

ERRATUM

St James' CofE School

Unique Reference Number: 100829
Contract Number: 708525
Date of inspection: 6 – 10 December 1999
Reporting inspector: Mr A Clark
21596

INSPECTION REPORT - the following paragraph should read as follows:-

QUALITY OF EDUCATION PROVIDED

Teaching

The overall quality of teaching is good in both key stages; it is satisfactory for children under five. Teaching is good or better in 71 per cent of lessons including 21 per cent in which it is very good. In seven per cent of lessons teaching is unsatisfactory. Despite the good teaching pupils do not always make as good progress as they might because they rely too heavily on the teacher's direction and constant prompting. The school has placed a strong emphasis on developing pupils' independent learning skills and there are indications that there has been an improvement since the previous inspection. Overall, the quality of teaching has been maintained since 1996.

INSPECTION REPORT

St James' Church of England School

Bermondsey

LEA area : Southwark

Unique Reference Number : 100829

Headteacher : Mrs S Robinson

Reporting inspector: Mr A Clark
21596

Dates of inspection: 6 – 10 December 1999

Under OFSTED contract number: 708525

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant and Junior school

Type of control : Voluntary Aided

Age range of pupils : 5 to 11

Gender of pupils : Mixed

School address : Old Jamaica Road
Bermondsey
London
SE16 4SU

Telephone number : 0171 237 3111

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Appropriate authority : The Governing Body

Name of chair of governors : Mr Simon Hughes MP

Date of previous inspection : May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Andrew Clark, RgI	Science Art Music Equal opportunities	Attainment and progress Teaching Leadership and management
Elizabeth Cooke, Lay Inspector	N/A	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Links with parents and the community Curriculum and assessment Efficiency
Dennis Maxwell, Team Inspector	Mathematics Design and technology Information technology Physical education Special educational needs	
Jean Newing, Team Inspector	English History Geography Under fives	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- There is very good planning and teaching for pupils with special educational needs.
- Pupils learn in a caring ethos. Relationships and behaviour are good.
- The quality of teaching is good in most lessons in both the infants and juniors.
- Provision for pupils' spiritual, moral and social development is very good. Cultural development is good.
- Procedures for assessing and recording pupils' achievements are very good.

Where the school has weaknesses

- I. Standards are below average for English, mathematics and science by the end of the juniors.
- II. Pupils do not think for themselves enough or use their initiative.
- III. Children under five do not have enough opportunities to choose their own activities and to work and play alongside adults.
- IV. The school does not always make the most efficient use of senior staff time and responsibilities.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of the pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory progress since the last inspection in May 1996. It has very successfully built upon the care and concern shown to the whole school community. The good school development planning continues to guide the work of the school effectively. Attendance has improved and is now satisfactory. Teachers' expectations are high in the vast majority of lessons. The needs of brighter pupils are generally met, but there is a need to continue to develop all pupils' independence and self-confidence in learning.

The school monitors and evaluates pupils' achievements and challenging targets have been set for attainment over the next three years. The overall quality of teaching means the school is suitably placed to reach these targets.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	E	D	<i>average</i>	<i>C</i>
Mathematics	E	D	<i>below average</i>	<i>D</i>
Science	E	D	<i>well below average</i>	<i>E</i>

Standards of attainment in 1999 were well below national averages and below those of similar schools. Over a third of pupils joined or left the school during Key Stage 2.

The standards observed in the present Year 6 are still below average but show an improvement on those for 1999 for all three subjects. Since 1996 standards have varied greatly at the end of the pupils' time in school, reflecting general ability and the percentage of pupils on the special educational needs register in the year group. Basic skills of reading and writing are well developed through the school, and standards in reading and writing

at the end of Key Stage 1 were at least in line with national averages and well above that of similar schools. Standards in information and communication technology are average, and pupils use ICT skills well in other subjects. Pupils make good progress in music and art, and satisfactory progress in all other subjects.

Children under five generally achieve below the expected levels for language and mathematics. Achievement is in line with desirable learning outcomes for knowledge and understanding of the world, creative and physical development. In many aspects of personal and social development pupils make satisfactory progress but they do not develop independent learning skills.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Good	Satisfactory
Information technology		Good	Good
Other subjects	Satisfactory	Good	Good

The quality of teaching is satisfactory or better in 93 per cent of lessons. It is good or better in 71 per cent of lessons, including 21 per cent of all lessons where teaching is very good. Good and very good teaching is evenly spread across Key Stages 1 and 2. Teaching for children under five is satisfactory overall.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Good. There are very effective procedures for managing behaviour.
Attendance	Satisfactory. This is an improvement since the last inspection.
Ethos*	There is a clear and effective commitment to raising standards and relationships are good.
Leadership and management	Good overall. The headteacher and governors have a clear sense of direction. School development planning is good and the curriculum is well managed. Procedures for monitoring the quality of teaching are not rigorous enough to measure the effectiveness of all new initiatives.
Curriculum	Overall good. The curriculum for infants and juniors is broad and balanced. All pupils have full access to the curriculum. There are not enough opportunities for children under five to select their own activities and develop independent learning. There is a good range of extra-curricular activities. There are very positive links with the community.
Pupils with special educational needs	The planning and teaching for pupils with special educational needs is very good.
Spiritual, moral, social & cultural development	There is very good provision for spiritual, moral and social development. Cultural provision is good.
Staffing, resources and accommodation	Satisfactory. There is not enough well qualified support for children under five.
Value for money	Satisfactory overall. There is very good financial control, but the use of some senior staff does not make the best use of their management skills.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- I.
- II.
- III.
- IV.
- V.

What some parents are not happy about

are not s

The inspection judgements support the parents' positive views. The school identifies more able pupils and provides extended work for them. More able pupils make suitable progress and attain appropriate levels in National Curriculum tests.

KEY ISSUES FOR ACTION

In order to raise standards of education the headteacher, governors and staff must:

- raise standards in the core subjects by:
 1. seeking out more effective ways to improve the pupils' ability to think and work independently to a high standard. (paragraphs 13, 18, 26, 30, 37, 40)
 2. giving the pupils more opportunities to solve problems in mathematics and to consolidate their mental mathematics skills. (paragraphs 22, 44, 119)
 3. monitoring the teaching more rigorously to ensure all teaching is good or very good. (paragraphs 46, 74, 76)
- improve teaching and learning for children under five by:
 1. increasing the amount of learning support, particularly for independent play activities. (paragraphs 13, 31, 82, 96)
 2. increasing the expectation and pace of work for the children. (paragraphs 38, 98, 99)
- review the role of the senior staff to ensure efficient use of time. (paragraphs 28, 75, 87)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- identifying the vocabulary to be taught in science lessons. (paragraphs 131, 136)
- establishing clear learning objectives for all lessons (paragraph 119)

§ INTRODUCTION

§ Characteristics of the school

1. St James' Church of England Primary School is situated in Bermondsey in inner London. The school has close links with the church of St James next to the school.. There are 187 pupils on roll with a balance of girls and boys. There are 47 pupils of minority ethnic origin, mainly from African and Caribbean regions. Seventeen pupils are from homes where English is not a first language, but no pupils are in receipt of funding for English as a second language. Approximately 22 per cent of pupils are on the school's register of special educational needs, and two per cent have a statement of special educational needs. There are very significant variations in the number of pupils on the special educational needs register in each year group. Over a third of pupils are entitled to a free school meal.
2. At the time of the inspection 16 pupils were under five in the school. Children are admitted to the school in the term of their fifth birthday; those not yet five are taught in the reception class.
3. The majority of families attending the school live in rented local authority accommodation. Levels of unemployment are high. Children start school with achievement which is below normally expected levels.
4. The school was last inspected in May 1996. There have been changes to the staff since that time and two newly qualified teachers were appointed at the start of the term of the inspection.
5. The aims of the school are firmly based upon a strong Christian ethos. A caring and compassionate concern for all children is reported as central to promoting achievement and growth.
6. The main priorities for development include raising attainment through full implementation of the national strategies for literacy and numeracy and developing curriculum monitoring.

6. Key indicators

1. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year 1999	Boys [J A1 19	Girls 10	Total 29
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7. National Curriculum Test/Task Results		Reading	Writing	Mathematics
at NC Level 2 or above	Girls Total	10 28	10 27	10 29
Percentage at NC Level 2 or above	School National	97 (77) 79 (80)	93 (63) 83 (81)	100 (77) 87 (84)

7. Teacher Assessments	Reading	Mathematics	Science
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Number of pupils at NC Level 2 or above	Boys	18	19	19
	Girls	10	10	10
	Total	28	29	29
Percentage at NC Level 2 or above	School	97 (80)	100 (80)	100 (83)
	National	82 (80)	86 (85)	87 (86)

.....

1

Percentages in parentheses refer to the year before the latest reporting year

2. **Attainment at Key Stage 2²**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	13	13	26

8. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	9	11
	Girls	5	6	7
	Total	13	15	18
Percentage at NC Level 4 or above	School	50 (65)	58 (38)	69 (46)
	National	70 (64)	69 (58)	78 (69)

8. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	12
	Girls	6	6	8
	Total	14	16	20
Percentage at NC Level 4 or above	School	54 (65)	62 (50)	77 (54)
	National	68 (64)	69 (64)	75 (70)

.....
² Percentages in parentheses refer to the year before the latest reporting year

9. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.5
	Absence	National comparative data	5.7
	Unauthorised	School	0.7
	Absence	National comparative data	0.5

9.

10. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

11. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	21
	Satisfactory or better	93

11. PART A: ASPECTS OF THE SCHOOL

11. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

11. Attainment and progress

3. Standards of attainment in English, mathematics and science for pupils aged eleven in 1999 were well below national average from the results of national tests and assessments. They are below the results for similar schools. Over the last three years, since the last inspection, standards have improved in the national test results for English, mathematics and science at both seven and eleven years of age. There are very significant variations from year to year in pupils' attainment which reflect the general ability of the pupils and high numbers of pupils with special educational needs in some year groups. In the 1999 Year 6 class 40 per cent of pupils were on the school's register of special educational needs. A significant factor influencing the overall levels of attainment is the significant number of pupils who change schools in the area. Regularly almost a third of pupils taking the tests for eleven year olds join the school in the course of Key Stage 2. This affects the impact the school can have on attainment at eleven. There is good evidence that pupils who were present in the school for both the Key Stage 1 and Key Stage 2 assessment tests made at least satisfactory progress overall in building upon their previous test results. In 1997 test results for Year 6 were in line with national averages for all three subjects: this gives an indication of the significant variations between each year groups. Generally the teaching observed is promoting high standards.
4. Children enter the school with achievement which is below expected levels. There are significant variations from year to year. Generally children make satisfactory progress towards the desirable learning outcomes. Despite this children achieve below expected levels for language and literacy and mathematics. Personal and social development is also below expected levels because children do not develop the ability to select their own activities and work independently. There are not enough imaginative opportunities for children to improve this. However, good management of pupils and good relationships contribute to sound personal development in other areas. Children's knowledge and understanding of the world, creative and physical development are being extended to the nationally agreed desirable learning outcomes.
5. Attainment in English was well below national averages at Key Stage 2 in 1999. Attainment at the end of Key Stage 1 was in line with national averages and above that of similar schools. Standards for the present Year 6 pupils are still lower than expectations but above those of 1999. In Key Stage 1 they are slightly below those of 1999. This reflects the variable levels of pupils attainment on entry to the school, from one year to the next.
6. Attainment in mathematics was well below average in 1999. It is still below average for the current Year 6 but by a smaller margin. Attainment at the end of Key Stage 1 was above the national average in 1999 and is close to that level for the present Year 2 pupils. Although fewer than average pupils attain the higher levels in mathematics more able pupils in both key stages do reach their potential. The school has very effective methods of tracking progress and ensuring pupils build on their previous learning. Standards of numeracy are broadly average at Key Stage 1, but below average at Key Stage 2.
7. Attainment in science was well below national averages in 1999 at Key Stage 2 and below that of similar schools. Attainment for present Year 6 pupils is below average but shows an improvement on 1999. At Key Stage 1 attainment is above the national average and above that of similar schools.
8. Standards in information technology are in line with expectations overall by the end of both key stages and pupils make satisfactory progress. By the end of Key Stage 1 pupils use art packages and word processing programs appropriately. They develop skills through Key Stage 2 and use advanced features such as cutting and pasting and highlighting the text. Attainment in English has shown more consistent improvement than that in mathematics and science during the past three years. The teaching of reading

and writing is well established and has been a consistent priority for the school. The quality of teaching is slightly higher for English than for the other subjects, reflecting this emphasis and the introduction of the literacy strategy. This may account for the apparent differences.

9. Progress in English and mathematics is satisfactory overall and good in a significant number of lessons. The progress is not always as good as the teaching in individual lessons as pupils rely too heavily on the teacher for directions and do not make enough use of their own initiative. The school has placed increasing emphasis on independence, using strategies from the literacy and numeracy schemes and other initiatives. There is evidence in many classes, particularly in Years 2, 3 and 5, that this is beginning to have an impact. However, not enough use is made of investigative and problem solving activities to improve independent learning.
10. Pupils' attainment in speaking and listening is below expected levels at the end of both key stages as many pupils are passive listeners and do not willingly participate in discussions. They nevertheless make satisfactory progress overall, building upon their listening and speaking skills through both key stages. This is a direct response to teachers' expectations for pupils to respond to questions in full sentences and to participate in discussion activities at the start of literacy and numeracy sessions. However, too many pupils remain reluctant to participate in discussions in many subjects.
11. Attainment in reading is below average but in both key stages pupils make sound progress in developing appropriate reading strategies and reading fluently with expression. They are well taught and carefully assessed so they make at least satisfactory progress. Although standards vary significantly between pupils there are no major weaknesses in reading development and by the end of Key Stage 2 pupils of all abilities concentrate for good periods of time in silent reading.
12. Standards in writing are below expected levels but pupils make satisfactory progress on their earlier learning. Pupils write for a good range of purposes in both key stages including letter writing, reports and poetry. Handwriting is usually neat, but many pupils are still not joining words by Year 4. Spelling is satisfactory and well taught.
13. Progress in mathematics is satisfactory for all pupils. Pupils in both key stages develop an understanding of all appropriate aspects of numeracy but do not always develop the fluency and mental agility they need. The introduction of the numeracy strategy and the good pace of teaching in mental mathematics sessions is rectifying this but not enough emphasis is placed on pupils consolidating the skills they have learned and explaining the methods used. Pupils use their numeracy skills in other subjects such as science and information technology although they often need guidance. In both key stages attainment in coordinates and shape and measure is generally in line with expected levels.
14. In science, all pupils make satisfactory progress overall against their earlier learning. Attainment is generally sound for life processes at both key stages. Pupils' understanding of materials is satisfactory overall. Physical processes are less secure, particularly understanding of forces and friction in Year 6. Overall, pupils make sound progress in experimental science, but they do not use their initiative and require frequent adult support. The progress pupils make in developing a scientific vocabulary is inconsistent. Recording processes are suitably developed.
15. Pupils make satisfactory progress in information technology. They make satisfactory progress in information retrieval and handling data. They produce programs to produce shapes of increasing complexity on a control program. High attaining pupils often make good progress.
16. In several lessons in both key stages pupils are making good progress through the good pace of work and exciting subject matter. However, lack of self-motivation for a significant number of pupils limits overall progress.
17. Progress in other subjects is at least satisfactory and sometimes good. Pupils make satisfactory progress in design and technology, geography, history and physical education. They make good progress in art

and music. Standards are above those normally expected. Again progress does not always match the quality of teaching because of pupils low self-motivation. In art pupils progress well in drawing skills in both key stages and in developing a good range of skills and techniques. In music pupils sing to a good standard and composition skills are high. In design and technology design skills are basic, but effective in producing bridges and other models.

18. Pupils with special educational needs make satisfactory progress since they receive good support and their work is very carefully structured. The targets in the individual education plan are carefully prepared to match their needs, and give suitable direction to their learning.
19. In all subjects more able pupils are attaining appropriately and making at least satisfactory progress. Baseline assessments indicate that the weighting is towards pupils of average or lower achievement on entry to the school. Higher attaining pupils have been identified throughout the school and work is planned to provide extra challenge. However, there is little evidence that the use of an additional senior teacher to support such pupils, achieves more than would normally be achieved by the class teacher. This development is not monitored carefully enough to assess its impact.
20. The school has set challenging targets for the next three years based upon the rigorous assessment made of the pupils. The school is generally on line to achieve the targets for the year 2000, although a significant minority of Year 6 pupils are not sufficiently motivated or willing to persevere to achieve their expected levels. This needs to be addressed.

29. **Attitudes, behaviour and personal development**

1. The school has maintained the good standards observed at the time of the last inspection. Pupils generally show a positive attitude to their learning. Many children are keen to participate and contribute in lessons but a significant minority, although not disruptive, are not fully involved in their work. This weakness was apparent in many classes across the school and was not seen to be directly related to teaching standards. Many pupils show concentration skills and are developing personal study skills. This was observed when they were selecting resources, choosing to use reference books and getting on with tasks independently.
2. Children under five are well behaved and attentive. They share in activities and become increasingly aware of school routines. However, they do not select their own tasks with confidence and there are not enough opportunities or sufficient support for children to develop their independent learning skills.
3. Behaviour in the school is good during lessons and when moving around the school. The infrequent incidents of poor behaviour are handled quickly and effectively and do not disrupt learning. Each classroom has agreed rules displayed which pupils accept and adhere to. Behaviour management is consistently positive and is a strength of the school. Circle times make a significant contribution to pupils' good behaviour and attitudes; additionally, governors provide staff and pupils with very good support from a visiting specialist teacher. Behaviour in the playgrounds is also good and supervision is friendly and careful. Pupils enjoy playing with the games and equipment provided by the school. There have been no exclusions recently. The positive ethos ensures there are no racial concerns. Property, wall displays and resources are well treated by all pupils in the school.
4. Pupils are friendly with each other and form good relationships with peers, staff and visitors. Pupils with special educational needs are well-integrated in work and play with others in classes. The school's strong Christian ethos is apparent throughout the life of the school community and has a positive effect on relationships and attitudes. All adults in school know pupils well and work together as a team to provide a caring, secure environment for all pupils. Parents acknowledge the school's good provision in this area.

5. Pupils with special educational needs usually settle well to the activities with support and enjoy their work. They are learning to co-operate with other children. Their behaviour at most times is good, although some pupils with behavioural problems need firm handling on a few occasions.
6. Pupils have satisfactory opportunities to show initiative and take responsibilities. There is no school council. They participate in formulating school rules, run errands, set up the hall for assemblies and physical education and tidy away at the end of lessons.

35. **Attendance**

1. Attendance at the school is now satisfactory. The previous report judged attendance to be unsatisfactory and a key issue for action. The school has successfully addressed this problem and rates of attendance are now broadly in line with national standards. Pupils arrive at the school on time each day and lessons begin promptly. The satisfactory levels of attendance now achieved have a beneficial effect on learning because pupils miss fewer sessions.
- 36.

36. **QUALITY OF EDUCATION PROVIDED**

36. **Teaching**

2. The overall quality of teaching is good in both key stages; it is satisfactory for children under five. Teaching is good or better in 71 per cent of lessons including 21 per cent in which it is very good. In seven per cent of lessons teaching is unsatisfactory. Despite the good teaching pupils do not always make as good progress as they might because they rely too heavily on the teacher's direction and constant prompting. The school has placed a strong emphasis on developing pupils' independent learning skills and there are indications that there has been an improvement since the previous inspection. Overall, the quality of teaching has been maintained since 1995.
3. Teaching for under fives is satisfactory overall. Topics are used effectively as a framework for planning, and planning is sound. Relationships with the children are good. When teaching is unsatisfactory, children have insufficient opportunities to make choices about their learning, to use initiative or to take any responsibility for their learning. Some of the activities lack challenge and this encourages a passive attitude to learning.
4. Teachers' planning is good overall in both key stages. The teachers identify precisely what they expect the pupils to attain during the lesson. In the best lessons pupils are told what is expected of them from the start of the lesson. This is a strong feature of teaching in English and mathematics. Teaching methods and activities are stated clearly. In the majority of lessons teachers identify different expectations and outcomes for pupils of different ability and support staff are given clear directions for supporting lower attaining pupils. The needs of higher attaining pupils are also identified effectively. In less satisfactory teaching the learning outcomes are not clear leading to lower expectations. In almost all lessons teachers are well prepared and organised.
5. Teachers maintain a good pace to the lessons. This is a significant feature in many of the good and very good lessons in both key stages. For example in science in Year 2 and English in Year 3 the introductory activities involve clear instructions, full pupil involvement and a bright and cheerful presentation. Oral sessions at the start of most mathematics lessons are brisk and challenging and maintain pupils' interest. In the best lessons teachers state, very clearly, precisely how much pupils are expected to achieve in a given time and regularly question them to assess their progress. Despite this rigorous process many pupils have relatively low expectations for themselves and do the minimum required. This was very evident in an English lesson in Year 3 where the teacher had set a very good pace to the lesson and used highly motivating resources which the pupils enjoyed working with, but

pupils still produced very little written work. In less satisfactory lessons the pace of teaching suffers through a lack of clear instructions, for example in a science lesson on forces in Key Stage 2, and vague expectations for pupils' attainment. Overall, however, the challenging pace makes a good contribution to pupils' progress and learning.

6. Teachers have good relationships with the pupils and behaviour is effectively managed. A few pupils, particularly in Year 6, need regular reminders to behave. This behaviour can hinder the progress pupils make in the few unsatisfactory lessons in Key Stage 2. Overall, however, teachers effectively promote good standards of behaviour.
7. Teachers have a good understanding of most subjects and are supported by good curriculum planning and effective in-service education. Teachers in both key stages ask probing questions and challenge the pupils to think. In many instances they expect pupils to use a relevant and interesting vocabulary. This helps the pupils to discuss their ideas with a fuller understanding. For example, in Year 2 pupils talked confidently about 'fair' tests and used terms such as 'transparent' and 'porous' accurately. Year 6 pupils use a good vocabulary to describe their compositions in music.
8. Teaching of literacy and numeracy is effective throughout the school. There is a good structure to the lessons. There are good structured programmes for teaching reading in both key stages. Teachers do not give the pupils enough opportunity to consolidate their earlier learning in mathematics. The overall quality of teaching in these subjects is good.
9. Pupils with special educational needs are very well taught. Teachers in both key stages have a good understanding of pupils with special educational needs. They make careful provision for them, with a good choice of task on most occasions to challenge them. On a few occasions, for example in some numeracy sessions, the pupils who have difficulty with mental calculation are not given sufficient time or reinforcement to make the best progress.
10. Specialist support is given by the special needs co-ordinator for targeted pupils through the school. Activities are very well planned and, although matched to individual needs, also support the general work of the class. In this way pupils have full access to the National Curriculum whatever their needs. There is good support from non-teaching staff, who are well informed and make a valuable contribution to pupils' progress.
11. The school has recently established an initiative to provide additional support to higher attaining pupils. The impact of this is variable as the challenge provided is not always significantly more than that for the rest of the class. However, in a mathematics lesson in Year 5 pupils used their skills to a good level in measuring concepts of time. The impact of this initiative is not sufficiently monitored to enable its value to the school.
12. Homework makes a good contribution to the pupils' learning and the scope and variety of work set are appreciated by the parents.

47. **The curriculum and assessment**

1. The curriculum for children under five is satisfactory. The scheme of work and the activities provide experiences that support the desirable outcomes for learning for young children. The nature of the tasks is frequently too formal, however, giving insufficient attention to exploration and play. The activities support the expectations of the national strategies for literacy and numeracy in the reception year. The long term planning provides suitable structure and progression overall. This helps to relate the work for the under fives, especially in the key areas of literacy and numeracy, to the National Curriculum. The teacher and support staff know the children well.

2. The school provides a curriculum for all pupils in both key stages that has good breadth, balance and relevance for the children. The curriculum covers all National Curriculum subjects and religious education through a carefully planned whole-school structure giving good progression. All subjects are supported by a policy and scheme of work, although a few of these require review and re-writing. The school uses a mixture of national programmes of study and its own schemes as a sensible basis for longer term planning. The practice of passing the teachers' assessment folders on to the next teacher supports continuity well through the school. All classes have daily lessons in English and mathematics and the national literacy and numeracy strategies are used effectively as a basis for planning. However, opportunities to promote literacy and numeracy across the curriculum are incidental rather than planned carefully into tasks. The school also provides well for pupils' personal and social development, including education about sex and about the misuse of drugs. The school has given very good attention to establishing a behaviour programme within the children's personal and social education that has made significant improvements to their behaviour over recent years.
3. However, the curriculum is good overall, there are some areas for development. Sometimes the pupils in Key Stage 2 spend long sessions, one after another which require extensive periods of concentration or similar work, and pupils lose interest. The recommended pattern of the numeracy sessions is not always followed, and this has an adverse effect on attainment. The curriculum meets statutory requirements. The time allocated to the foundation subjects is in line with national recommendations. Pupils are suitably prepared for their next stage of education. The school meets the nationally recommended overall teaching time for pupils.
4. The school uses the planning formats of the literacy and numeracy strategies which help ensure consistency and progression through the school. This planning is having a positive effect on the planning of other subjects. Teachers are implementing national guidance in several subjects, although this process is in its early stages. They use published schemes appropriately in mathematics and other subjects to support specific lessons. Teachers meet together in key stage teams to resolve organisational matters and give some time to subject planning both in the medium and short term. The daily planning sheet provides a suitable basis for subject content and routine organisation, but contains insufficient information on the progression of the tasks and how the teachers will work during lessons.
5. Provision for pupils with special educational needs is very good, and enables them to have access to the full curriculum, adapted to their needs. Pupils with all forms of special educational need are identified early in their school life, and are assessed continuously as a normal part of the teaching and learning. This is effective in helping to make the best provision possible for the pupils. A very good range of support is provided. The co-ordinator for special educational needs is very alert to the individual nature of each child's learning needs and adapts programmes to give focused support, for example in language work. The support from outside specialists is effective in promoting progress through the specialist knowledge they contribute.
6. The children have equality of opportunity and access to the curriculum through the school. Teachers provide many tasks at differing levels of understanding so children are suitably challenged. The learning support assistants make a good contribution to enabling all pupils to engage in the activities.
7. The curriculum is extended by extra-curricular activities and after school clubs including recorder groups, guitar, ball skills photography, choir and bookshop. The local football team, Millwall, runs football sessions for whole classes as part of the physical education curriculum. Parents appreciate these opportunities for their children. Satisfactory use is made of visits within the locality, for instance to a local church, to extend pupils' understanding. The school also makes use of visitors, such as the vicar of the local church who extends their understanding of the spiritual world. The school is involved in musical events in the locality and has a good choir.
8. The co-ordinator for assessment has a very good understanding of the methods, procedures and analysis of assessment. There are good baseline procedures for assessing the attainments of children as they enter school. The members of staff observe the children working and make suitable records of their progress. The school has recently introduced very good assessment and recording procedures for all

subjects in Key Stages 1 and 2. These help to inform teachers about the expected levels of difficulty as well as giving an effective record of attainment and progress for each pupil. Reading tests are administered in each year group and are used in several ways to track pupils' progress through the school. There is a good system of setting individual targets for the children in mathematics and English.

Class teachers make regular assessments of pupils' progress against the National Curriculum criteria, although they seldom keep on-going notes to inform their judgements. The school has discarded the unwieldy system of compiling portfolios of children's work in favour of their new system of tracking work against agreed levels.

9. The school makes good use of the information gathered from assessments. While the recording procedures are relatively new, the information is used to set realistic expectations of the pupils. It is used particularly to identify the higher attaining pupils, and the school has targeted them for additional support in mathematics. Teachers use the assessment information well as a basis for pupils' reports to parents and for setting individual targets. It is also used well for grouping pupils within classes. However, assessment is not yet used so consistently to inform future planning.

56. Pupils' spiritual, moral, social and cultural development

10. Provision for pupils' spiritual, moral and social development is very good and provision for cultural development is good.
11. Assemblies are usually overtly Christian and are times when the school meets together to promote its aims and reflect on the spiritual dimension of life. The school has a strong Christian ethos, which is strongly promoted in its documentation and in its practice. All teachers participate in assemblies and act as good role models. Other religious festivals are celebrated in school showing a positive attitude towards diversity. The school's policy for spiritual, moral, social and cultural development encourages spirituality throughout the curriculum. An example of this was seen in art when pupils showed spontaneous delight at seeing the pattern from the acetate projected on to the wall; and in a display linking literacy to religious education where photographs of the Church of the Nativity in Bethlehem were used as the focus for some newspaper reports about the birth of Jesus, Angels visiting the shepherds and Wise Men visiting Jesus.
12. Provision for moral development is very good. The school's policy for moral development promotes truthfulness, respect, consideration and personal responsibility. It strongly rejects bullying, dishonesty, racism and irresponsibility. The behaviour policy sets out clearly the school's expectations and clearly states the responsibilities of teachers, pupils and parents. Class rules are negotiated at the beginning of the year and are clearly displayed in the classrooms. Good behaviour is positively rewarded. The good teaching and effective support given by non-teaching assistants make a very positive contribution to pupils' moral development.
13. Provision for social development is very good. Teachers continually try to raise pupils' self-esteem and engender a desire to learn and to succeed. Pupils are given opportunities to work collaboratively, to share ideas and express opinions. Many pupils find this difficult. Circle time is used effectively throughout the school to help pupils reflect on their feelings and to consider how their actions affect other people. Many curriculum visits to the locality, to museums and art galleries and other places of interest further afield make a positive contribution to this area. The wide range of extra-curricular activities in music, art and sport enhances pupils' social skills.
14. The school makes good provision for cultural development through many areas of the curriculum, especially in history, geography, art, music and religious education. Religious education lessons teach pupils about Christianity and other major world faiths and help them to be aware of the similarities and differences between the religions. Pupils are presented with opportunities to correspond with other schools via the Internet. There is a satisfactory range of books about other cultures in the library.

15. The school has maintained its high standards in provision for spiritual, moral and social development since the last inspection. It is still a strength of the school. The school has improved its provision for cultural development by providing varied opportunities for pupils to learn about other cultures in addition to their own.

62. Support, guidance and pupils' welfare

16. The school has successfully maintained the previously reported good provision in this area of school life. The school is a caring, well ordered community where pupils feel secure and settled. They have good relationships with staff, who treat them with respect. The staff know all pupils well and work as a team to provide a learning environment able to meet individual needs. Pupils with special educational needs are well supported in and out of lessons and make good progress.
17. There are effective, well embedded procedures to enable staff to monitor each pupil's academic progress. Baseline assessments are used appropriately for children under five. Procedures for monitoring personal development are less formal but nevertheless are effective and consistently inform teachers' work. The curriculum for personal and social development provides an effective and sensitive approach to any problems arising in school life. The governors' strong commitment to the whole child is demonstrated by the effective specialist teacher employed for a morning each week to support personal development and behaviour management. This is a strength of the school.
18. The school has a very effective range of policies to underpin the good behaviour management seen throughout. Teachers have high expectations of pupils. Parents are pleased with the school's achievements in this area. Pupils participate in formulating school rules and understand the rewards and sanctions system that is in place. Bullying and racist behaviour are addressed appropriately, and pupils and parents report few problems in this area.
19. Attendance is satisfactorily recorded and monitored, and the school has successfully raised attendance rates to satisfactory levels since the last inspection report. The school receives regular support from the Education Welfare and Attendance Service provided by the local authority. The Education Welfare and Attendance Support officer also provides effective support to the school, on request, in welfare matters. Unexplained absences are always followed up and few pupils arrive late. Attendance is recorded and reported in compliance with statutory requirements.
20. Child protection procedures are effective; the headteacher is the named person responsible. Reporting procedures are well understood by all adults in school and records are kept securely. The school successfully promotes the health, safety and general well-being of all pupils. Fire precautions, first aid provision and procedures for illness are all suitable and consistently applied. The school's Premises Officer makes a valuable contribution in matters of health and safety. The governing body has appropriate procedures to oversee health and safety and security matters effectively.

67. Partnership with parents and the community

21. The school has successfully maintained overall the good links with parents and the local community highlighted in the previous report. The school is welcoming to all parents and carers and continues to make strenuous efforts to involve them in its work. This effort meets a mixed response, with some families enthusiastically working with the school and others unable to ensure regular prompt attendance or sharing of books at home. Relationships between staff and parents are generally good. The school consistently fulfils its commitment to having an 'open door' to carers. Parents help in school through the parent and teachers association, work in classrooms, accompany children on trips and visits and support special projects such as the playground development initiative. These links enhance and enrich pupils' learning.

22. The information provided by the school about daily school life and events is good, as is the prospectus. Parents have good opportunities to hear about the school's work and plans. Formal open evenings to report on pupils' progress are held regularly and arrangements comply with requirements. Annual reports to parents on pupils' progress are well written and provide parents with a good understanding of their children's attainment and progress and set future targets. Carers and children have an opportunity to comment on the full report and parents' comments at the autumn term settling in meeting are also noted.
23. Many parents give useful support to the work children do at home. There is a home reading scheme for all pupils with a record card to complete. Homework is appropriate, well publicised, set and marked regularly. Families of pupils with special educational needs are involved in planning for their child's learning and in reviewing progress.
24. The governors are well involved in the life of the school and have a good understanding of its work. They meet regularly, make planned visits to the school and participate fully in planning for the school's future development.
25. The school has very good links with the local community, particularly the church and such local resources as museums, galleries and theatres. Pupils make frequent visits to local amenities, undertake trips to enhance learning in history and geography, welcome their vicar, the police and other services and participate in local events. The pupils successfully compete in a range of sports with other schools and enjoy many events in school such as World Book Day and visits by storytellers and actors. There are successful business links with contractors building the new underground station, with local shops and tradespeople who support fundraising events and with a schools consortium seeking to promote partnerships with larger companies. The school welcomes teacher trainees, work experience students and staff from other local schools. Pupils participate in sponsored events to raise funds for their chosen charities. The school has good links with local schools and nurseries. This very effective community involvement is a strength of the school.

72. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

72. Leadership and management

26. The strengths of the leadership and management identified in the last inspection have been maintained and these aspects are good overall.
27. The headteacher and governing body provide a clear educational direction and a good ethos. There is a strong focus on raising attainment and good use is made of all available data to plan for the future. The headteacher plays a significant role in developing good relationships in a positive Christian ethos. This has a positive impact on the quality of learning. The work of new teachers is carefully monitored, but procedures for monitoring the overall quality of teaching are not rigorous enough to raise all teaching to the best. In general the headteacher provides good guidance and support to her staff and this leads to the overall good quality of teaching.
28. The deployment of the deputy headteacher to release subject co-ordinators and support high attaining pupils in the classroom does not provide sufficient support to the management of the school. In particular the work with high attaining pupils does not offer more than the class teacher is already providing through work matched to ability. Following staff changes there is still a heavy burden of curriculum responsibilities carried by some senior staff which was reported on at the last inspection. The shadowing of responsibilities by new staff reduces that burden. However, the deployment of senior staff needs to be reviewed to allow effective monitoring of teachers and a more balanced role.

29. The governing body is efficient and well organised. There are effective committees to manage all areas of the governors' work. Meetings are carefully minuted and all issues are fully discussed. There are lead governors for key aspects of the school's work including literacy, numeracy, information and communications technology and special educational needs. They are well informed and act as a helpful sounding board to the subject co-ordinators. School development planning is thorough and succinct. Clear priorities are established and planning is informed by staff, parents and outside agencies. Good use is made of data from national tests, established reading tests and a good range of the school's own assessment material. The headteacher's reports to the governors are clear and focused and help to keep governors well informed. There are suitable success criteria established. However, not enough thought is given to ensure all initiatives, such as the release of teachers to support special educational needs and high attaining pupils, are rigorously monitored at all levels and have a significant impact on standards. The school development plan provides good guidance for the next three years. This should ensure that the educational direction of the school is maintained through staff and other changes.
30. The chair of governors manages meetings very effectively, allowing other governors to make a full contribution. All governors bring enthusiasm and a breadth of knowledge and understanding to the management of the school which has a positive impact on learning. The strong Christian ethos is apparent in all the school's development and underpins the work of the governing body.
31. The school's aims and policies are implemented effectively. There are very effective procedures to ensure that all statutory policies are reviewed and updated appropriately. Governors are well informed of the content and procedures in curriculum policies by presentations from teachers. Policies are generally written in a direct and precise way and are helpful to staff and parents. A few, such as the handwriting policy, are really too vague, but the potential ill-effects of that are minimised by the good communications between staff. The governing body meets its statutory responsibilities in full.
32. The co-ordinators have clear and established roles and this leads to good curriculum planning. There is an efficient system for new and less experienced teachers to shadow the work of established co-ordinators. This has been particularly important in supporting the large number of staff who have started at the school since the previous inspection. Monitoring and support for literacy and numeracy is well managed and effective. However, the burden for some senior staff is large as mentioned above. Overall the role of co-ordinators has developed well since the last inspection despite staff changes.
33. Special educational needs provision is managed well and special needs governors, teachers and support staff all contribute to very effective management. The management of provision for children under five is satisfactory. There is a strong commitment to equal opportunities for all pupils and the good ethos ensures that relationships between all race and creeds are managed well.
34. Progress since the last inspection is satisfactory overall. Standards have improved over the last three years, particularly in English. The school has continued to develop planning and the staff continue to work effectively as a team. Expectations are high in almost all lessons and new teachers have maintained the quality of teaching. The school has worked hard to improve the quality of independent learning, particularly through literacy and numeracy. However, this still remains an area for development if standards are to rise consistently. Attendance has improved and the impact of a minority of pupils who do not attend regularly has been reduced. The school monitors' pupils attainment closely and targets set are challenging but achievable given the overall quality of teaching. The school is suitably placed to continue to improve.

81. Staffing, accommodation and learning resources

1. The school has an appropriate number of qualified teachers, the majority of whom have joined the school within the last two years and are enthusiastic and are committed to trying to raise standards. The special educational needs co-ordinator is also non-class based and identifies and supports pupils with special educational needs very effectively. The support staff are suitably qualified and experienced and

make a significant contribution to pupils' progress. However, the absence of a nursery nurse or other suitably qualified assistant in the reception class restricts the progress of the youngest pupils. All staff have specific job descriptions, appraisal is on target and there is an effective induction programme for newly qualified teachers. Administrative staff, the Premises Officer and his staff provide a friendly and efficient service.

2. The accommodation is satisfactory, but the very small classrooms for Year R and Year 1 place restraints on the teaching in these classes. There is no grassed area for sporting activities. However, the school uses the available space well and the high quality display in classrooms, corridors and hall creates a stimulating learning environment.
3. The quality and quantity of learning resources are good in English, information and communications technology, history, geography, music and physical education. They are satisfactory in mathematics and science, and for work with children under five and for pupils with special educational needs. They are well stored and accessible.

84. **The efficiency of the school**

1. The headteacher and governing body have made satisfactory improvements to the efficient running of the school since the previous inspection. The chairman of governors and the headteacher meet frequently to discuss forward planning and the associated costs. They are preparing detailed action plans for each priority with resource implications. The school's financial planning is good, with detailed and thorough attention to budget costs. The governors' finance committee sets a balanced budget based on identified priorities about the use of available resources. The governing body has effective oversight of the finances and budget through regular monitoring of budget statements at their committee meetings. The governing body fulfils its strategic responsibility fully for planning the overall use of resources related to agreed priorities. The school has an appropriate, though slightly high, carry forward figure.
2. The school has made satisfactory improvements overall to the provision and quality of resources and facilities since the previous inspection, with a few that are good. There has been a substantial investment in information technology resources that are now used to good effect across the curriculum as pupils gain new skills. The investment in site security and improvements to the environment has made the grounds more attractive as well as safe.
3. The expertise of the subject co-ordinators is used effectively overall, although the core subject co-ordinators provide the most effective support. The responsibilities of senior staff are not evenly spread and do not allow enough time for effective and systematic monitoring of all teaching. The deployment of the deputy headteacher is unsatisfactory as a teacher without class responsibilities. Too much of his time is given in a support role to other teachers during English and mathematics, despite the agreed focus on higher attaining children this year. The support within Year R and Year 1, where there is a high level of need, is a shared support assistant. The use of the support staff is satisfactory but limited for children under five, and is satisfactory overall. A major part of the deputy headteacher's role at present is to provide classroom release time for subject co-ordinators.
4. Earmarked funds for staff training are used effectively. Earmarked funds for pupils with special educational needs are used efficiently since the individual education plans are clearly focused to identify where support should be directed. Subject co-ordinators are responsible for purchasing resources; their responsibility does not yet extend to administering and accounting for their own budgets but they prepare their own action plans and thus influence, and contribute their experience to, school developments. The use of learning resources and accommodation is satisfactory. The great majority of tasks have good resources that support pupils' learning well. The classroom space is used sensibly for most tasks as an effective learning environment. The library and hall are used well, and the outside, despite its limitations, offers scope for a range of activities.

5. The financial control and school administration are very good. The school finance secretary has established effective procedures and routines for financial control that are detailed and thorough. The school has implemented the few recommendations of the most recent auditors' report. The school purchases the advice of the local authority finance department through a sensible arrangement. Parents find the friendly, efficient quality of school administration helpful and knowledgeable, and this was also recognised by the inspection team.

6. Pupils' attainment on entry to the school is below average, and the area that the school serves has below average socio-economic circumstances. The expenditure per pupil is slightly above average for London Boroughs. Pupils leave the school at the end of Key Stage 2, aged 11 years, with attainment that is below average, though with a slightly improving trend over the past four years. Recent attainment statistics are significantly affected by the characteristics of a particular year group cohort; for the 1999 national tests around one third of pupils was on the special needs register. Progress is satisfactory for the children under five; it is also satisfactory in Key Stages 1 and 2. The investment in IT facilities is beginning to have a positive effect on attainment across the whole school and in all subjects. Pupils receive good teaching overall through the school. Their attitudes to work and school life are satisfactory. Taking account of all these factors, the school is judged to provide satisfactory value for money.

90. PART B: CURRICULUM AREAS AND SUBJECTS

90. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. The provision for children who are under five is broadly satisfactory, although there are some weaknesses. Children are not achieving as high standards as were indicated at the last inspection. However, the baseline assessment shows that attainment on entry has fallen over successive years.
2. The building places restraints on the teaching for under fives because the classroom is very small and the shared area cannot be supervised adequately from the classroom. The lack of full-time trained non-teaching support is also a weakness in the provision.
3. The majority of children who start in the reception class have had some pre-school experience; most have attended the feeder nursery, but despite this most children enter school with skills below those expected for four-year olds, especially in personal and social development, language and literacy and mathematical development.
4. Children in the reception class are making satisfactory progress towards the desirable learning outcomes in all areas of learning. (The desirable learning outcomes are the levels of achievement pupils are expected to reach by the age of five). Planning is generally sound; the same format is used for under fives and Key Stage 1 and 2. It is related to the National Curriculum with some regard to the desirable learning outcomes. Children in the reception class are receiving a formal curriculum, which does not promote motivation, an enquiring attitude and a desire to learn.
5. Achievement by the age of five is likely to be below the expected levels for language and literacy, personal and social development and mathematics. They are in line for physical and creative development and knowledge and understanding of the world.
6. Attainment on entry is below average, with very few children of above average ability. Baseline assessment is carried out in the first half term and this information is used by the teacher to help her plan for the children. Inspection evidence suggests that children in the reception class, including those with special educational needs, are making generally satisfactory progress, but more focus on the learning objectives for the activities provided and an evaluation of the learning against the objectives is needed to improve the progress of the youngest children

96. Personal and social development

1. Although achievement is below expected levels by the age of five, children make satisfactory progress in personal and social development in this small reception class as a result of satisfactory teaching. They build on their earlier learning. Personal and social development is planned for in several curriculum areas, for example, religious education, physical education, geography and history. There are good relationships between children and they learn to share. Children play in the role-play post office and with construction and other toys. However, they do not develop the confidence and self-motivation expected because there are not enough opportunities for children to select their own tasks and to play constructively alongside adults.

97. Language and literacy

2. Achievement is below the desirable learning outcome. Children make broadly satisfactory progress and build on their early learning. The quality of teaching is generally satisfactory, but there is an element of unsatisfactory teaching. The planning needs to be more detailed, have specific learning objectives clearly identified, and lessons evaluated to ensure that the objectives have been met. For example, in the drama lesson, the learning objective was to use imagination and speaking and listening skills, but the

lesson lacked sufficient structure to permit the learning objectives to be achieved. It has been identified that these young children have under-developed skills in speaking and listening; exciting learning opportunities need to be provided to encourage these children to want to talk. For example, during the inspection, at the beginning of a literacy session, the children went on a 'tiger hunt' but opportunities were missed to build on the children's enthusiasm when they returned to the classroom. All adults working with these youngest children need to be continually aware of the importance of language development as the foundation of literacy and to find ways to increase and support children's confidence and vocabulary. Children look at books, listen to stories and make class books about visits. They are learning initial sounds and beginning to acquire a small sight vocabulary. They are beginning to learn to form letters correctly, but only a minority can write their name. Care must be taken to ensure that children have well-written work to copy when they are asked to copy from the board.

Mathematical development

3. Teaching is generally satisfactory in this area and children are making satisfactory progress towards achieving the desirable outcomes. Children can count to ten forwards and backwards. They can match symbols to pictures and order numbers to five. The more able children understand more than and less than. Information and communication technology is used successfully to support children's learning in this area. Children understand the concept of holds more and holds less and are acquiring the necessary vocabulary, for example full and empty. Children are beginning to write numbers correctly. Overall teaching is satisfactory and activities are matched to children's needs, but the pace of teaching is sometimes too slow. Children listen to the teacher and persevere.

Knowledge and understanding of the world

4. The quality of teaching in this area is good and the children are making satisfactory progress towards achieving the desirable learning outcomes. Children know their colours, seasons, days of the week and can describe the weather. The children have helped to create an attractive autumn display. They can sort materials according to various criteria such as hard and soft and materials that can be seen through and those that cannot. Children respond well to the teachers' questioning and show interest in the activities. Science related activities are well planned and the teacher uses a rich and interesting vocabulary.

_____100. Creative development

1. Children are on line to achieve the desirable learning outcomes. The provision and teaching in creative development is satisfactory. Over time these youngest children are presented with a range of activities to draw, paint, print and make models. They have opportunities to sing and make music. The weakness in this area is that the experiences offered to the children in each lesson are limited, for example, drawing a portrait of a friend using chalk or charcoal. Non-teaching staff was not used effectively. Lesson planning is sound, but teaching methods and classroom organisation do not achieve an effective balance between learning through purposeful and well structured play, investigative activities and direct teaching.

_____101. Physical development

2. Children are likely to achieve the desirable learning outcomes by the age of five for physical development overall. The school has a secure outside play area, but its use is under-developed limiting opportunities for children to use wheeled vehicles. During a gymnastic lesson children show appropriate control of their bodies and use space safely. In their day to day activities they are developing skills in drawing, cutting and sticking, for example in science and history. Within the classroom, children are developing increasing control through a range of activities, completing jigsaws and manipulating construction toys. Children are making satisfactory progress as a result of satisfactory teaching..
3. Children listen well and follow instructions. The teacher makes sound use of a suitable range of

activities to promote the desirable learning outcomes.

103. **English**

1. Inspection findings indicate that by the end of both Key Stages 1 and 2 standards of all attainment targets are below the national average. The results of the national tests in 1999 in Key Stage 1 show a marked improvement in reading and attainment was in line with national averages and above that of similar schools. Attainment in writing at Key Stage 1 was above the national average in 1999 and well above that of similar schools. Standards at the end of Key Stage 2 show a significant drop against the previous year; this reflects the difference in the cohort. There were 38% of pupils on the special needs register in the class that took the national tests in 1999. Statistics show that over the last three years there has been a gradual improvement in standards.
2. The previous report stated that standards were in line with national expectations. At this inspection they are below, but there are factors to explain this. There is a significant mobility factor; 30% of pupils taking the 1999 national tests in Key Stage 2 had not been at the school for the full four years. Progress in individual lessons is usually satisfactory and frequently good in direct response to dynamic and highly motivating teaching, with effective support by non-teaching assistants. However, pupils do not sustain this progress from lesson to lesson and standards at the end of both key stages are below those expected nationally. Despite this, pupils are making steady, if insufficient, progress throughout both key stages. Most classes have a significant proportion of pupils with special educational needs who are well supported by the teacher for special educational needs and by non-teaching assistants. These pupils are making good progress against their targets and their prior learning, although their attainment remains well below the national average.
3. Standards in speaking and listening are below those expected at both key stages. Teachers in Key Stage 1 know their pupils very well, target their questions carefully and encourage pupils to answer in full sentences and make themselves clearly heard. Some good examples of teachers developing speaking and listening were seen in the literacy hour in Years 3, 4 and 5 during both the introductory and plenary sessions. In many areas of the curriculum, although lessons are well planned and very well focused and introduce the appropriate vocabulary for the subject, many pupils are passive learners and are reluctant to contribute their own ideas.
4. Standards in reading are below the national average. However, pupils in both key stages are developing appropriate reading strategies and read fluently and with understanding. At the end of Key Stage 1 pupils have a useful sight vocabulary, use their phonic knowledge to read new words and use pictures and context appropriately. They are presented with varying opportunities to read during the literacy hour, in guided reading sessions as well as individually with an adult. Additional literacy support is well targeted and these pupils are receiving effective extra support in reading.
5. Pupils in Key Stage 2 read with concentration during the daily quiet reading sessions. Reading is well managed; pupils read a range of books suited to their prior learning. They read regularly individually to teachers and support assistants as well as experiencing guided reading, group reading and opportunities to read a range of text throughout the curriculum. There is a wide range of ability in three out of the four classes in Key Stage 2, with some pupils reading close to the level expected and others with reading ages well below their chronological age. The school has thorough assessment procedures and detailed records are kept of each pupil's progress. The school has set realistic targets for improvement in reading and is striving to achieve these.
6. Standards in writing in both key stages are below those expected nationally, but pupils make satisfactory progress over time through both key stages. During the literacy hour in Key Stage 1 pupils undertake a range of writing, for examples pupils in Year 1 write an alternative beginning and ending to a well-known story, pupils in Year 2 write a letter. Work on display confirms that pupils are presented with interesting challenging writing tasks. Pupils in Key Stage 2 are provided with motivating tasks, for

example, writing a recipe, instructions for a game, reports on visits, poems, plays and character sketches. Pupils in Year 5 regularly write book reviews and the quality of these has improved over the term. There is evidence that some of the work covered in the literacy hour has been used in the reviews, for example, work on punctuation, and the use of adjectives and adverbs. Spelling is taught and tested weekly and pupils make suitable progress. They are successfully encouraged to use dictionaries and to read through their work. Handwriting is taught in each year group, but pupils in Year 4 are still learning simple joins so that pupils are not able to use a cursive script in their work until the end of Key Stage 2.

7. Pupils with special educational needs make good progress in English. During the literacy hour teachers provide interesting work that is well-matched to their prior learning; they use the special needs teacher and the non-teaching assistants effectively to support their learning. These strategies enable these pupils to experience success. Careful records are kept to track the pupils' progress, including those with special educational needs.
8. Pupils in Key Stage 1 listen attentively to their teachers, answer questions and settle to work quietly in response to lessons with lively introductions. Pupils in Y1 enjoyed re-reading a familiar story and then writing their own blurb. Pupils in Y2 concentrated well on a wordsearch which reinforced the spellings they have been learning this half term. Many pupils in Key Stage 2 listen passively and often do not seem to be fully engaged despite well planned and well prepared interesting lessons. Many pupils are reluctant to contribute to class discussions, but can do so when questioned directly.
9. The quality of teaching in English is good in both key stages. In Key Stage 2 it is frequently very good. In the best lessons planning is detailed with clear specific learning objectives; relationships between teacher and pupils are very good; teachers have high expectations and their enthusiasm is communicated to the pupils. Teachers prepare interesting lessons, which move at a brisk pace. They mark pupils' work against the learning objectives of the lesson, showing pupils what they have done well and what they need to do to improve. Teachers assess pupils' work to see if they have achieved the learning objectives, and if not, then plan further work to help them gain the knowledge, skills and understanding they need. Teachers' knowledge and understanding of the literacy framework are good; information and communication technology is used well so support learning in literacy. Non-teaching staff are used effectively to support pupils with special educational needs and pupils who have been identified as requiring extra help in literacy in order to reach the national standard.
10. The policy and scheme of work provides a broad and balanced curriculum for English and the literacy hour has been implemented satisfactorily. Literacy is well promoted: all classes are timetabled to use the library each week and there is a weekly library club after school. The school runs a bookshop; pupils can purchase stamps each week and choose a book when they have collected enough stamps. There is a clear homework policy, but in practice, a significant number of pupils and parents do not see homework as a necessary requirement. The school is aware of this and the recent Home/School Agreement stressed the importance of homework in consolidating and extending pupils' learning.

113. **Mathematics**

11. Standards have improved slightly at Key Stage 1 since the previous inspection. In the national tests of summer 1999 for Key Stage 1 all pupils gained Level 2 or above, which is very high in comparison with the national average. However, half of the children gaining level 2 were in the lowest category for that level. Also, the percentage of pupils gaining the higher level 3 was below average, so that attainment overall in mathematics is at the national average. In comparison with schools in a similar context, attainment is above average. The trend shows a slight improvement over the past four years that is partly related to an increased focus on planning and teaching based on numeracy materials. Attainment varies considerably from year to year, and is significantly affected by the number of pupils identified as having special educational needs.

12. Using the teachers' assessments for 1998, the proportion of pupils gaining level 2 or above in using and applying mathematics was below average. Attainment in number and algebra is below average, and it is average in shape, space and the measures. The proportion of pupils gaining the higher level 3 was average in using and applying mathematics in 1998 but below average in number and algebra; attainment in shape, space and measures was average.
13. Standards at Key Stage 2 have been maintained since the previous inspection although they have fallen relative to the national average. In the national tests for 1999 in Key Stage 2, the attainment of pupils gaining level 4 or above was well below the national average. The percentage of pupils gaining the higher level 5 was well below the national average in 1999 though it was close to the average in 1998. Taking performance over the past five years, the trend has shown an improvement. There was a decline in standards in 1998 that related to the overall expectation for that cohort, since one third of the pupils were on the register for special educational needs. In comparison with schools in similar contexts, standards were well below average in 1999.
14. The observations of the inspection broadly reflect the test results. Attainment at the end of Key Stage 1 is average, and at the end of Key Stage 2 is below average, which matches the school's expectation for the cohorts. The higher attaining pupils through the school are reaching standards that indicate they will reach above average performance by the end of the key stages. There is a significant minority of pupils in most year groups, but particularly in Key Stage 2, who have below average attainment, and some well below. Their mental arithmetic skills are insecure and their recorded work is set out poorly. There are no significant variations in attainment among pupils of different ethnic groups in either key stage. Boys perform rather better than girls at Key Stage 2, though not significantly. Pupils with special educational needs make sound progress against their targets.
15. Pupils have broadly average standards across the mathematics curriculum by the end of Key Stage 1. Most pupils count reliably to 50, and know numbers such as 37. They sing a 5 times table song confidently, and skip count in 2s and 10s. The pupils calculate addition sums with small numbers accurately, for example using information for a pictogram. Most pupils know how to set out addition and subtraction sums although they make several slips in the working out and recording. A minority of pupils is very reliant on finger counting, or using counters, and these children do not yet have mental recall of addition or subtraction number facts to 10. The average and higher attaining pupils have begun to understand place value, for example in showing that 23 is $20 + 3$. They recognise simple patterns in number, such as the table of fives, finding two more, or that numbers are odd or even. They know fractions of simple shapes, such as halves and quarters. Children understand how to present the results of surveys using pictograms, and the higher attaining pupils interpret the results well. Pupils recognise several shapes, such as squares and triangles, and have an early understanding of simple properties such as having three vertices. The good emphasis teachers usually give to mathematical language helps the pupils to use correct terminology, although several children find this very difficult. The quantity and presentation of recorded work are broadly satisfactory, although several pupils write the numerals incorrectly and their work is untidy.
16. The pupils' ability with numeracy is broadly average at Key Stage 1. A few pupils have secure recall of number facts to 10 and others use apparatus to find answers. Most pupils represent numbers to 100 using the number petals, although several are slow and rely on others to find them first. Standards in numeracy are below average by the end of Key Stage 2. The higher attaining pupils explain their methods clearly, and demonstrate a growing confidence with mental calculation. Many pupils lack mental fluency in their calculations, however, and are often inaccurate. The teachers give numeracy a good emphasis but do not give the necessary consolidation to ensure fluency and quick recall. At the end of the key stage, insufficient attention is given to building confidence in mental calculation and having pupils explain their methods. The pupils apply number skills sensibly to the contexts needed in science, design and technology and physical education.
17. Pupils have below average standards in mathematics by the end of Key Stage 2. In Year 3 many pupils perform addition and subtraction to 100 quickly and accurately. By Year 5 many pupils explain their methods for mental calculation clearly, for example by doubling, counting on in 10s, or using intermediate steps. They perform addition and subtraction with two and three digit numbers using

standard layout, and most are correct. By the end of the key stage, many pupils have a basic understanding of place value, and understand the effect of multiplying numbers by 10 or 100. They know several facts from the 2, 5 and 10 times tables but are less confident in the recall of other number facts or factors and multiples. They understand the basic idea of perimeter but make many slips in the calculations. The pupils have a satisfactory knowledge of coordinates, and understand how to translate a shape, for example to the right, then down. Previous work covers tasks appropriately across the mathematics curriculum, including data handling, and shape and space. Pupils have a growing understanding of graphical representation and the use of information technology.

18. The pupils make satisfactory progress through both key stages. They are usually interested in the tasks, which helps their progress. Around half the pupils contribute answers willingly and there is a significant minority of children in most classes that are reluctant to make the effort or are unsure of the work. The pupils' skills of mental and written calculation improve steadily through the school, although the standard of recorded work remains unsatisfactory in Year 6. Pupils in all years apply their skills to such practical problems as class surveys of pets, and use them to measure the wood needed in making a bridge. Many children build well on previous learning through the structured and differentiated tasks that teachers plan. In general, few teachers promote an investigational way of working, but the children have developed a few problem solving skills, such as noticing patterns in the calculations for 3×37 , 6×37 , 9×37 ...
19. Pupils' attitudes to mathematics are good in both key stages. Most children are attentive and quickly become interested in the tasks. They keep their concentration quite well and want to please the teachers, although several pupils find consistent work difficult. Many pupils by the end of Key Stage 1 work well independently and want to produce good work, so that they make appropriate progress. In Key Stage 2, there is a significant minority of children who require constant support and direction. Overall, the teachers' management of the pupils and the mostly good choice of task maintain pupils' interest and help them to make satisfactory progress.
20. The quality of teaching for mathematics is good overall, with similar characteristics in both key stages, though a few aspects are unsatisfactory at times, notably in Year 6. The teachers' longer term planning is satisfactory since it is based on national guidance. They identify suitable learning objectives, but the daily planning is about content and organisation. Teachers give insufficient attention to writing down the teaching methods they will use and just what the children are expected to learn from the tasks. The teachers' understanding of the numeracy strategy and the focused skills required is still at an early stage, for example in building mental patterns for number calculations. Their subject knowledge is generally good and has a significant impact on the pupils' progress. Teachers use a good range of strategies overall, particularly in Key Stage 1 and the first three years of Key Stage 2. Some lessons are very focused and purposeful, as for example in discussion about a bar chart. Teachers explain the ideas carefully and use demonstrations with materials that have a positive impact on pupils' understanding. All teachers have good relationships with the children. Their management of the pupils is good, establishing high expectations in most classes for work and behaviour. The teachers usually choose mathematical apparatus that is suited to pupils' needs, such as number petals or clock faces. Several teachers manage their time well to spend focused time with groups of pupils. They usually observe the children closely and show by their responses that they have made on-going assessments. Teachers record routine marks of arithmetic tests but are less consistent in noting on-going progress across the range of mathematics tasks. Most marking is done carefully with praise and just a few notes on how to improve. The procedures for recording attainment have recently been reviewed and good record sheets are now in place.
21. There is good co-operation between the teachers and the learning support assistants. There is also satisfactory co-operation with the deputy headteacher in his role as support for a group of pupils, usually the higher attaining. His time is not used effectively overall since most teachers have good skills to support the higher attaining children, and there is usually very good support for those with learning difficulties.
22. The subject meets the requirements of the National Curriculum, and the numeracy materials are used as a basis for planning. Problem solving and investigational work is seldom evident in lessons, and is not

well established to promote the skills required for using and applying mathematics consistently. The co-ordinator has a satisfactory understanding of the role and provides appropriate support to colleagues. He monitors teachers' planning and has substantial planned time to observe standards through acting as support teacher in many lessons. There is a good range of resources for mathematics that support pupils' learning appropriately.

125. Science

23. Standards of attainment are well below national average at Key Stage 2, but above at Key Stage 1 in the 1999 tests and assessments. Overall, standards have been below the national average at Key Stage 2 since the last inspection, but results overall show a gradual but inconsistent improvement. The attainment of pupils presently in Year 6 is above that of the previous years and is on line to be close to, but still below, average. In Key Stage 2 pupils attainment is below that of similar schools. However, that does not take into account the very high proportion of pupils who were on the special needs register in 1999 or the high level of pupils who start the school at later stages. Attainment in science generally reflects the improvements made in mathematics, although not those made in English. Teachers' assessments are accurate and reflect test scores.
24. In both key stages fewer than average pupils attain the higher results in national tests. However, assessment data including the national voluntary tests for Year 4 and 5 indicate that more able pupils attain the higher levels appropriately. The school has a strong drive towards extending the achievements of these pupils. However, a significant proportion of pupils lack self-motivation and are too content to settle for second best. In general the teachers challenge the pupils and do not accept this, particularly in Years 3 and 5.
25. Progress throughout the school is satisfactory and builds upon pupils earlier learning. In several lessons progress is good and there is evidence that the enthusiastic teaching of the largely young teaching staff, the use of national planning guidance and very good assessment procedures are having a positive impact on standards and progress throughout the school. Progress is unsatisfactory when the teacher gives unclear instructions and does not demand enough of the pupils.
26. By the end of Key Stage 1, most pupils have a sound understanding of experimental and investigative work. They understand that for a test to be fair conditions have got to be the same. In their work on strength of materials they knew that the parcels they were wrapping had to be similar. They explain their thinking clearly and logically and are beginning to use an appropriate vocabulary. They have an appropriate understanding of life processes. They describe the basic conditions for animal and plant growth and classify different groups of living things. They make good progress in their understanding of materials and knowledge and understanding are sound. They describe objects by their texture using terms such as rough and smooth. They have an appropriate understanding of natural and man-made materials. They build on their earlier learning on clothes for different weather conditions and hot and cold clothes by experimenting with waterproof properties. Pupils make sound progress through the key stage in their understanding of physical properties and attainment is in line with expectations. For example they make sensible predictions about the materials that can be picked up by a magnet and classify objects by floating and sinking properties.
27. In Key Stage 1 pupils are making good progress in recording their results. They draw, paint and write and make good use of diagrams. They use their writing skills effectively; for example young pupils describe wood as 'hard and warm to touch'.
28. By the end of Key Stage 2 pupils have developed a broadly appropriate understanding of forces and describe how air resistance opposes the force of gravity. They appreciate that muscle power has to work against gravity. Their understanding is based on practical experiments with paper aircraft. They understand that friction limits movement and generates heat but only at a relatively simple level. This is a direct result of unclear exposition arising from the teacher's limited subject knowledge in this area of

science. Pupils have a satisfactory understanding of earth and space and know that the orbit and rotation of the planets change the seasons and time. Understanding in this area is sound. They make satisfactory progress on their earlier learning overall. Although pupils build on their earlier learning on magnets they are very uncertain in the accurate use of vocabulary such as 'attract' and 'repel'.

29. Understanding of life and living processes is close to expected levels and pupils describe the digestive and reproductive systems accurately. In this aspect of science they generally use an appropriate vocabulary. They are very uncertain of parts of a plant but pupils in Year 5 describe the process of seed dispersal with enthusiasm and accuracy. In many aspects of science whilst the pupils understand the principles they are very uncertain of the appropriate vocabulary and this undermines their overall progress and ability to complete tests. Teachers do not consistently identify the vocabulary to be developed in their short term planning.
30. By the end of Key Stage 2 pupils make generally sensible predictions and state a hypothesis. However, their observational skills vary a great deal and progress is inconsistent. Understanding of a fair test is sound. However, pupils show little ability to construct or devise their own experiments to set criteria and rely heavily on the teacher to help them plan and organise their ideas. They use a suitable range of recording processes including using information technology. Diagrams are drawn with reasonable accuracy and labelled appropriately.
31. In both key stages pupils with special educational needs make at least satisfactory progress and sometimes good progress. This is a direct result of support they are given and tasks that meet their needs.
32. Pupils' response to science is generally good. They are well behaved in most lessons although several Year 6 pupils are less attentive. In Year 5 pupils are very mature and sensible when discussing the reproductive system. In every class a significant minority of pupils are keen to explain their ideas and ask questions in response to the teachers' challenging questions. However, many pupils need to be drawn directly into discussions or they make little or no response. Pupils do not show much initiative in their science work. They use equipment carefully and are appropriately accurate in recording and measuring. Support staff, particularly in Key Stage 1, are very good at encouraging special needs pupils to give a response.
33. The quality of teaching is satisfactory overall. From limited observations the teaching at Key Stage 1 is good. At Key Stage 2, good teaching was observed but also unsatisfactory teaching. Planning is good overall and linked effectively to the schemes of work. However, not enough consideration is given to the vocabulary to be developed. Work is planned appropriately for different ability groups. In the best teaching in both key stages, resources are well prepared and are interesting. The pace of teaching is good with a balance between exposition by the teacher and practical hands on activities. In both Key Stages 1 and 2 the good teaching is marked by precision in the language used and high expectations for accuracy. For example, in Year 5 pupils learned that 'young adults' is a more appropriate and scientific term than 'teenagers'. There is good reference to key skills and general observation in these lessons and pupils are expected to record work in neat and expressive writing. Unsatisfactory teaching in Key Stage 2 arises from uncertain use of the correct vocabulary and a lack of rigour and challenge in the set task. Consequently pupils do not make the expected progress. Literacy and numeracy are used appropriately in the subject.
34. The new co-ordinator is very enthusiastic and developing his skills effectively through a good range of in-service education. There are very effective assessment procedures in place which ensure that work is usually well matched to needs. The assessments often form an integral part of the lessons and this is a positive strength. Science is suitably resourced and resources are generally used well.

137. **Information technology**

35. The school has made satisfactory improvements to standards since the previous inspection, and the improvement to information technology facilities is very good. Standards of attainment are average by the end of both key stages, although there is a wide range of understanding and skills amongst the pupils. Most children have the skills to use the computer for specific tasks, although their dexterity in the use of the mouse and keyboard is often slow. The higher attaining children generally have good skills and understanding. Progress is satisfactory through both key stages.
36. Within Key Stage 1 pupils enter commands and follow the necessary steps in programs for counting or matching. They are beginning to generate and communicate ideas appropriately using text and pictures. Pupils have the early keyboard skills to type their name and simple words though they are slow at finding the keys. By Year 2 children use the mouse competently to select features of a program and to enter commands. They are able to design and produce simple art pictures using several features of the painting program. Children also have good experiences in using a variety of subject related programs that support language and mathematics work, for example.
37. Within Key Stage 2 pupils understand how to underline text, make it bold and use italics for word processing. They change the font and style competently, and with help highlight text to cut and paste it into a new position. They understand the basic steps to open a file, save it and change a file name. The pupils have skills of information retrieval, selecting icons and words neatly using the mouse. They understand the steps to take in order to retrieve information and set up pages to read. By the end of the key stage, most pupils understand the principles of e-mail and some of the possibilities for communicating. Pupils understand the first programming commands for a commercial control program, and know how to give precise instructions, including the repeat function.
38. The pupils are making satisfactory progress through the school, supported by some thorough teaching and well-focused tasks. There is clear development and progression of skills and understanding through both key stages. The pupils are beginning to open up programs, and save or print off their work. They use the features such as highlighting or changing colours with increasing confidence. Pupils in Key Stage 2, for example, applied their skills well to produce text in a variety of fonts and colours, and print a copy. The pupils build well on previous experience of information retrieval using the CD encyclopaedia. The high attaining pupils frequently make good progress and show good understanding. They successfully produce programs to design shapes of increasing complexity in Year 5. The majority of pupils are making appropriate gains in understanding and skills that they apply to tasks to good effect.
39. Most pupils in both key stages have good attitudes to information technology and quickly become interested in the good choice of tasks. They are keen to use the computers and usually sustain concentration well to produce their work. Most children co-operate well, taking turns to enter information and sharing ideas. A few of the pupils find co-operation difficult in both key stages. The children respond well to the interest provided by the tasks and want to produce good work. Most children try to work independently though many are still reliant on the teachers for on-going support, including those with special educational needs. The children's behaviour is good overall throughout the school when working with the information technology facilities.
40. The quality of teaching is good, and has similar characteristics in both key stages. Teachers usually demonstrate a good knowledge of the subject, for example in discussing information retrieval. They plan carefully for the computers to be used to good purpose and linked to on-going classwork. There is a good focus on direct teaching for understanding and skill development to introduce new work or extend pupils' knowledge. During a few whole-class sessions the teaching methods were good, encouraging the pupils to think and make decisions. The teachers' class organisation and management are good, relating

the information technology skills to other tasks and providing good purpose to the work. Assessment within lessons is satisfactory since teachers respond to the children's needs, although pupils work unsupervised on many tasks. Good procedures for assessment and recording have been introduced recently to aid further planning and help give progression of skills.

41. The co-ordinator has a good understanding of the subject and provides suitable support for colleagues. The school has begun to use the national guidance to support the scheme of work. The subject meets the requirements of the National Curriculum, with appropriate breadth, balance and progression through the school. The school uses information technology well to motivate and interest pupils in other subjects. The school has made very good investments in information technology resources over the past year, with a clear continuing action plan. The level of staffing, accommodation and learning resources is good overall and supports the pupils' progress well.

144.

Art

42. Progress in art is good in both key stages and the strengths identified at the last inspection have been maintained. Standards are above typical levels and pupils experience a good range of media and activities. Pupils with special educational needs make progress in line with their peers. There is an effective scheme of work which underpins the progress made by pupils.
43. Pupils make suitable progress in both key stages in drawing skills and observational art. They use sketch books effectively to experiment and develop ideas. In Year 1 and reception pupils paint delightful large pictures of their families with good use of colour and mature development of observation of faces and bodies. They show a good awareness of shape and space in Year 2 in their stylised pictures reflecting the work of Henri Rousseau as well as showing a good sense of humour. They create exciting sculptures using leaves, paper and plasticene after observing Andy Goldsworthy pictures. Pupils progress well in using three-dimensional materials. In Key Stage 2 they produce a range of Greek-style pottery which is accurately and carefully painted. In Year 6, they make large mobiles using a good range of materials which are designed with care. Pupils use a sound range of techniques in working with clay and other mouldable materials.
44. Pupils learn to appreciate a good mix of styles and genres of art from classical to modern artists. Colour mixing techniques are developed well and pupils in Year 4 use washes effectively for sunsets and silhouettes. Pen stroke pictures by Year 5 pupils are very carefully drawn by the majority of pupils. Pupils make satisfactory progress in using textiles although this work is not as well represented as other areas. Some exciting fabric pictures were produced in Year 6 as part of work in religious education.
45. Pupils use information technology and photography well in their art work. They produce photograms of leaves and describe the process. They produce effective pictures from different shapes and shades in art programs on the computer in Year 4.
46. Although pupils develop skills in art, as in many subjects they are very reliant upon their teachers and do not show personal imagination in their work. Pupils with special educational needs make suitable progress although they do not have the depth of understanding of their peers.
47. Pupils' response to their work in art is good and they respond well to teachers' enthusiasm. They handle equipment with care and select the correct brushes for their tasks. Pupils often show a sense of delight and awe in the outcome of their work and art makes a significant contribution to pupils spiritual and cultural development.
48. The quality of teaching was good in both key stages in the limited number of observations made. Teachers' plans are clear and focused and good emphasis is placed on the use of a correct vocabulary. Teachers' build the lessons around good quality questioning to probe pupils' understanding and

challenge them. Relationships are good and the pace of teaching is effective. Expectations are generally high.

49. The subject is very well resourced, with a specific art room in Key Stage 2 which is used effectively. The art co-ordinator monitors and supports teaching and learning effectively. The scheme of work creates good links with other subjects whilst focusing on the development of skills and techniques. Very good use is made of display to promote the subject and produce a rich and exciting learning environment. Teachers have made good use of in-service education to extend their own skills and to develop the subject. Learning is enriched by links with the National Gallery and other major projects.

152.

Design and technology

50. The pupils in both key stages make a good variety of products that are of sound quality and they make satisfactory progress through the school. Pupils with special educational needs make sound progress. The pupils in Key Stage 1 have an early understanding of the design stage although the ideas are mostly in their heads. By the end of Key Stage 2 many pupils have adequate design skills, setting out the overall plan for bridges, with a few details. Although the designs are generally quite simple, in Year 6 several pupils explained how they intended to fit and join the materials. In designing their bridges the pupils prepared prototype bridges to consider problems and a few found design material on the Internet.
51. Within Key Stage 1 pupils have developed the joining skills with construction materials to make a model house, and a few pupils succeeded in making a vehicle with wheels. Previous work shows the confident gains in skill to make farm animals, fabric faces, a simple lever mechanism and coil pots. They have also had suitable experiences of food technology.
52. Within Key Stage 2 pupils cut paper, card and other materials to shape with adequate skill in making torches. They applied simple fitting and joining skills and combined them quite well with knowledge of electrical circuits to make the bulb light. They used simple finishing techniques to decorate their products. By Year 6 pupils have the basic understanding of design to plan a simple bridge structure according to their chosen design. The pupils measured the lengths of wood or other material they needed for their bridges sufficiently accurately but were less skilled in making a neat cut. The cramped arrangements of the classroom, the unsuitable wood and the blunt saws do not support good workshop practice although the teachers are careful over safety. Previous work shows that the pupils have appropriate experience of a variety of materials and have made fairground rides with quite good skill. They have made clowns with pneumatic tongues and card insects and decorated them. They have also made faces from clay, Tudor scenes and up-to-date slippers to their own designs. Overall pupils are gaining suitable shaping, fitting and joining skills, including with fabrics. Pupils have suitable experience of food technology. Work on control is developing.
53. Pupils' attitudes to design and technology are good. They are interested in the tasks, apply their skills well and try to complete a good finished product. There is frequently a good sense of pleasure as the product begins to show, as for example in making the torches when the teacher expressed great delight in what they had made. Most children are responsible with the materials, resources and any tools they use, for example the bulbs for the torches, and the glue guns. The pupils' behaviour is good and supports their progress.
54. The quality of teaching is satisfactory at Key Stage 1 and good in Key Stage 2. Teachers have clear aims for what the pupils should make and a good overall purpose that is often linked to the class topic. They are less secure in setting out the specific skills to be developed. Teachers give appropriate emphasis to pupils' design skills, and this stage receives good attention by Year 6. The medium term planning is based upon national guidance and provides progression and structure. Teachers are developing a more problem solving approach to design and technology. Subject knowledge for the tasks is secure overall. Teachers are careful to focus on the development of safe, controlled skills. However,

teachers seldom demonstrate specific skills for cutting, shaping and joining and this limits pupils' progress. Teachers provide suitable opportunities for pupils to make independent choices about the use of materials and the methods they will use. Pupils are expected to evaluate their products as part of the process. Recorded assessment is at an early stage, although teachers are usually busy round the class and make on-going assessments as the children work.

55. The school has adopted the national programme of study and there is a good outline for tasks through each year. The co-ordinator has opportunities to monitor planning, which is helping to secure consistency in the subject. The selection of resources is just satisfactory. There is a shortage of suitable wood and other materials, and the condition of the saws hinders the pupils' work.

158.

Geography

56. All the issues that were raised about geography at the last inspection have been addressed. The co-ordinator has been on a ten-day course, the policy has been updated and a scheme of work is in place. Contrasting localities are now embedded in the scheme of work, for example, Eynsford in Kent, Arras in France and St. Lucia in the Caribbean. The residential trip to North Devon, which is held annually for pupils in Years 5 and 6, contributes to pupils' knowledge and understanding in geography. The school has invested in resources and there are now appropriate pictures, photographs, maps and videos to enable pupils to use their enquiry skills.
57. No geography lessons were seen in either key stage during the inspection. Evidence has been gathered from teachers' planning and assessment records, the policy and the scheme of work and this shows that the programmes of study in the National Curriculum are being covered and that pupils are being offered a relevant curriculum.
58. Geography is taught as an enquiry based subject. Pupils study one topic a term and these figures incorporate all the key elements over the year. Visits are an integral part of the teaching and learning in geography. The local area is used well, and appropriate links are made with historical studies on visits, to Lullingstone Castle for example.
59. Work on display and the scrutiny of pupils' previous work indicate that pupils have positive attitudes to geography. They present their work carefully and literacy skills are used appropriately.
60. Teachers' planning and assessment procedures are good. The co-ordinator for geography has a heavy curriculum load, but despite this geography is led effectively as indicated by the improvement since the last inspection. The updated policy and scheme of work give guidance to teachers about what is to be taught in each term and how it is to be taught. There are sufficient resources to enable interesting lessons to be prepared.

163.

History

61. The school has made satisfactory progress since the last inspection and has addressed all the issues raised. The history policy has been updated and the scheme of work reviewed with the result that enquiry skills are now well established in each topic. Resources have been increased so that there is now a satisfactory range of sources of evidence to develop appropriate research and enquiry skills.
62. Pupils are making satisfactory progress in history and are developing knowledge and skills as they move through the school. Only one lesson in history was seen during the inspection in either key stage. Judgements are made from looking at the work on display, past work in pupils' books and folders, teachers' planning and assessment records. Pupils study one topic a term which incorporates the key elements and develops a sense of chronology. They are beginning to identify changes that have taken

place in a particular period and understand some of the reasons for the changes. For example, the move to the towns in Victorian times.

63. Visits are an important feature of the teaching and learning in history. Primary sources are used well to make the subject interesting and relevant; for example, pupils studying the Tudor period visit the Golden Hind, Southwark Cathedral and the Globe Theatre. Pupils are beginning to understand the relevance of different sources of evidence; for example, pupils in Y3 who are learning about local history asked sensible questions of a local resident as well as visiting the market and studying photographs.
64. Attractive displays in corridors, in the hall and in some classrooms, together with work in books and topic folders, indicate that pupils are interested in history. They use the library and information and communication technology when they are making individual topic books.
65. Teachers' planning shows that lessons are planned to enable pupils to gain knowledge and develop historical enquiry skills as they study various topics. Teachers assess pupils' learning carefully.
66. There is a policy and a scheme of work, which clearly identifies the knowledge and skills that pupils are expected to learn in each topic.

169.

Music

67. Pupils make good progress through the school and standards are above those typically found by the time they leave school. Pupils with special educational needs make similar progress to their peers. Some more able pupils achieve very good standards. The good progress is a direct result of the good subject knowledge of several teachers and good curriculum planning.
68. Throughout the school, pupils sing well. They listen carefully and are tuneful. Their awareness of the dynamics and texture of a song is good. This is very evident in singing in both assemblies and lessons.
69. Pupils make good progress in appreciating different forms of music and in listening carefully. In Year 2, pupils understood the importance of silence in music. In Year 4 pupils appreciated and expressed opinions upon modern popular songs and traditional folk tunes from the Caribbean. In Year 6 they listened to 'La Mer' by Debussy and successfully describe how the sounds 'blend' together and that there are different 'layers' of sound.
70. Progress in composing and performing is good, although pupils often rely upon the teacher for motivation and support. In Year 2 pupils used a grid to add instrumental sounds to a recorded piece of music. They are aware of the impact of the sounds they create. They perform confidently on a range of tuned and untuned instruments. In Year 6 pupils selected instruments carefully for the right affect in group compositions and perform exciting and dynamic pieces representing the sea. Some pupils performed this work to a very high standard.
71. Pupils' response to music is good. They are well behaved, although a small group of Year 6 pupils find it hard to work together. Pupils are very self-critical and improve their work through practice. They handle and select equipment with appropriate care.
72. The quality of teaching is good. Teachers' subject knowledge is good and they act as very good role models. Lessons are planned well and accurate assessments are often made. The pace of teaching is good with an appropriate balance of listening and performing. Relationships are good and behavioural difficulties are effectively dealt with. Teachers emphasise key skills such as listening carefully and use a good musical vocabulary.

73. The subject co-ordinator provides good support to colleagues through a good scheme of work and her own knowledge and enthusiasm. Many teachers lead extra-curricular activities in recorder groups and choirs and this has a positive impact on learning. Overall, music has improved significantly since the last inspection.

176.

Physical education

74. The pupils in both key stages take part in a wide range of physical activities that enable them to demonstrate sound quality in their movements and development. The pupils make sound progress through the school, including those with special educational needs. Standards are similar to those seen at the last inspection, with a wide range of skill and ability in all year groups.
75. In Key Stage 1 pupils take part willingly in the warm-up sessions, for example as jumping beans or chilli beans. They plan and practise simple movements on the bench or mat with satisfactory gains in skill. They link movements together with suitable control. For example, in a Year 1 lesson the pupils successfully developed a sequence of stretching and curling movements. By Year 2 pupils have careful co-ordination skills to roll a ball between partners. They also demonstrate quite good skill in rolling the ball between markers, although the control with their second hand is not as fluent. In floor work, pupils stretch and roll in a controlled way. Across the key stage, pupils have a satisfactory understanding of how exercise affects the body. Pupils in Key Stage 1 move with careful attention to balance and co-ordination to build up games skills.
76. In Year 3, pupils show they have made progress in developing their performance on apparatus. They move confidently on the apparatus with balance and some good shapes. They watch demonstrations by other children carefully and work to improve their own performance. They explore simple movements and patterns and are beginning to complete a sequence with a strong final position. Pupils demonstrate appropriate control, co-ordination and balance for their ages.
77. They work well to plan and perform individual sequences and jumps. Pupils know how to work safely around others. Pupils in Year 3 begin the required programme of study for swimming for pupils in Key Stage 2. All year groups follow a programme of swimming each term and most children are on course to meet the expected standard by Year 6. Of the pupils observed in a Year 5 lesson, one third have already developed a good style and are very confident in the water.
78. Throughout Key Stages 1 and 2, pupils make satisfactory progress across the whole physical education curriculum. Their progress results from teachers' carefully planned tasks that have good progression and match pupils' needs. The pupils also have positive attitudes to learning that support the development of their skills. The pupils usually follow instructions well and pay good attention to safety. Most pupils work quietly and take turns- for example in Year 3- this was notable, but a few pupils do not listen and follow instructions. The pupils' behaviour is usually good. A few pupils require considerable correction.
79. The quality of teaching across both key stages is good. Teachers have good subject knowledge that is shown through their clear instructions and interactions with the children. They set high expectations of behaviour and work that have a positive effect on the children's performance. Their lesson planning is usually brief, however, and seldom sets out how they intend to interact with the children. The management and organisation of lessons is good, ensuring that pupils are focused well on the tasks and make progress. Teachers make on-going assessments of the pupils as they do the activities, and make good opportunities to have a few children demonstrate their sequences or actions to help others improve.
80. The subject is supported and managed well, and this contributes to the quality of teaching and learning. The school makes good use of national guidance and provides for a good range of tasks that support physical development and skills well. There is a programme for swimming. A new whole-school

recording system for attainment in physical education has recently been introduced, and is helping to focus on the expected standards. The quality and range of resources are good overall, and sufficient to teach the curriculum. Learning is supported by coaching from representatives of Millwall Football Club in lesson time, and extra curricular sports clubs which are well attended.

184. **SUMMARY OF INSPECTION EVIDENCE**

- 4 inspectors, including a lay inspector, spent a total of 4 days in the school representing 14 inspector days.
- Inspectors examined pupils’ work and discussed it with them.
- 56 lessons or parts of lessons were observed.
- Pupils were observed at playtimes and lunchtimes.
- All teachers were observed teaching English and mathematics.
- Representative samples of work for pupils of all ages and ability were scrutinised and similar samples of pupils were heard read.
- Documents presented by the school pertaining to management, leadership and the curriculum were studied before the inspection.
- Discussions were held with teaching and non-teaching staff, particularly those with management and subject responsibility.
- A meeting was held with the governing body to discuss the management of the school
- Parents expressed their views on the school through a meeting before the inspection and 41 parents returned a questionnaire.

• **DATA AND INDICATORS**

185. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school’s register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	187	4	38	61

186. **Teachers and classes**

186. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	10
Number of pupils per qualified teacher:	18.7

186. **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	125

Average class size:	26.7
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187. Financial data

Financial year:	1999
	£
Total Income	423229
Total Expenditure	425440
Expenditure per pupil	2106
Balance brought forward from previous year	47056
Balance carried forward to next year	44845

188. PARENTAL SURVEY

Number of questionnaires sent out:	187
Number of questionnaires returned:	41

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	42	51	5	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	24	10	10	5
The school handles complaints from parents well	24	49	12	10	5
The school gives me a clear understanding of what is taught	34	59	0	5	2
The school keeps me well informed about my child(ren)'s progress	56	40	2	0	2
The school enables my child(ren) to achieve a good standard of work	49	46	2	2	0
The school encourages children to get involved in more than just their daily lessons	39	31	20	10	0
I am satisfied with the work that my child(ren) is/are expected to do at home	41	49	5	5	0
The school's values and attitudes have a positive effect on my child(ren)	54	29	15	2	0
The school achieves high standards of good behaviour	49	44	0	7	0
My child(ren) like(s) school	63	32	5	0	0