy, in-service training, documentation and visits.

interesting and has enabled liaison between local primary schools to become closer, but at secondary level liaison is more difficult to achieve because of the many different schools pupils go on to attend. Useful links with the City of London school will result in a Spanish assistant attending Johanna Primary School.

43. Pupils participate in drama productions and see theatre at first hand at the Young Vic and National Theatre link. Visitors to school include representatives of local theatres, and visits have been made to museums, the National Portrait Gallery, the London 'Eye' and to the local mosque to increase pupils' cultural and multi-cultural awareness. Parents share their beliefs and traditions with pupils. During a Year 1 religious education lesson during the inspection, one father described the way he practised his religion. This made a significant impact upon pupils' attainment and progress in this area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school has satisfactory procedures to promote and monitor attendance but these are not implemented with sufficient rigour to improve the attendance percentage. Too many parents take their children on extended holidays during term time and this absence is authorised by the school. The school believes that some of this is due to extended holidays to the Indian sub-continent but has not liaised with community leaders to see if this problem can be overcome. Absences and punctuality are carefully monitored by the secretary and headteacher and by the educational welfare officer on her fortnightly visits. However punctuality continues to be a problem.
45. The recent positive discipline policy with clear reference to bullying behaviour is well written and effectively implemented by almost all teachers. Pupils are aware of what follows if this is not adhered to and any sanctions imposed are regarded as fair. Good use has been made of fixed-term exclusions to improve behaviour and the new 'mapping the incident' sheet is constructive in talking pupils through an incident and where it went wrong. Parents are appropriately involved when their children's behaviour falls below the acceptable level.
46. The school's procedures for promoting and monitoring pupils' personal development are satisfactory although largely informal. There is no formalised personal and social education programme but through assemblies and circle time sessions pupils are made aware of issues and enjoy the ensuing discussions. They are expected to and do carry out any task allocated to them responsibly, even the smallest is proud to be given charge of the registers. Membership of the school council has somewhat diminished in value during the last six months as other priorities have occupied teachers, however the council has met once this term to consider the Lambeth children's parliament. Unfortunately due to loss of venue the Junior Citizens' Day has not taken place during the last 12 months. Pupils' social and personal development is reported to parents every year in the broadly satisfactory summer annual reports.
47. The procedures for assessing and recording pupils' attainment and progress are satisfactory. Recent developments in the curriculum have resulted in the school developing procedures in order to collect data to record achievement in each class. In addition this data will be used to monitor the planning of lessons by checking that lessons plans are based upon the needs of the pupils. In literacy, for example, pupils are set individual targets to achieve. In Year 2 these targets are placed on the pupils' tables during the literacy lessons. Each class has levels of attainment as described in the National Curriculum for each pupil to achieve. In science, assessment and

national test results are analysed to determine pupils' progress. The school has amassed a lot of data in relation to academic monitoring. However, insufficient use is made of this data to monitor and analyse the achievements of groups of pupils for example those for whom English is an additional language. In addition there is insufficient use of assessment data as a means of raising standards through well targeted priorities. Co-ordinators are monitoring what is taught in order to make sure the curriculum matches the needs of the pupils in the school.

48. Pastoral care is a strength of the school's provision. All staff know pupils well and are aware of any problems they face outside the school environment. Pupils' health and safety, as reported during the last inspection, continue to enjoy high priority. They are well supervised at all times. However the headteacher recognises the need to ensure that more than one member of staff is trained in first aid to guarantee cover at all times in case of illness, and with many new staff appointed, to organise more child protection training. Procedures for child protection are clear and effective liaison has been established with local agencies. Good use is made of these.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The developing relationships and links detailed in the last inspection report have improved and are satisfactory. Although not many parents are able to offer their help during the day they are very supportive of the school's aims and ambitions for their children and demonstrate this through their good attendance at consultation meetings. One father assisted with a religious education lesson during the inspection, telling pupils about his religion and why certain practices such as hand-washing were carried out. His son was very proud and desperate to answer the questions asked by his parent. Other parents accompany their children on visits and are proud of their behaviour.
50. Parents are satisfied with the information they receive, valuing the annual reports on their children's work and pleased to be given details of school events and happenings. News and other letters are sent out when necessary. The quantity and quality of this information are satisfactory. With the school's rich, cultural diversity and 24 languages, much of the information for parents is transmitted through word of mouth although translators are provided via relatives and other members of the community when required. The school tries hard to ensure that all understand any communication sent out. Parents of children with special educational and other needs are well informed by the school and are invited to and appropriately involved in their children's individual education programmes and their reviews.
51. Parent governors and a small group of parents are endeavouring to establish a friends' organisation. They have been responsible for recent fund-raising events and are trying to involve all parents in their efforts. Last year they organised a successful International Evening at which children performed their national dances, and parents provided food from their country of origin. This was well attended and much enjoyed by all.
52. Most parents assist their children with homework where they can, although not all are able to do so. Reading, tables and spellings are sent home regularly. Any assistance parents give their children is appreciated by the school and makes a positive contribution to achievement. The school for its part tries to empower parents and recent family literacy sessions proved very successful, resulting in the school

publishing a book, written about the experiences within that group. This achievement is indicative of the partnership between school and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school are satisfactory. The headteacher provides satisfactory leadership and provides a strong lead in providing for the pastoral development of pupils. Staff and governors, amongst whom there is a strong sense of commitment to the school and a desire to provide good pastoral care, support her well. This strong ethos is reflected in much of the school's work and has been a major factor in the improvement of the management of behaviour in the school. Good relationships exist in almost all classes and these are promoted well by the headteacher and the senior management team. The commitment to raise standards in English and mathematics is beginning to have an impact on the achievement of pupils. Many of the school's priorities have been hampered by grave problems in recruiting permanent staff to the school. This has meant that the co-ordinators for English and mathematics have had to repeatedly provide training for staff to ensure that the literacy and numeracy hours are taught effectively. The time spent on this has prevented them from targeting improvements more effectively.
54. The governing body is effective in fulfilling its responsibilities. A perceptive new chairperson is working successfully with the governors to improve monitoring procedures. Governors regularly visit classrooms to assess the effect of school policies, for example, in the management of behaviour. As a result, governors have a clear view of the strengths and weaknesses of the school. However, the governing body does not have sufficient information about the standards that different groups of pupils achieve to allow them to monitor the impact of their work on raising standards of attainment. Committees work effectively and have brought about improvements, particularly in the management of the school's resources, which have resulted in the budget deficit being cleared. The constructive links with local businesses with the Education Action Zone, identified at the time of the last inspection, have been maintained. The special educational needs policy has been amended and now complies with the requirements of the Code of Practice, however the governors' annual report to parents does not meet statutory requirements due to several omissions.
55. Subject leaders, particularly in mathematics and English, have worked hard to support their colleagues, providing training and modelling lessons in addition to monitoring teaching in their subjects. As a result, the senior management team have a good awareness of the strengths and weaknesses of teaching. A weakness in teaching in Key Stage 1 identified at the time of the last inspection was resolved through staff changes. However, a weakness now exists in Year 1. Monitoring by all the senior staff has clearly identified the difficulties, but the support provided has not been effective in addressing the significant weakness in teaching in this year group.
56. The school's systems for monitoring and evaluating its performance are satisfactory. A comprehensive monitoring file contains an overview of the profile of each class and detailed notes related to the quality of teachers' planning. The school now has a great deal of information about pupils' individual attainment, but not enough use is made of this data to measure the impact of initiatives or to measure the progress of groups of pupils in the school. As a result, the school is not making sufficient progress in raising standards in some areas, for example in writing.
57. Prudent financial management and wise spending decisions have been used appropriately in reducing the budget deficit, but the improved financial situation was

not identified soon enough due to insufficiently rigorous monthly monitoring of the budget by the governing body and school staff. The governing body has recognised this and obtained training and advice very recently. It is too early to determine the effectiveness of the proposed changes. Not enough has been done to monitor the impact of budget shortages on the work of the school. For example, not enough thought has been given to managing the workload of the senior management team, who currently hold too many responsibilities. This was an issue at the time of the last inspection and has not been addressed sufficiently. As a result, the school has not prioritised key areas for improvement effectively as they might, and this has lessened the impact of school initiatives. Nevertheless the senior management team who have supported one another very well in managing the short-term difficulties that have arisen as a result of staffing issues has formed a strong bond. Specific grants are used appropriately, for example, the high spending on staff development has improved the quality of teaching since the last inspection, but governors do not monitor the effectiveness of spending decisions sufficiently or measure the impact of spending decisions on raising standards of attainment. This lack of rigorous monitoring has resulted in governors and school staff being unaware of the ineffectiveness of the ethnic minority achievement grant in raising standards of attainment for these children.

58. An action plan was drawn up to address the key issues from that inspection, this has been evaluated by Her Majesty's Inspectorate who judged that satisfactory progress had been made in addressing the key issues. The school development plan has since been drawn up with appropriate priorities that are clearly costed in terms of money and time. Grants directed at special educational needs are used appropriately to provide support assistants throughout the school.
59. The school has not successfully resolved its staffing difficulties. Recruiting high-quality permanent staff remains a pressing issue. Recent permanent and temporary appointments have made a significant impact and the quality of teaching has improved dramatically. Induction procedures are well established with senior staff supporting newly qualified staff well. The school has deservedly won accreditation from Investors in People, and the sound system of appraisal has led to an effective transition to performance management. Nevertheless, the system has not been effective in dealing with the significant weaknesses that have been identified in teaching Year 1.
60. Accommodation is unsatisfactory overall. The school has ample accommodation for numbers on roll. This is well cleaned but is in unsatisfactory condition due to budget restraints over recent years. A number of windowsills need replacing and there are regular leaks in the flat roofs when it rains. The premises officer does what he can and governors have organised a rolling maintenance programme but necessary repairs regularly supersede this. Classrooms are generally well planned and corridor walls are enlivened with displays and examples of pupils' work. The large assembly hall is well used and the library is attractively laid out with raised carpeted areas and cushions. The music room, also used for breakfast and after-school clubs, is in satisfactory condition and secure. Lettings bring in much-needed money and are well supervised by the premises officer. Brick walls and security gates enclose the site. Vandalism is minimal but does occur periodically. Pupils enjoy the large tarmac area but the surface is in poor condition, with sunken drains and deep cracks appearing. The many huts are well secured although some are in poor condition. The environmental area, surrounded by the school buildings, is unkempt but wildlife such as frogs' spawn is very evident.

61. Learning resources are satisfactory in most subjects, with the exception of information and communication technology where resources are unsatisfactory and for English as an additional language where resources are poor. There are difficulties in maintaining a suitable stock of books for all subjects in the school library due to lack of allocated funding, many information books are out dated, and the fiction book stock around the school is generally tired and tattered. The pupils' enthusiasm for books of all kinds exacerbates the shortages. The school clearly has plans in place to address the lack of computers, which prevents pupils from achieving the expected levels in information and communication technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. This school has improved considerably since the last inspection. In order to continue that improvement and build on the good work done, the governors, headteacher and staff should now:

- (1) raise standards in English, mathematics, science and information technology (paragraph 4) by:

- making more effective use of assessment data to identify areas for improvement in English, mathematics and science; (paragraph 47)
- improving the quality of writing in English; (paragraph 6)
- ensuring that pupils have sufficient access to computers to allow them to complete all elements of the National Curriculum Programmes of Study; (paragraph 9)
- provide professional development for all staff in the use of information technology as a tool to aid teaching; (paragraph 126)
- ensuring that all lesson plans identify learning objectives for the potentially higher attaining pupils and pupils with English as an additional language; (paragraphs 25, 26)

- (2) improve the quality of teaching in Year 1 (paragraph 21) by:

- improving teachers' knowledge and understanding of the National Literacy and Numeracy Strategies; (paragraph 26);
- ensuring that lessons are timetabled to avoid unnecessary interruptions; (paragraph 25)
- ensuring that lessons contain enough pace and challenge for all pupils by basing planning on the assessed needs of pupils; (paragraph 25)

- (3) improve attendance (paragraph 44) by:

- making sure that the policies and procedures are rigorously applied;
- liaising with community leaders to enlist their support in making parents aware of the importance of good attendance;
- considering ways of motivating pupils to achieve high attendance.

A number of minor issues of health and safety were pointed out during the course of the inspection and a number of minor issues that the governors may wish to consider in their action plan are identified in paragraphs 14, 26, 35, 43, 51, 55, 57, 58, 60, 62, 63, 80, 97, 113, 139, 143 and 144.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	14	30	47	3	4	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	179
Number of full-time pupils known to be eligible for free school meals	0	78

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	96

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.6	School data	0.8
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	13
	Girls	12	11	12
	Total	24	21	25
Percentage of pupils at NC level 2 or above	School	96 (71)	84 (81)	100 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	12	12	11
	Total	23	25	24
Percentage of pupils at NC level 2 or above	School	92 (71)	100 (81)	96 (81)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	7	8	8
	Total	16	17	18
Percentage of pupils at NC level 4 or above	School	67 (57)	71 (57)	75 (64)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	10
	Girls	7	7	8
	Total	16	14	18
Percentage of pupils at NC level 4 or above	School	67 (57)	58 (50)	75 (71)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	13
Black – African heritage	39
Black – other	27
Indian	0
Pakistani	3
Bangladeshi	17
Chinese	10
White	78
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	1	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	18.62
Average class size	23.75

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	135

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	569,387
Total expenditure	545,853
Expenditure per pupil	2,675
Balance brought forward from previous year	- 67,301
Balance carried forward to next year	- 43,767

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	6	0	2
My child is making good progress in school.	47	42	8	3	0
Behaviour in the school is good.	30	52	6	8	5
My child gets the right amount of work to do at home.	45	35	11	8	2
The teaching is good.	58	32	3	5	3
I am kept well informed about how my child is getting on.	64	24	3	6	3
I would feel comfortable about approaching the school with questions or a problem.	64	26	0	3	7
The school expects my child to work hard and achieve his or her best.	68	24	0	2	6
The school works closely with parents.	53	33	6	2	6
The school is well led and managed.	44	38	5	2	12
The school is helping my child become mature and responsible.	50	41	3	2	5
The school provides an interesting range of activities outside lessons.	36	35	12	3	14

Other issues raised by parents

Parents were concerned about the number of temporary teachers in the school. Inspectors agree that this has been a significant problem. During the inspection, although two classes were taught by temporary teachers, these were teachers employed for longer periods than previously and the situation is now more stable.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Children in the Foundation Stage achieve well. Provision in the nursery is sound, and in the reception class it is very good. Challenging and exciting activities are well prepared for the children, maintaining the secure and stimulating environment that was described in the last inspection. Difficulties in recruiting permanent staff have had some impact on the foundation stage, but the good support provided by the nursery nurses has lessened the impact of staff problems, and recent longer-term temporary appointments improved the situation further. A large charitable donation to the nursery has provided funds for much-needed improvements to the outdoor equipment. This has been ordered, but has not been delivered yet.
64. The early years co-ordinator has greatly improved the curriculum since the previous inspection. All activities are now clearly based on the Early Learning Goals for young children, with plenty of opportunities for children to work through the stepping stones. Nevertheless, the role of the co-ordinator is underdeveloped and her skills are not used effectively to guide the practice of less experienced staff in the nursery. Monitoring of planning and teaching is at an early stage of development and consequently the satisfactory quality of teaching in the nursery does not match the very good teaching found in all areas of learning in the reception class.
65. Baseline assessment procedures linked to good assessment procedures provide a clear picture of the needs of all the children. This is particularly important since children begin nursery with very different levels of attainment. However, the curriculum that is planned is not always matched closely enough to children's needs. For example, in the nursery opportunities for talking are sometimes missed.
66. Although some children have good skills in language development when they begin nursery, many find it difficult to talk confidently and to listen with concentration. In mathematics, whilst some children can count when they begin, few understand how numbers work. There is a similar difference in children's personal and social skills with many children finding it difficult to share or to use their own initiative. By the time children leave the reception class and are ready to begin work in Year 1 they have still not achieved the Early Learning Goals in these important areas. Nevertheless, their achievements in the Foundation Stage are good.

Personal, social and emotional development

67. Many children enter the nursery class with immature skills in personal and social development. By the time they leave the reception class they have increased their skills considerably, but most are still not achieving the Early Learning Goals. There is a strong emphasis on personal and social development right from the start. In the nursery, activities are organised appropriately so that children have plenty of opportunities to work with adults and to work at activities they chose themselves. Many children do not know how to share and there is a great deal of shouting and snatching, particularly in the afternoons, when younger children join the nursery. There is an unwavering focus on teaching children to negotiate. Through this consistent approach they are gaining confidence and learning to take turns. In the reception class the very high expectations of the teacher set clear guidelines for children. There is little chance to be bored in the stimulating environment that is created. For example, as part of a lesson on personal hygiene children are asked to

wash some very muddy dolls. Following clear guidance from the teacher two boys take very great care not to get soap in the dolls' eyes as they wash off the mud. Before most activities children are reminded how to co-operate and show friendliness to each other.

68. All the adults provide good role models for the children. The good relationships and sensitive support that are provided help children to develop self-esteem and independence.

Communication, language and literacy

69. In both the nursery and reception class children enjoy listening to stories and poems, some children recognise and name letters, and most recognise their own name. In both classes a few children are able to read some words. A very small minority read fluently. Good curricular provision and some very good teaching mean that most children achieve well. Nevertheless, by the time they leave the reception class many have not achieved the Early Learning Goals in this area.
70. In both classes plenty of activities help children to recognise and remember the name and sound of letters of the alphabet. In the busy hubbub of the nursery children make books, happily drawing the animals from the rhyme of Old Macdonald and labelling the pictures by copying word cards from the board or using their own early writing attempts. Adult intervention in this activity leads to children making sound progress. In the reception class children have regular opportunities to write in real contexts. For example, teddy bears admitted to the hospital must have admission slips filled out. Children dress up in theatre scrubs before seeing to the teddies injuries. This very good role-play promotes children's vocabulary, but mainly it is fun! Children beam with delight as they hastily pull on the theatre gowns and hats. Reading skills are taught well in literacy lessons that are well adapted to the needs of young children. As a result, some children are able to attempt to spell 'hygiene' when talking about caring for yourself. A few children read books well, distinguishing words and letters, and almost all can tell a story using the pictures to guide them. By the end of the reception year most have attained the Early Learning Goals.
71. Opportunities to develop skills in talking are sometimes missed. Many of the children find it difficult to use speech to explain what they are thinking or feeling, or to share their ideas clearly. Not enough attention is given to developing communication skills, mainly because adults often accept children's limited responses rather than modelling whole sentences. As a result many have not attained the Early Learning Goals for this area by the time they enter Year 1.

Mathematical development

72. Children in both classes have lots of opportunities for counting and recognising numbers, but by the time they leave the reception class most do not understand fully the mathematical language that is expected in this area. Children in the nursery work with adults to find shapes in the nursery, drawing rectangles, squares, circles and triangles. In the reception class children go outside to look for shapes. They are fascinated by the shapes they find outside mainly due to the good teaching, which includes a review of what they did yesterday. Skilful use of the patterns on a child's dress ensures that children are involved in the work, and good questioning stretches more-able children, making them think very hard. When they come back inside there are plenty of good activities to reinforce their understanding of shapes, from printing

with blocks to making colour patterns with Lego. Children of all abilities make good progress due to the enthusiasm and co-operation in this lively lesson.

73. Children record some mathematical activities by writing numbers in sequence and drawing groups of objects to count. The range of work shows that whilst children achieve well in the Foundation Stage most do not achieve the levels expected when they move into Year 1. A few children exceed the Early Learning Goals, adding and subtracting numbers in their heads with ease.

Knowledge and understanding of the world

74. There are plenty of good opportunities for children to extend their general knowledge in both classes and, by the time they leave the reception class, most have learned a great deal and many have achieved the Early Learning Goals. In the nursery children bake cakes with the nursery nurse and regularly use the computers independently. However, the age of the computers limits the range of software that is available. In the reception class the whole curriculum is designed to increase children knowledge and understanding of the world. Activities are carefully linked together so that no opportunity is wasted. This week's activities are carefully linked to increase children's understanding of a healthy lifestyle. Last week children visited St Thomas's Hospital with their teddy bears, and this week they are learning about personal hygiene through all sorts of stimulating activities which motivate them.

Physical development

75. Most children achieve the Early Learning Goals in this area by the time they leave the reception class. The outdoor area linked to the nursery is used regularly, with adults guiding the children in their use of the large play equipment. Balancing and climbing skills are developing appropriately, and the addition of new equipment will enhance the activities further when it arrives. Children in the reception class take part in more structured lessons in the school hall. A dance lesson provided children with very good opportunities to create a challenging class dance together. As a result of very good teaching strategies the children polished their performance in a short time and were soon moving rhythmically around the hall in a large flowing group. Opportunities to use scissors, pencils, paintbrushes and other small tools are everyday experiences from the time that children begin in the nursery. There is a wide range of ability, from those who can use these small tools with some skill to those who find it very challenging to control them.

Creative development

76. Here too the exciting range of activities available makes a good contribution to children's development in this area. By the time they leave the reception class a significant number have not attained all of the Early Learning Goals. In the nursery there are regular opportunities to use paint and to play with equipment imaginatively; for example, the block of flats is a hive of activity as children use their imagination to furnish the flats and act out fantasies. Nevertheless children's poor social skills have an impact on the level of play, and occasionally opportunities are missed to develop these games sufficiently. This is mainly because adults place a higher priority on developing other areas of the curriculum. There are boundless opportunities for children to develop their imagination in the reception class, where activities are very carefully planned and structured. For example, in a literacy lesson children act out the story *We are Going on a Bear Hunt*. Dramatically raising and lowering their voices they happily sing about a *slinky snake* and a *tickly tiger*.

ENGLISH

77. Standards in English have improved since the last inspection in 1999, when they were very low. In the most recent Key Stage 1 tests pupils' results in reading and writing are in line with the national average. When compared with those in similar schools pupils achieve very well. The percentage of pupils achieving Level 2 or above in reading at Key Stage 1 is comparable with the top five per cent of similar schools. This is a significant improvement. At Key Stage 2, results are not improving as quickly, but nevertheless results are better than they were in 1999. When compared to national results standards remain well below average at the end of Key Stage 2. However, when compared to those in schools in similar contexts, results are broadly in line with the average. A more detailed analysis shows that pupils age 11 in the year 2000 made more progress in Key Stage 2 than other pupils whose results were similar in 1996 when they were aged seven.
78. The very good start they receive in the Foundation Stage prepares pupils well for work in Key Stage 1. Nevertheless many still lack confidence in speaking, often because their vocabulary is limited. Listening skills improve in the Foundation Stage, but many still find it very difficult to listen to each other. Children bring a love of books with them because of good experiences in the reception class. Nevertheless, the majority have not reached the expected levels by the time they are five and few pupils have sufficient pencil control to allow them to write. In Year 1 pupils make very little progress due to ineffective teaching, but by the end of Year 2 pupils have made significant progress in all aspects of English due to very high expectations and very effective, imaginative teaching. Problems in recruiting permanent staff have had an adverse impact on pupils' achievement in Key Stage 2. The lack of stability and wide range of expectations have not provided pupils with clear enough guidelines and the quality of teaching has been variable. Recent appointments have begun to address this, the quality of teaching has improved dramatically and pupils are beginning to achieve higher standards mainly because their behaviour has improved. The most significant improvement has been in developing positive attitudes to reading. It is evident that pupils achieve well in this aspect of English throughout the school. Writing skills are not improving at the same rate, mainly because teachers have lower expectations of what pupils could achieve in writing.
79. Most teachers make good efforts to improve pupils' vocabulary, many lessons in other subjects include a review of new vocabulary, and teachers take time to make sure that pupils understand new words. Effective management of behaviour is having a good impact on improving listening skills. There is a strong link with personal and moral development, with high expectations that pupils will listen to adults and one another. In the very best lessons there is a good rapport and pupils contribute freely and responsibly to class discussion without having to always raise their hand and wait for a turn. The pace of these lively discussions is occasionally breathtaking. In an outstanding lesson in Year 5 many pupils were desperate to make a contribution but still did not talk over others. In Year 2, the teacher's exuberant teaching style mesmerises pupils, who hang on every word and wave their hands in the air frantically to make a contribution. Drama features regularly on the timetable and provides good opportunities for speaking and listening in more formal situations. For example, Year 6 presented an assembly for the school, watched by a group of parents, and Year 3 pupils improved their performance of poetry by analysing their own performance and using their own suggestions.

80. High expectations in lessons and pupils' positive attitudes to reading are having a significant impact on their achievements. Although pupils do not reach the standards expected of them by the end of Key Stage 2 they are making good progress. In Year 2, the lively literacy hours are very well structured so that pupils of all abilities are learning at a good rate. Most pupils use a range of strategies to decipher unknown words and almost all are confident using phonics. Good links with other areas of the curriculum keep pupils interested and involved; for example, the talented teacher pretends she has made a few mistakes in a piece of writing about frogs' spawn. There is huge enjoyment as the children delight in pointing out all the spelling and punctuation errors the teacher has made. Older pupils in Year 6 debate how to construct an argument, identify definitive and conditional phrases and explain how to construct the opposite point of view. In Year 5 pupils reading 'Hiawatha' are spellbound by the language and distinguish literal and figurative prose. Many children talk about the styles of different authors with enthusiasm, expressing preferences for certain genres.
81. Standards in writing are not as good as in reading, and the presentation of writing is often poor. Exercise books are scruffy, indicating that pupils take little pride in everyday writing. Not enough emphasis is placed on developing writing skills through other subjects; for example, in science most work is completed on worksheets, giving few opportunities for pupils to organise their own writing. Throughout the school there is a strong emphasis on developing handwriting through special lessons in special books. The quality of writing in these books is often good but is not transferred to daily writing. Sometimes the introductory part of the literacy hour is too long and pupils have too little time to write before the end of the lesson. The use of word-books for spelling in some classes slows down the rate of work and prevents pupils from using the spelling skills they are taught in the first part of the lesson. In some literacy hours teachers do not focus their time in guiding the writing development of a specific group. This lessens the impact of their teaching as time is wasted in circulating around the whole class. In the very best lessons teachers focus clearly on one group for a substantial part of the time before moving to check on the progress of all groups.
82. Teaching is good across the school except in Year 1, where it is unsatisfactory. Some excellent teaching was seen, and a number of lessons were very good. The very best teaching is characterised by very high expectations of behaviour and involvement linked to challenging and interesting work. Pupils in these lessons are very interested and want to please the teacher. They work hard to achieve the high expectations that are set. However, some pupils, especially in Key Stage 2, have poor attitudes to work. Teachers work hard to counteract these poor attitudes, setting very clear expectations of what will be expected by the end of the lesson. In the best lessons pupils are told at regular intervals how much time is left and what they should achieve in the next few minutes. The school policy to share the objectives of each lesson with the pupils is successful because pupils know what teachers will look for when their work is marked.
83. The weakest teaching is mainly due to poor management of behaviour and inappropriate strategies, which result in pupils losing interest from the beginning of the lesson. Work is not well matched to pupils' needs and is often boring. The pace of lessons is too slow.
84. Information and communication technology is not being used effectively to support English, mainly due to a lack of resources. The very good strategy throughout the school to identify and share literacy targets with all pupils results in an inclusive environment that supports the development of all pupils, including those with special

educational needs. In many lessons pupils read their literacy targets before they start work, and teachers often remind them of the targets as they are working. Teachers know their pupils well. Consequently literacy targets for most children are helping them to improve. Marking of pupils' work is done regularly, often with the pupils. There are a few good examples of teachers using marking to help pupils to understand how to improve their work, but most comments do not do this effectively.

85. The management of English is good. The co-ordinator has provided good support for all staff, modelling lessons and monitoring teaching regularly. She has been deservedly selected as a leading literacy teacher by the local education authority. A number of good assessment procedures have been introduced and the school is building up a range of data and information about the progress of pupils throughout the school. This is not yet being used effectively to identify areas of strength and weakness which limit further improvement in standards.

MATHEMATICS

86. The results of the year 2000 national assessments for pupils aged seven and 11 show that attainment at age seven was well above the national average and very high when compared to that in similar schools. Attainment at the age of 11 was average when compared to that in all schools and well above average compared to that in similar schools.
87. The inspection finds that attainment at the end of Key Stage 1 is close to average and, when compared with attainment on entry to the school, it is at least satisfactory. This is an improvement since the last inspection. The national assessments for 2000 showed a considerable difference between the attainment of boys and girls at age seven. This is no longer the case. Attainment at the end of Key Stage 2 is below average despite the best efforts of the current Year 6 teacher. This does not represent falling standards throughout the school. School records show that achievement is satisfactory when prior attainment is taken into account. Standards in Key Stage 2 are rising as a result of the more stable and effective staff, and achievement is also improving. Over time standards are rising faster than the national average at both key stages and progress since the last inspection is good.
88. The drop from the standards achieved by pupils aged seven and 11 last year is as a result of specific cohort issues and the disruption that some of the current pupils in Year 2 and Year 6 received in their education in the last two years through the shortage of teachers. The current Year 6 is a particularly unusual cohort. Only 12 of the pupils in the class were present in the school at Year 2 and the class contains ten pupils with special educational needs. This is double the average figure for the school and distorts the evidence of what pupils can do by the end of the key stage. Despite this the good teaching is enabling many to improve and the records show that the achievement of pupils aged 11 is satisfactory when compared to their prior attainment.
89. By the age of seven, pupils have sound knowledge of place value to 100 and some are confident to 1,000. This was seen clearly in a lesson on mass where pupils handled weights up to 1Kg (1,000 grams) ordering them and demonstrating the ability to add and subtract with these numbers. This use of real-life situations to motivate and stimulate pupils is a strong feature of teaching in Year 2. Pupils know the basic properties of two- and three-dimensional shapes and handle simple measuring appropriately. By the age of 11, pupils are working at an appropriate level in some

areas; for example, most understand 'median', 'mode' and 'mean' and can work these out from a set of data. However, many are not yet secure in their tables beyond the eight times table, which limits the speed at which they can work. Pupils understand fractions such as halves and quarters and apply these to shape, as when identifying quadrants in a circle. Teaching in this year group is focused well upon improving these skills, and an examination of their previous work shows good progress during the year. When attainment in other parts of Key Stage 2 is assessed it is clear that those pupils are making good progress, and attainment overall is closer to that expected of pupils of a similar age.

90. Pupils with special educational needs and those with English as an additional language (EAL) are supported appropriately in classrooms. Although little work is planned specifically for pupils with special educational needs, they are given good support through the effective classroom assistants and this enables them to achieve satisfactorily. Some lesson plans identify work for the potentially higher-attaining pupils, but this is inconsistent and these pupils do not achieve as well as they should.
91. Teachers in most classes have at least a sound understanding of the numeracy strategy and in some cases this is good. They use a suitable mathematical vocabulary and employ a range of strategies to motivate pupils. As a result pupils are now being presented with a high level of challenge and this is driving up standards. The co-ordinator has a good understanding of what is necessary to raise standards further. She presents a good role model through her lively and effective teaching and provides good support for colleagues. The majority of the teachers currently working in the school have high expectations of what the pupils can achieve and the new team are working effectively to raise standards. However, in the unsatisfactory lessons observed in Year 1 work is not matched to the needs of the pupils. In many cases pupils can complete work quickly and accurately using mental strategies but are set non challenging written tasks, As a result of this they become bored with the work, the pace of learning drops and behaviour deteriorates. This is a key factor affecting the standards attained at the end of Key Stage 1.
92. Non-statutory test material is used to track pupils' progress throughout the school, but the school is only just reaching the point where it has a sufficiently stable staff to use data effectively to identify key areas for improvement. Tracking of pupils' work is made more difficult by the large amount of work done on worksheets, as there is no common method for storing these to provide a file of pupils' work. Where exercise books are used tracking progress is somewhat easier. The school has yet to develop a good portfolio of annotated pupils' work that can be used to assess progress and guide teachers new to the school in what to expect from pupils at each level.

SCIENCE

93. The results of the most recent national assessments for pupils age of 11 show that standards were well below the national average for the nationally expected Level 4. However, their achievements were in line with the national average when compared to those in similar schools. The proportion of pupils achieving the higher levels of attainment was below the national average for all schools but above the national average for similar schools. The 2000 teacher assessments for pupils aged seven were well above the national average. The proportion of pupils achieving the expected Level 2 was well above the average when compared to that in all schools and also well above average compared with standards for similar schools. The proportion achieving higher levels was also well above the national average.
94. Problems of recruitment and the instability in staffing have resulted in a lack of consistency in the teaching of science. Effective strategies for raising standards in science have only recently been in operation. However, inspection evidence shows that standards in science are below the national average for pupils at the ages of seven and 11.
95. The standard of recording and presentation incorporating the use of clearly labelled diagrams is not sufficiently developed through the school. Much of the written work throughout the school is made on separate pieces of paper. Over time they become untidy and when they are not dated it is difficult to judge the progress pupils are making. These untidy pieces of paper do not help pupils develop a sense of pride and self-esteem in the work they produce. The use of a format to systematically record and write up their investigations is still in its early stages of development. Pupils are not using a succinct way of writing in order to convey the maximum amount of information with a minimum amount of written work. In most classes pupils' diagrams are insufficiently large to convey information. The older pupils in the school have not developed the use of colour sufficiently to convey information rather than decoration. Although the number of computers in the school is low, they are insufficiently used by pupils to generate data recording or word-processed reports in science.
96. Pupils in Year 2 have sorted natural and manufactured materials. They are aware of their senses and what they do. They are also able to name the main parts of a plant. Their recording skills are not well developed and writing standards tend to mask what pupils know. In an investigation on the forces of pushing and pulling they can successfully show that they can predict what will happen and then compare what did happen with their prediction. In a good lesson linked to living things and how they grow, pupils ask good questions of a parent with a small baby to find out the needs of the very young. However, their overall knowledge at the age of seven is less than expected and their language skills tend to mask what they know.
97. Overall the standard of recording in Year 3 is still unsatisfactory although higher-attaining pupils show an improvement. They record in full sentences instead of more succinct forms of writing. They know that magnets attract and repel according to how they are placed near one another. When investigating different types of soil their observation skills enable them to describe the differences well. Following a visit to the Natural History Museum to study rocks these pupils show satisfactory learning skills in information and communication technology when compiling a database on the properties of the rocks they saw and recorded. This database will be used to provide information on rocks in science lessons.

98. Year 4 pupils record their investigations in a book. Their work on habitats and food chains has drawings that are too small to be of use for showing detail. However, diagrams of the skeleton are larger; they show detail and are appropriately labelled. They also study the weather, recording temperatures and rainfall. In a good display in the hall pupils have used mathematical skills to compile a graph of their records and ask good questions in order to interpret them. Year 5 pupils observe and record the parts of a plant and a flower. Whilst these experiences have been carried out in a previous lesson their knowledge at the beginning of the lesson is well below expectations. This class also makes links with mathematics when they compile a graph during an investigation to explore the effect of exercise on pulse rates. They show sound developing skills when measuring the lengths of leaves, entering the data on the computer and then producing different ways to illustrate what they have done.
99. The presentation of work in Year 6 is below expectations. Drawings are too small and many are without labels. There is a lot of colouring in the work that masks rather than enhances the information being communicated. Pupils' recording is not succinct and whilst they have been taught ways of writing for special purposes in literacy lessons they do not employ these techniques in science. Pupils have a satisfactory knowledge of fair testing and they can ask appropriate questions and predict when investigating substances that dissolve.
100. The problems related to staffing in the past show that, whilst progress is not consistent, overall it is satisfactory from the end of Year 1 onwards. The progress of pupils with special educational needs and pupils for whom English is an additional language is satisfactory. Behaviour in science lessons is satisfactory as a result of the management techniques of the teachers and support staff in most classes. Pupils who have behavioural problems find listening difficult, but behavioural problems generally are dealt with as quietly and efficiently as possible in order that disruption to pupils' learning is kept to a minimum.
101. Teaching in science is sound in most classes and some examples of good practice were seen during the inspection period. Teachers clearly identify and develop science skills from the guidelines in the nationally-produced framework for the subject. In all lessons teachers make pupils aware of the learning intentions by writing them on the board. Teachers explain them in order that pupils are aware of what they have to do. In most lessons, teachers return to these intentions at the end of the lessons to effectively review what has been learned. Tasks are well matched to the differing ability groups, including the wide range of pupils with special educational needs and pupils with English as an additional language. However, whilst the tasks are suited to include the more able pupils, their learning is not sufficiently extended because teachers do not set high enough expectations and targets for them.
102. Teachers have a secure knowledge of science and in all lessons the correct terminology is introduced where it is appropriate. Although many pupils have difficulty in expressing themselves, they are able to show that they can use and understand these terms. Teachers skilfully question in order to make pupils think as well as to explore and apply the knowledge they have. Teachers are very clear in the way they give instructions to pupils and they check that pupils understand what they have to do. Pupils are organised and managed well which contributes to the good brisk pace of lessons.
103. Currently pupils have too few opportunities to use and improve their computer skills in science. There are insufficient examples of pupils recording, interpreting data and

word-processing reports. Teachers mark pupils' work diligently and there are examples which indicate how pupils may improve their standards, although this is not a consistent practice in all classes.

104. The co-ordinator for science works very hard and gives a good lead to the subject. The subject is being further advanced through the co-ordinator attending meetings with science co-ordinators from other schools to voice concerns and share expertise. A development of this initiative has resulted in a planned day visit to a Beacon school to enhance knowledge and expertise in science.
105. The policy for science makes good use of nationally-produced guidelines to ensure full coverage of the subject. Teachers have a satisfactory system for monitoring what is taught. The co-ordinator is successfully developing a portfolio of pupils' work to show examples of the levels of attainment when assessing pupils' achievements.

ART AND DESIGN

106. Standards in art continue to be in line with expectations by the time pupils leave the school at age 11 and have been maintained since the previous inspection. Displays around the school reflect a range of styles, showing that pupils experience a broad curriculum in art. A school art project including Tudor designs was part of a Millennium Exhibition that toured the country. The work has recently been placed on display outside the main entrance where it provides a good point of interest to all school visitors, thereby encouraging pupils to produce good quality work in other art projects.
107. The school has wisely decided to use sketchbooks to enhance pupils' work at the end of Key Stage 2, but this potentially good resource is not always used effectively. The range of work in most children's sketchbooks is limited to pencil drawings, and there is no indication that children use the books for experimenting with different media and style. There are some good examples of pencil drawings using line and tone to represent movement, for example, in pupils' pictures of the sea. Pupils in Year 5 experiment with drawing movement of the body and achieve satisfactory results. However, there are no examples of pupils' artwork available in Key Stage 1, since most have been sent home. Displays show that some pupils use their imagination well, but there are few examples. Artwork using collage techniques is a strong feature of pupils' work and the examples on display show that in that area at least pupils are encouraged to use their imagination in art freely.
108. Too few lessons were observed to make a secure judgement about the quality of teaching, however both lessons seen were taught well. Creativity is a strong feature in Year 6. Pupils enthusiastically select materials and techniques to create a piece of art depicting movement. Tremendous variety results from this good opportunity and some pupils choose to use thickened paint in bold sweeps across the paper, whilst others use fine pencils to painstakingly build up rivers of colour. However, the opportunity to allow pupils to design and experiment in other techniques using their sketchbooks is missed. In Year 5 pupils use clay to create coiled pots. This is a fairly new experience for them and they attack the clay with great gusto until it becomes pliable. Despite their lack of experience in using clay, a number of pupils produce good three-dimensional pots.
109. The very high noise level at the beginning of both these lessons results from pupils' natural exuberance and some poor social skills. In both lessons teachers use art well as a channel for this natural exuberance and succeed in establishing an air of calm, purposeful enjoyment. The school places a high priority on developing social skills

through creative art and values pupils' work well by displaying exceptional pieces in frames around the school. A high priority is given to organising visits to the wealth of internationally renowned art galleries in the local area in order to demonstrate to pupils what it is they can hope to achieve.

DESIGN AND TECHNOLOGY

110. It was only possible to observe one lesson at the end of Key Stage 2 and so a reliable judgement upon the quality of teaching is not possible. On the evidence of the lesson observed, displays of pupils' previous work and discussion with pupils the inspection finds that standards at the end of Key Stage 2 are broadly in line with national expectations and pupils are achieving appropriately. It is not possible to make a reliable judgement on standards at the end of Key Stage 1.
111. Pupils have a suitable understanding of the design process. They design for a purpose, for example, designing a shelter for victims of the earthquake in India or designing a Chinese 'Lucky Money' purse. Suitable attention is given to ways of improving the design and decorating the finished product. Pupils in Year 6 understand how to construct a wheeled vehicle driven by an electric motor, and understand why it is necessary to gear down the speed of the motor. However, pupils' skills in using the tools to make the vehicle were underdeveloped. Some are not sure of the correct way to use a saw or hammer. This is understandable given that this class has had a succession of temporary teachers during their time in the school and much of their experience of tools has been acquired recently.

GEOGRAPHY

112. Only two lessons were observed during the inspection in Year 4 and Year 6. An evaluation of the standards attained also includes evidence gained from the scrutiny of pupils' previous work and discussions with the co-ordinator.
113. Pupils' attainments are in line with national expectations by the age of seven and by the age 11 years. This shows that the school has managed to maintain the standards in these subjects since the last inspection despite the reduction of time in the timetable.
114. Whilst pupils' knowledge of geography is satisfactory, standards of writing and presentation are below expectations. Much of their written work is made on pieces of paper that have become untidy and, as a result, pupils do not show pride in their work and this limits attainment and progress in this subject as well as in English. It is also difficult to judge the progress pupils are making in the subject as the pieces of paper are not all dated or even retained in a complete portfolio.
115. Year 3 pupils have been studying places in Europe in relation to the weather. They have looked at weather records and linked these to a map to show how climate is linked to location. When studying the characteristics of settlements, Year 4 pupils work satisfactorily in groups to identify and record what settlers need to stay alive. They make appropriate links with science and know why settlers need food and shelter to survive.

116. Year 6 pupils know how to use an index in an atlas to find various countries in the world. However, for some pupils, limited language skills affects their ability to read the common symbols used on maps or use a key. The underdeveloped language skills mean that they have difficulty in answering questions due to the limitation of their vocabulary. More able pupils are able to locate places on a map quite quickly, and can satisfactorily interpret the features such as height or colour to denote land type.
117. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in their learning. There are significant numbers of pupils in the classes of the lessons observed whose behaviour and ability to listen are poor. However, the good behaviour management of the teachers reduces the interruptions to a minimum so as not to impede the learning for the remainder of the pupils.
118. The quality of teaching is satisfactory. Lesson plans are good and teachers are clear about what they want pupils to learn. They make these intentions known to the pupils at the beginning of the lesson so that they are clear about the main function of the lesson. Good use is made of resources to promote and maintain interest. Teachers' questioning techniques are good and encourage pupils to think, as well as to find out what they know.

HISTORY

119. Standards of pupils' work in history, at the ages of seven and 11, are in line with those expected for pupils of similar ages nationally. This shows that the school has managed to maintain the standards in this subject since the last inspection, despite the reduction of time in the timetable. The organisation of the curriculum enables pupils to have sufficient time to study a particular topic in some depth as a means of ensuring sound standards.. The subject of history alternates with geography on the timetable but pupils have lengthy periods of time between studying the different subjects. Consequently, this inhibits their opportunities to experience continuity in learning about a particular topic in history.
120. Year 2 pupils are able to talk about events that they have studied and can place them on a time line. Initially they find the concept of time difficult. For example, two pupils are not sure where to put their birth dates of 1993 before or after 1994 on the time line. However, they are able to recall and talk about subjects such as ancient Egypt or The Fire of London quite well. For example, a group of pupils tell an inspector how they found information about Egypt on the Internet. During the lesson observed, two pupils accessed the Internet on their own to find information about the pyramids. This helps improve their knowledge and so contributes to attainment. Their work is satisfactory although writing skills are not well developed which for some detracts from their historical understanding.
121. Pupils in Year 3 have developed their history through such activities as a visit to the Museum of London. Year 4 pupils have been learning about settlers and have produced folders of work about the Vikings.
122. All pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress in their learning. The attitudes of pupils to the subject are satisfactory. In the one lesson seen pupils show interest and enthusiasm when they are able to talk about what they have done. Behaviour in the

lesson seen is satisfactory mainly as a result of the good behaviour management by the teacher.

123. From the scrutiny of work the quality of teaching overall is satisfactory although in the lesson seen it is good. Lessons are planned satisfactorily and teachers are clear about what they want pupils to learn. They make these intentions known to the pupils and this contributes to the standards pupils achieve. Good use is made of resources to promote and maintain interest. Questioning techniques are good which encourages pupils to think as well as to find out what they know. Marking is carried out diligently but there are too few comments to show a pupil how standards can be improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. At the time of the last inspection improving standards in information technology was a key area for development. In the two years since that inspection the school has had a serious budget deficit and has been unable to buy the equipment needed. This term the school has taken delivery of five new computer systems provided by the National Grid for Learning Project, and cabling for a network has been installed. This still leaves the school in the situation where each classroom only has access to one computer able to access the internet. Several older computers are still available to use, for example, in the nursery and in several of the classrooms. The new computers have been available for use for just over two weeks and, at the time of the inspection, teachers had not yet received the associated training. This shortage of equipment has severely restricted the improvement that could be made on the key issue.
125. Standards at the end of both key stages are well below average. However, teachers are already using the new equipment and improvement has started to take place. Pupils are learning how to use the mouse and keyboard to control the computer, and many now use the mouse to click on an icon to open a program or print out work. In the very short time that this equipment has been available pupils have begun to access the internet and use CD-ROMs to obtain information. Pupils in Year 5 have started to use a computer for handling data and displaying graphs, and in all classrooms pupils are beginning to use simple word-processing programs, building upon the limited experience that they have gained using the older machines.
126. All classes have planned teaching time on information technology at the beginning of each week and pupils are developing their skills in a systematic manner. The co-ordinator has set out suitable guidelines for teachers to follow and is providing appropriate support for colleagues. At present the low number of computers means that it is not possible to ensure that every pupil has full access to the National Curriculum Programmes of Study. The co-ordinator is aware of this and is addressing the issue. Training needs have been identified and training is booked to take place next term.

MUSIC

127. The school continues to use the services of a long serving specialist music teacher who works in partnership with class teachers. The very good features of teaching reported in the last inspection have been maintained. Older pupils in the school have benefited from this very good provision throughout their time in the school. No music

lessons were observed in Year 6 and therefore no secure judgement can be made about pupils' attainment at the end of Key Stage 2. However, in the lessons observed in Year 5 and Year 3 pupils make good progress and achieve standards that are in line with those expected for their age. Pupils in Year 2 achieve higher standards, above those expected at the end of Key Stage 1. This is mainly due to the very high expectations of both the peripatetic music teacher and the class teacher who work very well in partnership with one another.

128. Pupils throughout the school sing well. They use international sign language competently to accompany many songs, and have good control of pitch, dynamics and rhythm. Most Year 2 pupils know the names of nearly all of the musical instruments available in the music room. They play these with care and listen well to each other. Almost all pupils identify the pulse of a piece of music and, when asked, can keep time with either the pulse or the rhythm.
129. Although it was only possible to observe three lessons during the inspection, the quality of teaching is consistently good and often very good. The peripatetic music teacher, working in partnership with class teachers, led all the lessons and the result of this high-quality specialist teaching is that pupils in Key Stage 1 achieve well. The poorer attitudes of some pupils in Key Stage 2 prevent them from making as much progress. However, the very firm and positive strategy for managing behaviour is successful. Pupils know what is expected of them and most respond well. The musical activities that are provided for pupils are challenging and exciting. The lessons move along at a rapid pace and all have a chance to participate. Consequently, the pupils have fun! Many are completely absorbed by the lessons, responding very well to the trust they are shown. Pupils in Year 2 handle instruments carefully and glow with quiet pleasure when allowed to choose an untuned instrument to play. The fun continues when a child is chosen to go into the centre of the circle to conduct all the others. Very good teaching ensures that the children understand how to respond to the conductor's hand signals, and the class are very pleased with themselves as they create a new piece of music with their instruments. Older pupils in Key Stage 2 are stretched even further. They are expected to play an instrument following rhythm notation at a pace set by the teacher's tambour. This very challenging activity taxes the concentration of the Year 3 pupils who mostly respond very well, diligently trying to keep the beat as they play their rhythm section. By Year 5 a few pupils play the recorder as an accompaniment. Most pupils play tuned instruments together, for example, using xylophones to keep time well.

PHYSICAL EDUCATION

130. A range of lessons in the physical education curriculum were seen during the inspection period including games, gymnastics, movement and dance. Attainment meets expectations for pupils aged seven and 11 years.
131. In a very good dance lesson, Year 2 pupils know why they should warm up their muscles and get their breathing correct before they start the lesson. They show a good sense of balance and control as a result of practice and of good teaching. Two pupils demonstrate good, co-ordinated movement as they side-step around the class circle. In moving to music that inspires making shapes and appreciating mood, pupils can work in pairs and copy the movements of their partners well. Year 3 pupils show satisfactory creative qualities when making movements linked to gymnastics. They also show satisfactory control and balance. These same qualities are seen in Year 4 pupils when they make movements to music selected to create feeling and mood. However, some pupils with special educational needs have difficulty with both balance

and self-control. In a satisfactory games lesson Year 6 pupils show good developing ball skills when throwing and catching. These pupils can also demonstrate their skills to the rest of the class. Year 6 pupils also led and ran a good assembly for the whole school in which they performed a well co-ordinated dance sequence.

132. Pupils of all abilities, including those with special educational needs, are included in all lessons and progress satisfactorily. The standards of behaviour are satisfactory due mainly to the good behaviour management by the teachers. Good attention is made to health and safety and pupils are not allowed to take part unless they are appropriately dressed. Pupils enjoy physical education. For example, in the very good lesson with Year 2 pupils, the very good abilities and enthusiasm of the teacher encouraged a similar response in the pupils. The Year 2 pupils worked together very well and spontaneously applauded other pupils in the class who demonstrate what they could do.
133. Lessons are well planned using nationally-produced guidelines as a framework. Teachers are quite clear in what they want pupils to learn, and they explain this very clearly at the beginning of the lesson. Teachers are good at demonstrating what pupils are to learn and help them skilfully during the lesson.

RELIGIOUS EDUCATION

134. It was not possible to examine a great deal of pupils' earlier work as much of the work done in this subject is carried out orally. However, observation of lessons and discussion with pupils indicate that standards at the end of both key stages are in line with the expectations of the locally agreed syllabus for religious education. Pupils make satisfactory progress throughout the school and achieve appropriately.
135. In Key Stage 1, pupils are introduced to the concept of religions, and learn that all religions have things in common, such as special books and places of worship. They learn that tolerance and respect for others' beliefs are important, and develop a satisfactory understanding of the basic principles of Islam and Christianity. Suitable use is made of members of the school community who share their beliefs. For example, a Moslem father comes into school to explain his faith to the children. At Key Stage 2, pupils build satisfactorily upon the knowledge gained at Key Stage 1, and deepen their understanding of various religions. By the end of the key stage, pupils have a sound understanding of religions, and the fact that they give us rules to live by. They know the basic tenets of Islam, Christianity and Buddhism and share their experiences freely. The good quality discussion enabled by teachers allows pupils to deepen their understanding and develop a sense of awe and wonder. They learn to empathise and show respect. For example, when listening to pupils discussing Hajj, they discuss how it must feel and give their own views on they would feel in that situation.
136. The quality of teaching observed was satisfactory with many good elements. Teachers are adept at leading discussions, and in this way religious education is making a good contribution to literacy through the development of speaking and listening skills. Written accounts of the work completed in religious education are underdeveloped. This limits the ability of the school to track effectively the progress of individual pupils from year to year.

ENGLISH AS AN ADDITIONAL LANGUAGE

137. English as an additional language is a major part of the school's provision for its pupils. Fifty-one per cent of pupils come from minority ethnic backgrounds, the great majority of whom have English as an additional language. There are 23 different languages spoken within the school. Bilingualism is valued as a positive learning tool within the school.
138. The school employs two part-time teachers under the Ethnic Minority and Traveller Achievement Grant (EMTAG). These teachers are employed to raise the academic standards of the minority ethnic pupils through language and other methods. One of the teachers is used to address the achievement levels of the Afro-Caribbean pupils.
139. EMTAG staff support all the bilingual pupils in both Key Stages 1 and 2, and it is recognised that some have more need of support than others. Consequently the teachers have identified five levels of support based on the assessments made of the pupils. These groups are regularly reviewed, and pupils make progress through them from Level 1, ie pupils who need the most support, to those children needing the least support at Level 5. Pupils in Key Stage 2, with English as an additional language, who have arrived in the school within the past two years, receive early help and support that addresses their needs. However, the majority of the support provided by these teachers is concentrated at Key Stage 1. The idea is that by the time the pupils are in Year 3 they will reach Level 5 and require less support.
140. EMTAG teachers in the school are not involved in full partnership teaching. They support the class teacher where necessary, but are not involved in guiding planning and preparation with classroom teachers and other support staff. The best opportunities for partnership teaching are being missed. Although the class teacher and the language teacher have equal status in the eyes of the management, this is not so in the eyes of the pupils. The language teacher is very rarely seen to take the class or have roles interchanged. Class teachers are aware of the targeted bilingual children and generally support their needs satisfactorily. However, the lack of partnership teaching means that class teachers are not all fully aware of the methods and content of EAL teaching. As a result they are not always able to support the specialised work of the EMTAG teachers effectively enough. In literacy lessons group work is planned with the class teacher. At the lower end of Key Stage 1 groups are extracted from the class to work on activities which are planned for individual pupils according to their language or ability needs. In circumstances where there are pupils who are in the early stages of English language acquisition, the EMTAG teacher and the learning support staff prepare specialised work. The quality of teaching as observed in these withdrawal sessions is good.
141. The co-ordinator has been in place since January 2001, and has been developing assessment strategies and pupil profiles so that the correct levels of support can be provided. She has identified pupils who need support in the classrooms, and withdraws only those whose English is not developed at home so that the pupils increase their vocabulary. At present pupil/parent liaison for these pupils is in the early stages. This is an inherited situation and the co-ordinator is looking to improve this. The co-ordinator has set the targets set for the pupils, but is looking to develop these targets in consultation with the parents. Since January the co-ordinator has completed an audit of the needs of pupils. She is in the process of developing a full EMTAG policy and creating reference files for staff. The co-ordinator recognises that it is necessary for her to develop a refugee policy as the number of refugee pupils are increasing in the school.

142. The targets the co-ordinator has set for EMTAG are to improve the policy, the staff profile, partnership teaching and to address the lack of resources. There are few language tapes, not enough bilingual books, and a lack of picture resources. The co-ordinator also recognises the need to develop the EAL achievement policy, to work with staff and to share information.
143. EAL teaching is conducted in small cramped spaces that do not allow the teachers to use all their teaching skills. This has the effect of lowering the profile bilingualism in the life of this school and portrays an inappropriate role model to the pupils and their parents.
144. All pupils who have English as an additional language are assessed on entry to the school. Progress of pupils with English as an additional language is monitored but the frequency of assessments is still to be determined. Results of the assessments help the EMTAG staff produce targets for the pupils. However, the lack of a systemic and timed assessment programme means that it is not possible to track pupils' progress towards targets effectively throughout the school. The school carries out bilingual assessments of pupils if they are deemed necessary. No pupil is assumed to be in need of special educational needs support just because their first language is not English. At present the national test results are broken down by ethnicity and gender, and pupils who have English as an additional language, but this information is not yet used effectively to plan improvements in provision. The EMTAG provision of the two specialist teachers is good; the rest of the provision is satisfactory.