

# INSPECTION REPORT

## **REDRIFF PRIMARY SCHOOL**

Rotherhithe, London

LEA area: Southwark

Unique reference number: 100807

Headteacher: Mr. M. Kelly

Reporting inspector: Mrs. C. Pittman  
18275

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> September 2001

Inspection number: 216929

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Salter Road Rotherhithe London
Postcode:	SE16 5LQ
Telephone number:	0207 237 4272
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Ilkan Osman
Date of previous inspection:	11 <sup>th</sup> October 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18275	Mrs C Pittman	Registered inspector	Under Fives Art	What sort of school is it? The School's results and pupils' achievements How well is the school led and managed? How well are the pupils taught?
9736	Mr J Brasier	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
19041	Mr R Linstead	Team inspector	Equal opportunities Science Design and technology Music	
23922	Mr D Horlock	Team inspector	English as an additional language Geography History Religious education	
2200	Mr J Stirrup	Team inspector	English Physical education	How good are the curricular and other opportunities offered to pupils?
17995	Mr R Purdom	Team inspector	Special educational needs Maths Information and communication technology	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Redriff Primary is a two-form entry community school situated in the dockland area of London. The school is much larger in size than other primary schools with 414 pupils aged from 3 to 11 years. Most of the children attend the nursery but a few have no playgroup experience.

The school draws most of its pupils from the immediate catchment area, which is predominantly of local authority and social housing. A large proportion of pupils come from backgrounds with social and economic difficulties. The percentage of pupils speaking English as an additional language (EAL) is very high. The percentage of pupils eligible for free school meals is well above the national average.

The number of pupils with special educational needs (SEN), and those with Statements of Special Educational Need, is above the national average.

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

This is a good school that continues to improve in very challenging circumstances. Most pupils make good progress from the time they come to the school to when they leave at eleven years. High proportions of pupils are keen to learn. Pupils' good behaviour and the good relationships they have with each other, contribute to a positive learning environment. The teaching is consistently sound with much that is good. Staff are committed to improving the quality of their teaching. There are good arrangements to support all pupils and care for them. The school has a strong partnership with parents. The leadership and management of the headteacher and key staff are very good. The school is self-critical and gives good value for money.

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

- When pupils leave aged 11 years they attain standards in the core subjects that are well above average and often very high in comparison to similar schools.
- Pupils make good progress from a low start.
- Pupils achieve significantly high standards in science at age 11years.
- Good progress is made by SEN pupils.
- The headteacher's leadership and management are excellent.
- Pupils are enthusiastic about learning; their good behaviour and respect for each other create good relationships throughout the school.
- The school's provision for pupils' personal development is good.
- The school cares for its pupils well.

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

- Standards of attainment in reading, writing, science, information and communication technology (ICT) and art by the age of seven years and the standards achieved in ICT, religious education and art by age 11 years.
- Improving the breadth and balance of the curriculum particularly in the following subjects. religious education, ICT, art, design and technology, geography and history.
- Developing the nursery and reception classes into a more cohesive Early Years Unit.
- Co-ordinators monitoring the teaching of skills in their subjects and particularly the skills of writing across the curriculum.
- Using assessment information to guide curricular planning more effectively.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected two years ago the management and efficiency of the school required substantial improvement. There were weaknesses in the standards achieved at both key stages and there was some improvement needed in the quality of education provided and the learning ethos. Since then the school has made remarkable progress in some of these areas.

Significant improvement has been made in all three core subjects by pupils aged 11 years. Standards in mathematics and science are now well above the national average. Attainment in writing, however, is very low when children start at the school and continues to be a weakness for pupils aged five to seven years. Teaching has improved and so has the quality and range of learning opportunities for pupils. Co-ordinators now monitor the implementation of policies and schemes more effectively, although they do not monitor the teaching of skills sufficiently enough in all subjects to identify areas for improvement. There is now an appropriate music and ICT curriculum with good resources in place. Standards have improved in music, but have not as yet had time to improve perceptively in ICT. Assessment is used more effectively to evaluate pupils' progress, particularly in English and mathematics from Years 7 to 11, although there is still the need to improve assessment in other subjects and key stages. There is now a good match of teachers and support staff to deliver the curriculum. There is significant improvement in the leadership and management of the school, following the appointment of the new headteacher, since the last inspection. He provides strong leadership and effective management.

Besides addressing the key issues from the last inspection, the school has also effectively improved its performance in other areas. Governors are now more involved in financial planning and supporting the curriculum. They are beginning to know the school's strengths and weaknesses. Staff development has been much improved. There is now a good induction programme and teaching assistants are beginning to be well trained. Given the excellent quality of its leadership and the commitment of its staff, the school is now well placed to develop even further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	C	A
mathematics	E	D	A*	A*
science	E*	D	A	A*

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

Most children, when they start school are achieving standards below, and sometimes well below, those expected of children of this age. By the time they start their formal education in Year 1, attainment is still below the expected standard in many cases, and writing is low. The progress they make is better in the nursery than in the reception class. When they leave at 11 years, pupils' attainment when judged against all schools is very high in mathematics, well above average in science and in-line with national averages in English. When judged against similar schools, results are significantly high for mathematics and science and well above average for English. This is very good achievement. The school's challenging targets last year, were well exceeded at Key Stage 2 but fell short at Key Stage 1. Girls perform better than boys. The school has made very good improvement in mathematics and science and brought English into line with national averages. This upward trend is largely the result of successful targeting and monitoring of pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Good. Pupils are keen to learn and eager to take part in all school activities.
Behaviour, in and out of classrooms	Behaviour around the school and in lessons is good overall. Pupils respect each other and their teachers.
Personal development and relationships	The personal development of pupils is satisfactory overall. Relationships throughout the school are very positive and older children are given specific responsibilities, which they complete enthusiastically.
Attendance	Attendance levels are unsatisfactory. This is a result of the number of pupils who are taken out of school for holidays in term time. Although the school does much to impress upon parents the importance of regular attendance, parents have yet to take on board the implications such interruptions can have on the continuity of their child's learning.

Pupils' attitudes to learning are good. They are enthusiastic about school, enjoy learning and most show interest and commitment to their work. Pupils' relationships are also good. They are tolerant of each other, listen well and show a mature and growing understanding of differing viewpoints. There were a high number of exclusions last year, indicative of the new headteacher's insistence on establishing boundaries of acceptable behaviour. This level of exclusion is not expected to continue. If oppressive behaviour occurs, the headteacher and key staff act swiftly to track down the cause and repair any damage.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery- Reception	Years 1- 2	Years 3 - 6
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

Teaching, overall, is satisfactory in most lessons. However, there are elements of good teaching reflected in all subject areas with the quality of teaching in science being particularly good. Most of the best teaching occurs in Key Stage 2. There is a negligible amount of unsatisfactory teaching.

The best teaching uses imaginative resources and makes intellectual and creative demands on all pupils to extend their learning. It is knowledgeable, stimulating and perceptive as in an excellent Year 6 science lesson. Challenging questions are used by most teachers, to extend and verify what pupils know and understand. Relationships between pupils and their teachers, and also with each other, are good and provide a positive learning ethos. Pupils are consequently keen to learn and generally make good progress.

Numeracy is taught better than literacy. Writing skills are still not emphasised enough throughout the school. The school meets the needs of most pupils well, although pupils with SEN are better challenged than those with EAL.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall unsatisfactory. There is an appropriate range of extra-curricular activities.
Provision for pupils with special educational needs	There is good provision for pupils with SEN. Individual education plans (IEPs) are well designed to challenge and stretch pupils' capabilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The principles of right and wrong are actively promoted, and pupils' moral development is good. Pupils' social and cultural development is also good. They show a high degree of respect for the differences between people and for their values and beliefs. Spiritual development is satisfactory.
How well the school cares for its pupils	The schools' procedures for monitoring academic performance are satisfactory. Children are well known and this awareness is used very effectively to support their personal development. The procedures for assessing pupils' attainment and progress are good in English, mathematics in Years 5 and 6 and the nursery, but insufficiently developed elsewhere.

The curriculum for English, mathematics and science is broad, balanced, relevant and of good quality. However the school has been operating a limited curriculum in religious education, art, ICT, history, geography and design and technology for some time in order to concentrate on raising standards in the core subjects. This is an area of concern because the imbalance has begun to impact negatively on standards, particularly in religious education, ICT and art.

The partnership between the parents and school is very good. Most parents are happy that the school works closely with them. Pupils are given good guidance and personal support. The quality of information provided for parents, particularly about their children's progress is good. The school has good systems for monitoring and promoting good behaviour and deals with any issues of anti-social behaviour efficiently.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent leadership of the headteacher ensures clear direction for the work and development of the school. Good management by a committed senior management team promotes high standards.
How well the governors fulfil their responsibilities	Governors are just beginning to monitor performance. They have an increasing understanding of the school's strengths and weaknesses but are presently not fulfilling their statutory duty to ensure that the school offers a broad and balanced curriculum.
The school's evaluation of its performance	Senior managers monitor teaching very well; although there is insufficient monitoring of teaching skills and curricular development by some subject co-ordinators.
The strategic use of resources	Very good. Decisions on spending are linked very effectively to educational priorities. This ensures that the best value for money is achieved and the best use is made of resources.

One of the main reasons for the good progress made by pupils last year is the effective leadership of the headteacher. He has built a committed team who reflect critically on what they can do to raise standards. The school is effective and aware of best value principles.

There is a good match of teachers to the demands of the curriculum. There are enough support staff in the main school although there is insufficient support for pupils with EAL during literacy and numeracy lessons. Teaching assistants are well trained. Accommodation is good. Effective use is now made of the ICT area, which is easily accessible in a central location. There is as yet no designated library where children can improve their research skills. This is a weakness. Externally the school environment is in need of improvement and there are plans for dealing with this when the

finance can be obtained. Resources are satisfactory in most subject areas. There is a need for climbing equipment for pupils in the Foundation Stage.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What a few parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school and are making good progress.</li><li>• The school is well led and managed.</li><li>• The school expects their children to work hard and achieve their best.</li><li>• They feel comfortable about approaching the school with questions or problems.</li></ul>	<ul style="list-style-type: none"><li>• The work children are given to do at home.</li></ul>

Inspectors agree with the positive remarks made by parents. The use of homework to further raise standards is appropriate at Key Stage 1 but could be more demanding at Key Stage 2.

## **PART B: COMMENTARY**

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

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

1. Most children when they start school are achieving standards below and sometimes well below, those expected of children of this age. However, by the time they reach Year 1, they make good progress in their learning and attainment is just below the expected standard for most children. However, standards in writing are still well below average. By the time they leave school at the end of Year 6, pupils are achieving results that are in-line with national averages in English, well above the national average in science and significantly high in mathematics. When judged against similar schools, results are well above average for English and significantly high for mathematics and science. This is very good achievement considering pupils' low attainment in preceding years and that a high percentage of pupils have little or no English when they start school.
2. Pupils' achievement at 11 years, when judged against their prior attainment at the end of Key Stage 1, is in line with expectations in English, well above average in science and very high in mathematics. This is good progress. Inspection evidence shows that the underachievement in English and science in Key Stage 2 at the time of the last inspection has been improved, although reading and writing standards are still well below average at Key Stage 1. There is no significant difference between the attainment and progress of pupils by gender, ethnicity and social background in lessons or through a scrutiny of previous work. Analysis of test data shows that girls perform better than boys in English and mathematics. The school has made rapid improvement in all the core subjects, bringing English up into line with the national average and improving science to above average levels and mathematics to well above. This upward trend is largely the result of successful targeting and monitoring of pupils. The school's challenging targets last year were well exceeded at Key Stage 2, but fell short at Key Stage 1.
3. The results of the end of Key Stage 1 National Curriculum tests for English are low for reading and well below the national average for writing. The percentage of pupils reaching higher levels in reading was below national averages and in-line when compared to similar schools. No pupils achieved the higher Level 3 in writing, which is below average when compared nationally and with similar schools. The number of pupils in Key Stage 2 who reach higher levels in English is similar to the national average but, in comparison with similar schools, it is well above average. The poor Key Stage 1 results are reflected in the lessons seen during the inspection, where standards are well below average. However, at Key Stage 2 they are in-line with national averages. This is good improvement since the last inspection when standards in English were unsatisfactory overall. The difference in last year's test scores, at Key Stage 1, is explained by the very large proportion of pupils with SEN and a large number of EAL pupils. Additionally, a significant number of these pupils joined the school at various points not having the benefit of a consistent school experience.
4. In mathematics, the attainment of pupils, in the national tests is in-line with the national average. Results are above average when compared to similar schools. By the end of Key Stage 2, results are significantly high against all schools nationally and when compared with similar schools. This is excellent improvement since the last inspection. The percentage of pupils reaching higher levels at Key Stage 1 was near to the national average and by the end of Key Stage 2 was well above. Pupils with

special educational needs make good progress. Inspection findings show that by the time pupils are aged seven and eleven attainment in lessons is close to that expected for their age. Their achievement is satisfactory at 7 and good at 11 years.

5. In science, national test results at Key Stage 2 show that pupils achieved standards, that were well above the national average. A large proportion attained higher levels, significantly higher than the national average. Almost all pupils reached the standards expected for their ages and nearly two-thirds the level above. Two pupils reached the standard expected at 16 years in secondary schools. These results are an excellent achievement by last year's pupils. When compared to the performance of similar schools, they were significantly higher. This represents a vast improvement on the previous inspection when standards were below average. At Key Stage 1, teacher assessments last year showed that the percentage of pupils expected to attain standards at the expected Level 2 and above was below the national average but similar to those in schools like Redriff. Inspection findings indicate standards to be well below average for pupils aged 7 years but above average for pupils aged 11 years. The progress made by pupils in Years 1 and 2 is unsatisfactory but the progress made by pupils in Year 6 is excellent.
6. There has been an improvement in the standards attained in literacy and numeracy since the last inspection, although there has been better improvement in numeracy than literacy. Teachers are now responding to the demands of the National Literacy Strategy with the literacy hour is being utilised in an effective manner.
7. Enlarged texts and books are used well to develop English skills, with word level work, reading and writing activities being closely linked together. However, whilst pupils in Years 3 to 5 are provided with a challenging range of writing activities, the focus for much work in the spring term of Year 6 is on those skills and comprehension activities required for the standardised tests at the end of Key Stage 2. Writing standards at Key Stage 1 are well below average, although a minority is producing work in-line with expectations. Too much time is spent discussing writing rather than incorporating discussion into the writing process. At Key Stage 2 pupils progress well with their writing in literacy lessons but the standard of work produced in other curriculum areas is often of a significantly lower standard. Literacy skills and particularly writing skills are underdeveloped through the other subjects of the curriculum.
8. The Numeracy Strategy has been successfully implemented within mathematics lessons and the use of numeracy in other subjects is beginning to have a positive impact on pupils' achievement. Most pupils apply a range of techniques effectively to solving mathematical challenges. They find ways of breaking up difficult calculations into manageable sections. The pace of their learning is beginning to improve significantly. Throughout the school, activities are provided at appropriate levels according to pupils' abilities. This is done particularly well in Key Stage 2.
9. The previous inspection found that standards in ICT were below national expectations at the end of Years 2 and 6 and pupils made unsatisfactory progress throughout the school. At the time of the present inspection there has been some improvement in the standards achieved and in the progress being made by pupils, but overall the standards are still below the national expectations and the progress across the school is still unsatisfactory. However there are very positive signs from the present inspection that this issue has started to be addressed. The school has just installed a

suite of computers, teachers are being trained and ICT is now on every child's timetable.

10. By the end of Key Stage 1 attainment is broadly in-line with national expectations in all other subjects and pupils make satisfactory progress except in art where standards are below expectations and progress is unsatisfactory. By the end of Key Stage 2 attainment is in-line with expectations and progress is satisfactory in all other subjects except religious education and art where standards are below expectations and progress is unsatisfactory.
11. Pupils with SEN are making good progress in all areas of the curriculum. Progress is particularly good in reading, spelling and handwriting, as a result of specific targets in IEPs and effective in-class support. Support is very good, especially in the classroom, where the teaching assistants work alongside the class teacher. This ensures that the pupils have equal access to the curriculum. Pupils achieve standards that are in-line with the expectations agreed in their IEPs. For most pupils on the register for English as an additional language, standards of attainment at seven and eleven, when compared with national averages in the core subjects, are below average. However, the attainment of a small number of these pupils at KS1 and KS2 is in-line with national expectations. When compared with their prior attainment these pupils make at least satisfactory progress, and some make good progress, in developing language and communication skills. Higher attaining pupils make particularly good progress in science.
12. Since the last inspection, there has been very good improvement in standards of attainment in English, mathematics and particularly science for pupils aged 11 years. There has been little improvement to the standards achieved by pupils aged seven years. Standards in the rest of the subjects have been maintained, with the exception of art, where they are now below expectations, and religious education in Key Stage 1, where they have improved.

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

13. Attitudes, values, relationships and behaviour are good. This is an improvement compared with the last inspection in 1999. Parents applaud the good behaviour in the school. These factors contribute to their learning, as pupils want to do well and please their teachers.
14. Pupils enjoy school. They participate well in their lessons and are comfortable with their teachers. They are welcoming to visitors and take an interest in talking to them. Once in class they usually get down to work quickly and show a genuine interest in their work. This was particularly evident in a geography lesson where there was a large map of the world spread on the floor and one pupil enthusiastically played his role as a travel agent. These good attitudes are due to the enthusiasm shown by teachers and the good relationships between teachers and pupils.
15. Behaviour is good overall. It is very good around the school, at lunchtime, in the playground and in some lessons, but it is less good in those lessons where there is less emphasis on rewarding good behaviour, in keeping up the pace of learning and making lessons interesting. In these instances the less satisfactory behaviour takes the form of restlessness and lack of effort. There were 16 exclusions in 2001/02, a big increase over the previous year, indicative of the new headteacher's insistence on establishing boundaries of acceptable behaviour and as a way of demanding parental

co-operation. This level of exclusion is not expected to continue. At lunch-time pupils talk to each other socially. They look after the premises well. No instances of oppressive behaviour were seen during the inspection although parents report that if it occurs the school is assiduous in tracking down the causes and finding solutions.

16. Relationships are good. Teachers know their children well, including teachers who only started at the school two weeks before the inspection. Pupils are confident in talking about their opinions, for instance in a personal and social education lesson where Year 6 were discussing how they could encourage the rest of the school to respect the school rules. Pupils help each other where this is needed, for instance a new arrival at the school who spoke no English was given good support by the pupil sitting alongside her. Pupils are particularly good at working together in pairs to discuss ideas. This is something that happens often at Redriff. In a music lesson there was very good co-operation between groups of four who were composing their own percussion music. Spontaneous applause is given to pupils who show good work. Racial harmony is a feature of the school and boys and girls work well with each other.
17. Personal development is satisfactory. Pupils have positions of responsibility. They raise money for charities. They do some independent work, but in general this area is insufficiently developed in the school.
18. Pupils with SEN respond with enthusiasm, taking full advantage of the additional help within lessons. They are fully integrated into the school. They show a positive approach to all subject areas and concentrate well, both independently and in collaboration with others. The school works hard to ensure that these pupils are happy and secure within their class group. Their behaviour is generally good, both in the classroom and around the school.
19. Pupils with EAL take a positive approach to all subject activities and work with interest and commitment. They are well integrated into all activities and form good relationships with other pupils and adults. These attitudes make a positive contribution to their learning and the progress that they make. When provided with the opportunity and support, pupils are capable of working both independently and collaboratively.
20. Attendance is unsatisfactory at 92 per cent, although there has been a steady improvement since the last inspection. The extent of unauthorised absence has also decreased. Lateness is a problem that is being vigorously tackled by seeking parental co-operation. Registration is efficient and lessons start on time.

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

21. Overall, teaching throughout the school is satisfactory. In just over one in three lessons teaching was good or better. The rest was satisfactory, with a negligible amount of unsatisfactory teaching. There is a positive ethos for learning in most classrooms. The best teaching occurs in Key Stage 2, where just over one third of the teaching seen was good; sometimes very good and occasionally excellent. There has been good improvement in the quality of teaching when compared to the last report. There is now minimal unsatisfactory teaching and the percentage of satisfactory or better teaching has increased.

22. Teachers' subject knowledge is good overall in the Foundation Stage and Key Stage 2. Subject knowledge is satisfactory in Key Stage 1. The teaching of basic skills needs improvement across the school and particularly in the reception class and Key Stage 1. This is evident in English, particularly in writing, science at Key Stage 1, ICT and art and is reflected in the low level of attainment achieved by pupils. Achievement is also repressed when pupils do not get the opportunity to study certain subjects consistently. Eventually they become disinterested and standards are depressed as in art, religious education and ICT.
23. Teachers generally are well organised. They use a good range of questions to check pupils' understanding and knowledge. They have good relationships with pupils and usually teach with firm discipline and control. Management of pupils is a strength the teaching. Across the school teachers generally have high expectations of behaviour, but expectations of the standard of work achieved could be higher in the reception class and in Key Stage 1. Expectations are appropriate in Key Stage 2. From the time children enter the school they are expected to take responsibility for themselves and others. This results in very young children learning to be responsible and behave sensibly from an early age.
24. In the excellent or very good lessons, such as science in Year 6, the teacher's style, fast pace, enthusiasm for the subject and constant challenge are most effective. Good listening skills are enhanced by very good teaching strategies. Good subject knowledge is combined with observational assessment of pupils' skills and development. Appropriate teaching points evolve from direct observation and clear practical demonstration, to guide pupils to a more skilful performance in their investigations. The lessons contain a good balance of varied activities, whole class teaching, investigative work and opportunities to use their own learning. Work is well matched to pupils' abilities so that they can build on previous knowledge and understanding. Good features of teaching include enthusiastic and clear explanations, well-organised classrooms, established routines and opportunities for pupils to work in various ways. Resources are well used to motivate pupils and to extend knowledge. In most of these lessons the work is demanding and time is used effectively for higher and lower attaining pupils and pupils with SEN. Adults in the classroom are well organised and work effectively to raise standards.
25. In the much less effective lessons, the pace of work is slow, insufficient demands are placed upon pupils and work is not well matched to the ages and attainments of pupils. Teaching is less dynamic so pupils are less engaged and become compliant rather than enthusiastic. In a literacy lesson in the Foundation Stage the teacher's introduction to the lesson went on for too long. Pupils consequently became increasingly disinterested and little learning was accomplished. Their work was largely undirected and many were unsure as to its purpose. This inhibited their ability to develop the skills of good independent learning.
26. Planning does not take the need of all pupils into account. Higher achieving pupils are not always challenged appropriately. Too often they are left to their own devices as in some mathematics lessons where teachers daily plans lack detail, for example in not providing differentiated work or assessment criteria for that lesson. Similarly, in some lessons in history, geography and religious education, work is not matched well to ability. Conversely, where activities are well matched to pupils' ability this is having a positive effect on raising standards. This is particularly so in science in Year 6 and literacy, where specialist resources are used effectively and learning support staff liaise effectively with class teachers. There is some unsatisfactory planning in the



Foundation Stage particularly in the reception class. Activities are listed but outcomes of learning are insufficiently identified.

27. There is a clear emphasis on developing pupils' skills of literacy and numeracy and these are beginning to be well taught. However, numeracy is better taught than literacy, through the whole curriculum. Literacy skills are insufficiently reinforced through other subjects. Teaching of phonics is insufficiently well developed and this is evident in Key Stage 1, where some average and lower attaining pupils do not have the strategies to work out simple words. Pupils' spelling is improving but errors are not always identified to help them to correct their mistakes.
28. The special educational needs co-ordinator (SENCO) ensures that good support is given to pupils with SEN. A particularly strong feature is the way in which the teaching assistants work with the teacher to enable all pupils with SEN to play a full part in the lesson and to make good progress. The teaching staff and teaching assistants record the progress of those pupils within their groups. However, the IEPs need to be better used in the everyday context of lessons and informing planning for the next lesson. All staff are very aware of the individual needs of pupils and always provide them with good support and appropriate help.
29. Focused support teaching for pupils with EAL, is good and sometimes very good. This is normally provided within regular class lessons and is based on careful liaison with class teachers. Support is well targeted and based not only on early identification of pupils and detailed assessment of their needs, but also regular reviews of these targets. However, during morning lessons including literacy activities, this support is not available and targets are not taken into account in teachers' planning. As a result the content and level of pupils' learning are not always suitable.
30. The day-to-day assessment of pupils' work is unsatisfactory overall. It is good for the Under Fives, and unsatisfactory in both Key Stages 1 and 2. In the better lessons good verbal feedback is given and work is usually marked conscientiously. However there were instances, particularly in mathematics, when marking was cursory and did not inform pupils how to improve. The use of homework to support pupils' learning and attainment is satisfactory in the Foundation Stage and at Key Stage 1 but unsatisfactory at Key Stage 2. The homework given in some Key Stage 2 classes is appropriate, but is not consistently applied by all teachers.

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

31. The planned curriculum is unsatisfactory. The curriculum for English, mathematics and science is broad, balanced and relevant. However, the school's decision to focus on raising standards of attainment, with lessons in the spring term directed towards Statutory Attainment Tests (SATs) means that it does not fulfil statutory requirements for some of the foundation subjects; particularly in terms of time, coverage, and the range of learning outcomes. The school follows the local educational authority's agreed syllabus for religious education, although there is little evidence that the subject has been taught for sufficient time and in sufficient depth to pupils in Year 6.
32. The school has successfully implemented the National Literacy and Numeracy Strategies. However, the teaching of basic skills and particularly literacy skills across the curriculum is a weakness. Teachers make good use of pupils' speaking and listening skills in other subjects. However, an area of weakness in the curriculum is

the lack of focus on writing skills in other subjects such as history or science. There are policies and schemes of work. These include school based and commercial schemes of work. Within the limits of the restricted curriculum provided for foundation subjects, teachers' planning documents are satisfactory, with long, medium and weekly planning documents giving clear guidance for the development of pupils knowledge, skills and understanding. There are co-ordinators for all subjects, although the role of co-ordinators in the foundation subjects is insufficiently developed in terms of their monitoring roles. A number of curricular issues identified in the previous report have yet to be addressed. For example: the need for curriculum co-ordinators to monitor policies, teaching and learning more systematically. The headteacher and the senior management team monitor the curriculum, through an analysis of teachers' planning documents, a scrutiny of selected work and discussions with pupils.

33. The curriculum for Foundation Stage children is satisfactory, although the rate of learning for children in the reception class could be considerably improved, with more structured and focused attention for them to access the Early Years curriculum. Too much time is spent on the focus group with little or no assessment of what children in other areas have understood from the lesson. There is a need for more joint planning with the nursery to enable continuity and progression in children's learning.
34. Personal, social and health education is now good. It is more actively promoted with pupils being involved in weekly 'circle time' activities. Sex education and drugs awareness are addressed in these lessons. The school governors have yet to put in place a policy for drugs awareness.
35. There is a governors' curricular sub-committee, with link governors for the foundation subjects and special educational needs. Link governors observe lessons in the classroom and make an oral feedback to the headteacher and main governing body. The school has good links with its feeder high school.
36. Strategies to ensure that all pupils have equality of access to the planned curriculum are in place, although the issue of coverage of the foundation subjects needs to be addressed. The school meets the needs of the Code of Practice for SEN pupils. These pupils have good access to the core and foundation subjects. Teaching assistants are well organised and provide very effective support for pupils. All pupils have detailed IEPs, with clear targets for improvement, although these are not always used as working documents during the lesson. The school has an inclusive approach to provision for pupils with EAL and generally support is provided in regular class lessons. Pupils have equal access to all areas of the curriculum and extra-curricular activities. However, teaching assistants are sometimes inappropriately used as support teachers for literacy and numeracy, when pupils with EAL need their help to access the curriculum.
37. The school provides a satisfactory range of extra-curricular activities of a sporting nature. These include a football club, choir, guitar and recorder groups and a drama club. A number of people visit the school in order to contribute to assemblies and the curriculum. Pupils are given the opportunity to take part in a good range of visits to art galleries, theatres, field trips and places of educational interest. All these make a valuable contribution to the extended curriculum.
38. The school has a good ethos in which all pupils are seen as individuals and are positively valued. Planned provision for spiritual development is good and is linked to

the large number of faiths celebrated by pupils in the school. The school fulfils its statutory requirement for a daily act of collective worship. Assemblies have a multi-faith dimension. The headteacher and staff make pupils aware of world faiths, their philosophies, special books and celebrations. A good example of this was observed during the inspection when pupils celebrated the Jewish New Year by tasting and sharing honeyed apples. Whilst there is a spiritual dimension to religious education lessons, spiritual development is not actively promoted across the curriculum.

39. A strong sense of morality underpins the aims and objectives of the school, with pupils having a good sense of right and wrong. They are generally well aware of the responsibility they have for their own actions and show a concern for the well-being of others. This is reflected in the school's 'Golden Rules' and class rules agreed by individual classes. It is also reflected in the school's rewards and sanctions system, and re-enforced in 'circle time.' Opportunities are given in some subjects for pupils to reflect and write about moral issues such as experimenting on animals and the problems of the third world.
40. Pupils develop good social skills as they progress through the school. All members of the school, including teaching and non-teaching staff, provide good role models for the pupils. Pupils move around the school in an orderly manner, respect their school environment and are courteous to visitors. Good relationships exist between pupils and between pupils and their teachers. Children work well in groups in lessons and older pupils from Year 6 are given responsibilities which they accept with enthusiasm. Pupils value the school council and feel that they make a positive contribution to the schools' improvement. Pupils also demonstrate an effective understanding of good citizenship through regular funding for national charities.
41. Planned provision for pupils' cultural development is good. The school actively promotes understanding between pupils from different ethnic backgrounds. In geography and history pupils develop knowledge of the world around them and come to an understanding of how societies change over time. In music and art pupils develop an understanding of how great artists and composers have contributed to society, whilst in English pupils develop an understanding of their literary heritage, as well as considering poetry and stories from other cultures and societies. By its very nature and its good relationships throughout the whole school pupils develop an understanding of life in a multi-cultural society.

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

42. Since the last inspection there have been improvements in child protection, the procedures for achieving good behaviour and promoting good attendance, the monitoring of personal development, the personal and social education provision and some aspects of assessment.
43. The school is a secure environment with all the expected regular safety inspections and safety measures in place. Children from abroad who arrive at the school, often with no or little English, are made to feel welcome and recent arrivals appear to be well integrated. Child protection procedures are very good. The nominated person has been well trained and ensures that all staff, including midday supervisors have had good training. She is familiar with local procedures and knows the local agencies well. Children on the 'at risk' register are carefully monitored. There are good welfare facilities and a good number of first-aiders. Topics covered in the personal, health

and social education programmes help pupils to look after themselves and also play a significant role in the school's procedures to counter harassment.

44. The procedures for promoting attendance are good. Parents are regularly sent letters and newsletters on the issue and there is good co-operation with the education welfare officer. There is a reward scheme for those with 100 per cent attendance.
45. The procedures for improving behaviour are very good. The behaviour policy is uniformly applied, including by those teachers who have only recently arrived in the school. The headteacher has a high profile around the school and his personal leadership on behaviour issues is effective in reducing instances of poor behaviour. Rewards and consistency are regarded as crucial in the effective achievement of good behaviour. Parental support is effectively sought where problems are difficult to resolve. Attitudes are modified by introducing 'circles of friends' and the involvement of behaviour advisers.
46. Procedures for assessing pupils' attainment and progress are satisfactory. They are good in the nursery, in mathematics in years 5 and 6 and in English, but are lacking for other subjects. Children are assessed on arrival in the reception class and at the end of Years 3, 4 and 5 in addition to the statutory tests at age 7 and 11 years. SATs tests are thoroughly analysed for English, mathematics and science. Teachers compare their judgements on National Curriculum levels to maintain consistency of judgement. There is a current emphasis on writing. Teachers generally maintain their own assessment records. Assessment data is analysed by ethnicity. However, the use of assessment information is unsatisfactory. There is some good practice, referred to above, but in general not enough data is available to decide where the curriculum needs some modification. In the foundation subjects there is insufficient variation in what is taught to take account of the prior attainment of pupils. At present there is no way of tracking the progress of individual pupils except in English and to a limited extent in mathematics. Pupils are insufficiently involved in the setting of their own targets and subsequent review.
47. The procedures for monitoring and supporting pupils' personal development are satisfactory. They are informal and based on teachers' knowledge. There are useful summaries of personal development in annual reports and several parents have commented on their accuracy.
48. The care of pupils with SEN is good. The SENCO works closely with all staff and the headteacher to monitor provision. The school effectively ensures that all pupils with SEN have been correctly identified and that they receive adequate support. The school maintains an inclusive approach and has established a caring and supportive ethos. However, higher attaining pupils are not always adequately challenged, particularly in Key Stage 1.

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

49. Parents are highly appreciative of the education provided at Redriff and the recent improvements that have been made. This is an improvement compared with the last inspection. The quality of information sent to parents has also improved considerably.

50. Parents feel the school is very approachable, that it is well led and managed, that their children are expected to work hard and that they make good progress. Their children like school. Their only significant criticism is about the amount of homework their children receive. The inspection team agrees with parents' positive remarks. The amount of homework given in Key Stage 2 is inconsistently applied by teachers and needs to be developed if it is to be used successfully to raise standards.
51. The quality of information provided for parents is very good. The year starts with a briefing meeting to tell parents what their children will be learning; this is followed later on in the term by a meeting at which the progress of each child is discussed with parents. After the annual reports are distributed there is a further meeting to discuss the year's work, talk about targets for improvement and how parents can help. The annual reports are thorough, give a clear picture of achievements and generally have well chosen targets for improvement. However, quantitative data [e.g., National Curriculum levels] is missing. There are good newsletters and a good prospectus that is well written and easy to understand. The governors' annual report is informative, but lacks information on expenditure and comparative data on SAT's to put the school's results into perspective. It could also do more to promote the school in the community.
52. Parents' involvement in the school is good and improving. The school association has recently been revived and has a lively programme of events. Parents come into school to help with reading and other tasks, give invaluable help on school trips and support school events. Parents are welcome at assemblies and were particularly appreciative of the one to mark Mothers' Day. Parents support pupils with their reading and homework.
53. The school is very keen to involve parents when difficulties arise but also makes sure that parents know about achievements. The school is very welcoming to parents and actively promotes an 'open door' policy. Parents of pupils with SEN are invited to reviews and are encouraged to discuss their children's progress with the co-ordinator at other regular times. There is also good liaison with the parents and carers. As with all pupils in school, parents of pupils with EAL are regularly informed of their child's progress.

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

54. The headteacher provides excellent leadership and, has a clear vision of where the school is going and how standards are to be improved. A significant strength has been the development of a climate of mutual respect amongst staff and pupils alike. Staff and pupils feel valued; this improves their self-esteem and raises their level of commitment. The school has explicit aims and values and all share in the commitment to make these work. The headteacher has an open-door policy, which instils confidence in parents to share problems and concerns.
55. The school is very well managed. Senior managers and curriculum co-ordinators make a cohesive team, have clear roles and carry out their responsibilities very effectively. Staff are trusted and there is a clear delegation of responsibilities and accountability for their work. The strong team ethos is reflected in their high levels of commitment. The school reviews its own work very effectively. Decisions are arrived at by a thorough analysis of the problem or issue. The senior management team has been very effective in monitoring the work of the school; this has had a positive impact on raising the quality of teaching. Staff support each other very efficiently and

policies and schemes of work are developed collaboratively. Subject co-ordinators monitor learning in the core subjects to help teachers to assess outcomes and plan future activities, although, with the exception of the core subjects, the co-ordinators' role in monitoring teaching and learning is insufficiently developed.

56. Educational priorities such as the forward planning for ICT provision is well supported through careful financial management. The school improvement plan is too short-term to be used effectively as a tool for strategic planning. Although it is well organised, costed and sets realistic targets it is not effectively targeted to periodic review to ensure the implementation of plans and focus on further raising standards in specific areas such as religious education, art, history and geography. The day-to-day running of the school is very well organised. Administrative procedures and routines are clearly documented and contribute to the efficient way the school is run. Administrative staff carry out their responsibilities well.
57. Governors make an effective and increasing contribution to strategic planning and management. There is an appropriate committee structure, which monitors and evaluates the work of the school. Governors are becoming more actively involved in planning decisions. There is a shared commitment to improvement and the need to succeed. Both staff and governors are involved in regular audits and evaluations of the progress made in meeting the school's challenging targets for improvement and understanding its strengths and weaknesses. However, although governors are fulfilling their statutory duties in helping to shape the direction of the school, they do not fulfil their obligations through effective monitoring to provide a curriculum that is broad and balanced.
58. There is a good match of teachers to the demands of the curriculum. There is a good mix of experienced senior staff and teachers new to the profession. There is an appropriate number of support staff who have been well trained. The midday supervisory assistants manage pupils well at lunchtimes. The process for the induction of newly qualified teachers is very good. There are also excellent procedures for all teachers to have professional interviews to identify strengths and areas for improvement. This procedure also helps to identify training needs, which are also managed well. The school ensures that members of staff attend regular training sessions. Overall, the good quality of the staff is beginning to have a major impact on the ethos of the school and on standards.
59. Funds and resources for SEN and Statements of Special Educational Need are well used. Overall, support for SEN pupils is very well managed and this enables the pupils to make good progress. There is good provision within classes for pupils to receive the necessary support. The teaching assistants are effectively deployed and are familiar with their responsibilities. The whole area of SEN is very well led by the co-ordinator who gives very good support to the pupils, parents and the staff. There are some areas that need further development and the co-ordinator is aware of these and is committed to improving them where necessary. These are, provision for higher-attaining pupils, daily use of the IEPs and pupils being involved in their own targets and therefore their learning.

60. The planned provision for pupils with EAL is well managed. The support teacher is experienced and well qualified, having attended several courses on different aspects of this aspect of provision. The register of pupils is well maintained and organised and progress and reviews of targets are recorded efficiently. However the timetable arrangements, particularly for literacy lessons mean that pupils with EAL do not receive the level of support in class that would be possible with a more efficient use of the support teacher's time and expertise.
61. The accommodation is good for the number of pupils on roll. Of particular value is the new computer suite, essential for the development of ICT. Externally, the school environment is in need of improvement, but there are plans for doing this if finance can be obtained. The accommodation is well planned and good use is made of specialist areas, such as the ICT area, which is placed at the heart of the school. The classrooms are cramped but teachers work hard to overcome this by using the open areas adjacent to the classrooms. The nursery and reception classes have yet to become fully integrated as an Early Years Unit. Both the inside and outside environments are maintained to a good standard.
62. Effective procedures ensure good financial control. All spending is carefully monitored and regular financial statements are available for senior staff and governors. All subject plans are carefully costed and relate well to the overall budgetary position for the school. The school is cost conscious and makes significant savings in relation to the purchase of its equipment. The recommendations of the most recent audit have been implemented. Specific grants are used very effectively for their designated purpose. Resources are adequate in most subject areas although there is a need for climbing equipment for the Early Years.
63. The school makes appropriate use of new technology. The best value principles of comparison, challenge and competition are rigorously applied by the headteacher and governors in the school's acquisition and use of services and resources. There has been significant improvement to certain aspects of management, such as the monitoring of teaching, since the last inspection.

#### 64. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

##### **Raise standards of attainment in reading, writing, science, ICT and art in Key Stage 1 and the standards achieved in ICT, religious education and art in Key Stage 2 by:**

- ensuring that sufficient time is given to the teaching of basic skills and particularly the skills of writing across all subjects.
- providing work that matches pupils' abilities, particularly for higher attaining pupils;
- monitoring, evaluating and targeting pupils' outcomes to improve their achievement;
- devising a manageable and practical system of assessment for each subject to enable teachers to constantly evaluate what has been learned and improve pupils' progress;
- encouraging pupils to take responsibility for their own learning and share in the setting of their own targets.

(Paragraphs:1,2,3,5,22,27,28,31,47,101,123,124,130,132,139,140,142,145,148,151,152,154.)

##### **Improve the breadth and balance of the curriculum by:**

- improving the quality and range of learning opportunities and providing enough time for religious education, ICT, art, geography, history and design and technology to be taught to the appropriate level by the end of Key Stage 2.
- co-ordinators monitoring the teaching of skills and curriculum provision in their subject areas
- providing appropriate training for teachers;

(Paragraphs: 28,30,32,33,37,124,132,171,142,148.)

##### **Review and develop the school's provision of the Foundation Stage into an Early Years Unit by:**

- reviewing and clarifying the role of the co-ordinator;
- improving the progression and continuity of pupils' learning by joint planning in the nursery and reception classes;
- Improving the use of time and classroom support;
- structuring the activities pupils are asked to do so as to evaluate the progress made by all including the target group.

(Paragraphs: 23,24,26,34,37,89,90,92)

##### **Other issues for consideration:**

- The quality and consistency of the homework given at Key Stage 2
- Improving attendance by employing more strategies to reward good attendance
- The consistency and quality of marking throughout the school.

(Paragraphs: 20,26,109,111)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	6	31	61	1	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	361
Number of full-time pupils known to be eligible for free school meals	N/a	131

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	6	109

English as an additional language	No of pupils
Number of pupils with English as an additional language	80

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	28

### Attendance

#### Authorised absence

	%
School data	6.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	2.4
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of <b>Key Stage 1</b> for the latest reporting year	Year	Boys	Girls	Total
	2001	35	20	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	32
	Girls	13	14	18
	Total	37	37	50
Percentage of pupils at NC level 2 or above	School	67 (64)	67 (57)	91 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	31	29
	Girls	14	16	16
	Total	38	47	45
Percentage of pupils at NC level 2 or above	School	69 (71)	85 (83)	82 (79)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of <b>Key Stage 2</b> for the latest reporting year	Year	Boys	Girls	Total
	2001	24	23	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	24
	Girls	16	20	21
	Total	35	43	45
Percentage of pupils at NC level 4 or above	School	74 (56)	91 (67)	96 (85)
	National	75 (75)	71 (72)	87 (88)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	24
	Girls	17	21	21
	Total	36	44	46
Percentage of pupils at NC level 4 or above	School	77 (62)	94 (77)	98 (92)
	National	72 (70)	74 (72)	82 (79)

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

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

	No of pupils
Black – Caribbean heritage	20
Black – African heritage	81
Black – other	17
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	9
White	262
Any other minority ethnic group	34

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	4	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	0
Other minority ethnic groups	4	0

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

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

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

Total number of qualified teachers (FTE)	17.3
Number of pupils per qualified teacher	22
Average class size	26

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

Total number of education support staff	21
Total aggregate hours worked per week	433

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25

Total number of education support staff	5
Total aggregate hours worked per week	124

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
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	£
Total income	1296430
Total expenditure	1331652
Expenditure per pupil	3288
Balance brought forward from previous year	-5442
Balance carried forward to next year	-40664

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

### **Questionnaire return rate**

Number of questionnaires sent out	398
Number of questionnaires returned	78

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	1	0	0
My child is making good progress in school.	60	33	5	0	1
Behaviour in the school is good.	35	56	4	0	5
My child gets the right amount of work to do at home.	26	44	15	8	8
The teaching is good.	50	45	3	0	3
I am kept well informed about how my child is getting on.	39	46	10	3	3
I would feel comfortable about approaching the school with questions or a problem.	74	19	3	1	3
The school expects my child to work hard and achieve his or her best.	60	36	3	0	1
The school works closely with parents.	39	49	5	0	8
The school is well led and managed.	59	36	0	0	5
The school is helping my child become mature and responsible.	39	55	1	0	5
The school provides an interesting range of activities outside lessons.	24	40	10	4	22

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

65. The education provided for the Under Fives is broad and balanced and in-line with the nationally recommended areas of learning. Most children when they start school are achieving standards below, and sometimes well below, those expected of children of this age. However, they make satisfactory progress overall in the nursery and reception classes and by the time they reach Year 1, some are achieving at the expected standard with the majority achieving just below average. Writing standards, however, are still below average for most children. Pupils make good progress in personal, social and emotional development and mathematics. Progress is satisfactory in communication, language and literacy and physical and creative development. The area where the least progress is made is in children's knowledge and understanding of the world. Pupils make better progress in the nursery than in the reception class. The provision for pupils with SEN and EAL is good.

#### **Personal, social and emotional development**

66. Nearly all the children enter the school with immature skills in personal and social development. Children's confidence is not strong when they start in the nursery and few are able to establish effective relationships. They prefer to work alone and find working in groups, sharing and taking turns difficult. Few are able, when they join, to take the initiative in games or activities, although most listen and respond well and are eager to explore new learning. By the time they are five many make good progress and are attaining at the expected level for this age. They are working well in a group by this stage and are developing their own independence. They show a growing confidence in making choices, particularly when allowed to choose their own reading books. They are beginning to know right from wrong and are becoming increasingly more sensitive to the needs of others. This is evident in the way they care about and the tolerance they show for other children in the playground. This shows good achievement and reflects the skilful teaching in the Early Years Unit where children are constantly encouraged to feel confident about what they can achieve. They are rewarded with praise when they show initiative or make choices and are encouraged to think about others and why they have taken certain actions.

#### **Communication, language and literacy**

67. Teachers in the nursery and reception classes place suitable emphasis on developing language and literacy. Communication and listening skills are encouraged in every activity, including role-play. However, this is an area where many children come to the school from a low start; only a minority can make up their own stories and talk confidently about their experiences by the time they leave at five years. All children make a satisfactory start to early reading and writing skills and many show good progress. Adults use talking to good effect and are good, active listeners. Children are encouraged to take books home regularly. They enjoy books and handle them carefully. When they first start at the school they understand how books work but do not associate sounds with words and letters. Some, not many, can tell stories, using the illustrations within the book and answer simple questions. However, they are unable to recognise their own name and other familiar words. Children's development of early computer skills is good. However, their ability to write is well below expectations.

68. By the time they start their formal education at five, many can write their name and they know some small connecting words. They are able to recognise initial sounds associated with the letters of the alphabet, and a few recognise key words from their first reader. A sound understanding of phonics is developing through effective word, sentence and text level work using well-known stories and rhymes. Children hold their pencils correctly and some can shape letters accurately. Most can trace over or copy the teacher's writing. Many are keen to produce their own emergent writing. They can draw simple artistic figures well and are more confident when talking about their drawings and mark-making. The majority achieves below average standards although this is not surprising, considering the high percentage that speak English as an additional language.

### **Mathematical development**

69. Children make good progress in the mathematical area of learning. On joining the school most children are achieving standards below the expectation for children of this age. However, they are beginning to use some mathematical language such as 'bigger' appropriately, can match items and know some counting rhymes. By the beginning of Year 1, many are using numbers up to ten and can sort, match, order and sequence and are familiar with counting songs and games. However, the majority are achieving just below average for children of this age, even though their ability to count is at the expected level. Basic mathematical skills are well taught. Although they do not use strategies for counting, most pupils are able to count up to ten with the teacher. They find it more difficult to use number but a few can add simple sums on their fingers. Children's attitudes to their learning are satisfactory although teaching methodology is sometimes not particularly conducive to effective learning; for example, in a numeracy lesson in the reception class pupils were left for too long on the carpet before the activity began and they became disinterested. Similarly children, who are in groups other than the teacher's group, have too many activities to choose from, that are not particularly challenging to the higher achievers. They are not closely monitored when they complete these tasks and consequently move from one activity to another with little learning taking place.

### **Knowledge and understanding of the world**

70. Children enter the reception class with basic general knowledge. Very few understand about the place where they live and their families past and present. When they start in the nursery most are achieving well below average in this aspect. Very few know how they get to school or question the differences and similarities in the world around them, One or two can use the skills of cutting, joining, folding and building successfully. By the time they enter formal education at age five, most are still achieving below average standards when asked to talk about where they live, their families and the past and present in relation to themselves. They talk about when they were younger, the toys they used to have and some features of living things. The majority still do not ask many questions about how things work or select confidently. Teachers challenge the children in the nursery well, to work according to their capability. All children are encouraged to use the computer independently and many do so with confidence. Most can control the mouse and recognise letters on the keyboard. A few can select resources and a larger group now uses tools safely, although most are still achieving standards that are just below average.

### **Physical development**

71. On entering the school, most children are unable to use small equipment like scissors, They are not confident about climbing and balancing, with or without help. The outdoor play area has helped children to make good progress in the development of their physical skills. They can run, jump and balance and show awareness of the needs of others in the space around them. Teachers make good use of language to encourage children in their physical responses. Children are challenged to think carefully of how they can demonstrate movement. Most demonstrate that they can use space creatively. Teachers also teach skills such as cutting to enable children to gain safe control of these more delicate movements. By the time they reach the end of the Foundation Stage they are attaining standards in line with expectations for this age.

### **Creative development**

72. This is an area where children make slow progress on what they can do when they first come to school. Children start from a fairly low level of skill when they enter the nursery. They cannot use imagination in play with others or represent ideas with their artwork. However, teachers encourage them from the time they first start to experiment with paint and colour and work from observation and imagination. Teachers support and extend their love of role-play with puppets and imaginary characters. By the time the children reach Year 1, most are achieving just below the expected standard.
73. The quality of teaching in the Foundation Stage is satisfactory overall. Nearly one in three lessons are good. Teaching staff and assistants work very well together and have a clear understanding of how young children learn. Individual lessons are particularly well planned in the nursery, taking account of the requirements of children's different capabilities although there is insufficient planning in terms of how children are achieving overall in the nursery and reception class prior to their starting in Year 1. Individual teachers keep their own records in the nursery and reception classes. However, there is no overview by the co-ordinator to monitor the progress made by individual children from the time they start at the school to the stage when they begin their formal education aged five years. Teaching and learning are not sufficiently monitored, particularly in the reception class. Consequently progress is not consistent. A wide variety of stimulating and well-structured activities are provided within each nursery session and children's responses are supported and extended sensitively. For example, in a good creative nursery lesson to explore and make butterfly patterns children were taught skills from how to hold a pencil to experimenting with colour and symmetry. Appropriate interventions are made to give direction and enable learning to be consolidated. In a less successful English lesson in the reception class the tasks were too simple; several children became disinterested when they found their activity was not being monitored too closely.
74. Assessment is immediate and this enables every child to make progress in the nursery. However, there is insufficient continuity in how children are taught when they first come to the nursery and how they are taught in the reception class. Children in the reception class are not assessed systematically after each activity. This is partly due to the fact that they are given too much freedom to choose their activities and, other than the group being taught by the teacher, are not sufficiently monitored as to what they have learned. Consequently they make less progress in the reception class than the nursery. Planning is also too fragmented between the nursery and reception classes to adequately inform children's progress, lesson on lesson and year on year.

75. A simple baseline assessment has been successfully carried out. Parents are encouraged to be involved from the beginning of their children's education and to follow their progress throughout. Regular formal and informal consultations, before and after admission, are well received by parents and effectively establish common objectives between home and school.
76. The Under Fives' classrooms are visually pleasing and stimulating. Overall, resources are satisfactory. There are sufficient books for pupils to use and borrow. There is good teaching support in the nursery. However, there are insufficient teaching assistants to adequately support the Under Fives' curriculum in the reception class. Children are making satisfactory progress overall. It is satisfactory in the nursery but insufficient in the reception class. There has been satisfactory improvement in the progress made by children under five since the last inspection.

## **ENGLISH**

77. The last inspection reported standards, which were below the national average for both key stages. Test results at the end of Key Stage 1 in 2001 show that attainment was well below the national average and likewise for similar schools. However, there was a significant improvement at the end of Key Stage 2, with pupils attaining at a level well above average in comparison with similar schools and in line with standards achieved in all schools nationally. In relation to pupils' progress against their results at the end of Key Stage 1, achievement was in line. The poor Key Stage 1 results do not reflect the standards of work seen at the end of the key stage during the inspection, which were below standards seen in the majority of schools. The difference in test scores and current attainment at Key Stage 1 is explained by the large proportion of pupils with SEN and EAL in last year's national tests. Additionally, a significant number of these pupils joined the school at various points, not having had the benefit of a consistent school experience since the reception year. The upward trend in Key Stage 2 is well above that seen nationally, and reflects the good progress evident in pupils' books. Standards of attainment of the current Year 6 pupils are average in relation to national norms. The improvement in the overall standards in English are due to the effective implementation of the National Literacy Strategy, including a range of initiatives, adopted by the school to support literacy development.
78. Standards of attainment in reading at age seven are well below average. This is reflected in the Year 2001 SATs where attainment was low, both in terms of national averages and when compared to schools with a similar intake. Attainment in writing by the time pupils are seven is well below average. This is reflected in the Year 2001 SATs where it is also well below average in comparison to the national average and similar schools. There has been some improvement in pupils' writing since Year 2000 although attainment remains well below average. A number of pupils in Key Stage 1, in particular those with SEN and EAL, take some time in developing appropriate handwriting skills.
79. Pupils' speaking and listening skills at seven are below average. Many pupils with EAL have limited exposure to the English language at home. This often continues throughout their time in school, although many pupils become bilingual speakers. The large majority of pupils in Key Stage 1 are good listeners. Teachers and classroom assistants use questioning skills in an effective manner to promote pupils' oral skills in group activities and the feedback sessions at the end of lessons. Though many pupils are able to talk to their friends in a reasonably confident manner, a



significant number lack the confidence and vocabulary to speak in clear, extended sentences.

80. Many pupils, particularly those with SEN and EAL arrive in Year 1 with a limited knowledge of reading books. Despite the satisfactory teaching of reading skills it takes some time for them to develop the necessary phonic and decoding skills to make them at least satisfactory readers by the time they are seven years. Even when they are able to string together words in order to make sentences, they often have a limited understanding of what they are actually reading. Teachers address this issue through good guided reading activities, which focus on the development of reading comprehension skills. Despite the fact that many pupils achieve well over time in their reading skills, reading overall remains well below average at seven years.
81. Most pupils make satisfactory progress in their writing with a number of higher achieving pupils producing some satisfactory work as they write about the factual events in their lives, and re-tell in a written form the stories read to them in class. Whilst virtually all pupils become independent writers by the time they are seven, the quality of written work is extremely variable. Most pupils at seven can use capital letters and full stops to demarcate sentences and have a simple knowledge of punctuation skills. Many lower achieving pupils, however, are inconsistent in the use of these skills, with written work containing a number of errors.
82. Whilst many pupils make satisfactory progress in their oral skills as they move through Key Stage 2, they lack the confidence, vocabulary and ability to re-organise their thoughts and ideas in a logical and structured manner. They find it difficult to communicate their ideas to their teachers and friends in anything like a formal situation, with their responses being somewhat brief and lacking in detail. Teachers address this by providing pupils with regular opportunities to work in pairs in order to discuss the work in which they are involved. Although pupils are given the chance to join the popular drama club and to take part in school productions, role play does not make a significant contribution to lessons, with opportunities being lost to extend pupils' oral skills and to provide a stimulus for their written work. In the single lesson of role-play observed during the period of the inspection it made a positive contribution to pupils' learning. Attainment in speaking and listening skills at 11 years is average.
83. Teachers provide pupils in Key Stage 2 with a good range of reading opportunities. Pupils read pre-twentieth and twentieth century poetry and novels. Pupils also read a satisfactory range of factual materials and consider poetry and stories from other cultures and traditions. Whilst most pupils demonstrate good technical reading skills, a number of pupils still lack reading for understanding skills and do not always fully comprehend the content of what they are actually reading. In contrast to this a number of higher achieving pupils have a clear understanding of the story line, characters and issues in the books they read. Whilst most pupils know their way around factual books, and can find information using the contents and index pages, discussions with pupils revealed that they rarely, if ever, visit the library. They have little knowledge of research and reference skills, and are not provided with the skills and opportunity to become independent learners. Reading by the time pupils are 11 years is average.
84. Pupils in Key Stage 2 make good progress in their writing skills, with much of their written work being linked to the good reading materials and opportunities provided by teachers. Pupils respond to both literary and factual materials, and develop the ability

to write for different purposes, in different styles and with a specific audience in mind. Pupils plan their work and often redraft it in order to improve it. ICT and word-processing do not currently make a significant contribution to pupils' written work, though this should improve with the introduction of the new ICT suite. A number of higher achieving pupils are capable of good quality work, with pupils writing in detail and at length with few or no mistakes. In contrast to this, low achieving pupils' work is somewhat short with mistakes and inconsistencies in grammar, punctuation and spelling. Handwriting and presentation are average overall.

85. There are very few opportunities for pupils to develop and use their basic English skills in other subjects, with literacy across the curriculum being an area for development. Overall, attainment in writing by the time pupils are 11 years of age is average. Pupils with SEN and EAL make good progress relevant to their identified needs.
86. The majority of pupils in both key stages approach their work in a positive manner and work with interest and sustained concentration. Pupils work well together when they are given the opportunity to do so. Occasionally a small minority take a passive approach to the literacy hour and do not make an active contribution to their own learning.
87. The quality of teaching in Key Stage 1 is at least satisfactory, with one half of the lessons observed during the inspection being good or better. The quality of teaching in Key Stage 2 is at least satisfactory with nearly one half of lessons observed being good. Teachers are now responding to the demands of the National Literacy Strategy with the literacy hour being utilised in an effective manner. Lessons are well planned with lesson objectives being shared with pupils. Enlarged texts and books are used well to develop English skills, with word level work, reading and writing activities being closely linked together. Teachers provide pupils with a good range of group activities to match the needs and abilities of groups of pupils. Lessons are generally brisk and purposeful, with time and resources being used well. Teachers use classroom assistants well to support lower attaining pupils. Good use is made of the final part of the literacy hour to review pupils' learning, to celebrate their achievement and to assess their understanding.

## **MATHEMATICS**

88. The National Curriculum test results for 2001 show that standards by the age of 11 years are very high in comparison with all schools and also when compared to similar schools. Pupils' results in comparison with their prior attainment at seven years are also very high. There has been significant improvement on the results achieved last year. The trend over the past three years is improving dramatically.
89. Standards observed from lesson observations and scrutiny of the work at the end of Year 6 are in line with the national expectations. Pupils make sound progress in developing their skills of mental mathematics. They have a satisfactory knowledge of multiplication tables but work needs to be done to reinforce this knowledge. They can round numbers up or down to the nearest 10, 100 and one thousand. In oral and mental activities they use a range of strategies to perform mental calculations. They can order four-digit numbers, count on and back in variable amounts. They are familiar with different ways of adding large numbers, including partitioning, where they demonstrate a satisfactory understanding of place value. They use multiplication grids successfully and can divide two and three digit numbers. They use simple

fractions that are several parts of a whole and some pupils can recognise when two fractions are equivalent, for example; one-quarter is equivalent to two-eighths. Most pupils are beginning to understand ratio and proportion. They have an understanding of probability and carry out investigations and record their findings in different ways, such as bar graphs or pie charts. They are developing their measuring skills. They can use and interpret a range of data, turning it into graphs; for example, a survey among members of their class. Pupils can recognise two- and three-dimensional shapes and can describe some of their properties. They are learning to solve mathematical problems involving numbers, money and measures but more work needs to be done across the curriculum to establish the work in everyday examples. Pupils have insufficient opportunities to use computer software to extract data and make comparisons of graphical displays.

90. The National Curriculum test results in 2001 for pupils in Year 2 were in-line with the national average. When set against similar schools the results are above average. Since 1998 the results have shown a fluctuation between below and above the national averages. When the last three years are taken into consideration the trend suggests that pupils' performance is in line with the national average. The 2001 results show that those pupils gaining Levels 2 and 3 or above have marginally declined in comparison with the previous year. The findings of the present inspection show that the standards achieved by pupils in Year 2 are in-line with the national expectations, both in the lessons observed and in the work seen.
91. By the end of Year 2 pupils make satisfactory progress in numeracy and in the areas of mathematics; number, space, shape and measures. By the age of seven they have a good knowledge of place value up to 100, with some solving problems using numbers to one thousand. They know about number bonds. Their number skills are developed successfully through a range of games and activities. They know some of the properties of two and three dimensional shapes, such as regular polygons, pyramids and cubes. They can describe the properties of these shapes, such as the number of corners and faces. They can measure accurately; for example, when they are drawing lines. They can use mental recall of addition and subtraction in solving problems involving quite large numbers. Pupils can add and subtract two-digit numbers mentally and use written methods for three-digit numbers. They use mental recall for their tables. Pupils are not as involved in data-handling exercises as they could be, although they do some work on simple bar graphs and sorting numbers and objects. Work in problem solving needs to be developed. The strength of the curriculum up to Year 2 is in number work.
92. Pupils generally make satisfactory progress in lessons. In some of the lessons seen they make good progress. The daily class sessions of mental arithmetic are effective in helping all pupils to practise and apply their knowledge to further work. There are no marked differences between boys and girls. Pupils with SEN make good progress with the help of the teaching assistants. This is an improvement since the last inspection. These pupils are integrated into the activities of the class as appropriate. Pupils with EAL make only satisfactory progress. Higher attaining pupils are not challenged appropriately.
93. Teaching and learning overall are satisfactory at both key stages, with three lessons being seen where the teaching was good. No unsatisfactory lessons were seen and this is an improvement since the last inspection. All teachers are observing the structure, content and principles of the National Numeracy Strategy. The teaching of the basic skills is unsatisfactory. Pupils generally acquire new knowledge and skills at

an appropriate rate and consolidate these by completing relevant examples. Management of the pupils is good, as is the use of teaching assistants within the classroom. Teachers identify the aim of the lesson and write up the learning objectives on the board for all to see. Good use of questions also gives pupils confidence and encourages them to respond positively. All pupils are given equal opportunities to succeed. The reinforcement of learning at the end of lessons is an important part of the teaching. Some of the daily lesson plans lack detail for example, in not matching work to pupils' ability or providing assessment criteria for that lesson. The use of homework to raise standards is unsatisfactory. There is a lack of consistency across the classes to ensure that appropriate work is set at each stage. Pupils need to be made aware of their own learning to ensure that appropriate targets are set that they are committed to reaching.

94. Pupils' attitudes and behaviour in class are good. They are enthusiastic and want to learn from the teacher and each other. They work well individually and are eager to answer questions in oral and mental sessions. Pupils enjoy using their white-boards to show their answers in oral and mental activities. They are encouraged to work together, although some find this more difficult than others. They respond positively and listen well. As a result they acquire new skills and build on others previously learned. Pupils are polite in their relationships with adults. They have a positive attitude to mathematics lessons and enjoy the challenge. Their positive attitudes and good behaviour contribute well to the quality of their learning. Standards of presentation are only just satisfactory.
95. Teachers' marking of work is inconsistent and in some cases a tick is put at the end of a page when there are some uncorrected errors. The marking needs to be more constructive across all the classes so that pupils have an increasing awareness of their own achievements. The quality and use of ongoing assessment was unsatisfactory at the time of the inspection. Very few of the lesson plans showed any assessment criteria for that lesson or group of lessons dealing with a particular topic. The school is aware of the problem and has already started to put it right. There needs to be a more consistent approach to formative assessment, which then informs both the immediate lesson plans and the future plans for the subject.
96. There is a satisfactory range of resources, used appropriately across the curriculum. However, ICT is not used consistently to enhance learning. All classrooms have computers and software available, but pupils were observed using them very infrequently.
97. The subject is very well led by an enthusiastic co-ordinator who has worked hard during the year since he was appointed, although he has not had the time as yet to monitor teaching and learning. He is giving a clear educational direction, a significant improvement since the last inspection.

## **SCIENCE**

98. The results of national tests for 11-year-olds in 2001 were well above those in all other primary schools, and very high in comparison with schools like Redriff. Standards at the end of Year 6 went up significantly since last year and show a picture of rapid improvement over the last three years. In the 2001 tests almost all pupils reached the standards expected for their ages and nearly two-thirds the level above. Two pupils reached the standard expected at 16 years in secondary schools. These results are an excellent achievement by last year's pupils. Boys and girls reach similar standards throughout the school.

99. In the teachers' assessments of seven-year-olds in 2001, standards were below those in most other schools, but similar to those reached by pupils in schools like Redriff. These results were similar to those at the time of the last inspection two years ago.
100. Year 2 pupils' science books and files from last year show the same low standards found in teachers' assessments. Although more than three quarters of pupils reached the standard for seven-year-olds, few reached the level above. There are several reasons why standards have not improved since the previous inspection. Pupils had many changes of teachers during the last two years. The school did not give enough time to science and there were gaps in teaching the subject. As all pupils did the same work, teaching did not stretch many, particularly the higher achievers. Standards in lessons during the inspection were as expected for pupils' ages. This improvement is the result of better teaching. Teachers now follow the latest national guidance and give the recommended amount of time to science.
101. Standards in the books of last year's 11-year-olds, and the work done in lessons during the inspection, were above those expected for pupils' ages. This is a commendable improvement since the last inspection. The main reason is the improved teaching in the junior classes with some excellent teaching in Year 6. Teachers expect high standards and pupils of all abilities rise to the challenges. As a result, pupils with SEN and EAL make good progress. Pupils who join the school part way through their education generally do as well as others in their classes.
102. Children in Years 1 and 2 are now making steady progress because science is well taught at this stage. However, below average language skills impede progress, as many children do not have the vocabulary to explain what they remember and discover; consequently they take a long time to write up their findings. Teachers plan effective opportunities for them to experiment and investigate. Children work shows that in most lessons teachers have guided them through the processes of setting up an experiment and predicting what will happen. However, particularly in Year 2, teachers encourage them to record their results in writing. This is because the school gives high priority to raising writing standards. This was evident in a Year 2 lesson, when the teacher set pupils the task of investigating the effects of physical exercise. Pupils enjoyed saying what they thought would happen, and taking part in a vigorous workout in the playground. The teacher led a detailed discussion of their investigation. She then insisted that they put their experiences into sentences in their books. This work helped to develop basic literacy skills effectively.
103. Steady progress continues in the first half of the junior stage. Year 3 pupils have a lot of lost ground to make up before they reach the standards expected by the end of the year. Below average previous learning and literacy standards continue to hold back progress. Year 4 pupils' standards are still below average for the same reasons. There is good progress in Year 5 and excellent progress in Year 6. Year 5 pupils showed that they know how to make a fair test by altering one or more of the conditions. Their predictions in an investigation into the qualities of air were sensible and based on what they already knew about the properties of solids and liquids. Some excellent teaching in Year 6 has raised standards rapidly in the last two years. Teachers provide a lot of challenge. There is a rigorous requirement for pupils to think and speak scientifically. Teachers expect all pupils to learn new words and ideas each week, use homework well and test new learning regularly. They challenge pupils to be rigorous for example, Year 6 pupils had to tell the teacher exactly what their

group was going to do, before starting their investigation. Pupils in Year 6 are also expected to gain knowledge and understanding above the level expected for their age. As a result, pupils achieve high standards by the end of the year. They also show a good balanced knowledge of life processes, materials, physical processes and scientific method.

104. Teachers' good knowledge of science shows in their skilled questioning, both in leading discussion and helping individual pupils to follow through the steps in new learning. This was evident in a good Year 5 lesson. The teacher used probing and persistent questions such as 'Why?' and 'How do we know?' to enable pupils to discover more about the properties of gases from their own experience. In a Year 2 class, the teacher's skilled questioning produced a wealth of precise observations of processes in the body, as they were happening. In such lessons, teachers plan, prepare and time activities nicely so that pupils finish their tasks and continue to learn in well managed reviews of their findings at the end of lessons.
105. Teaching is less effective when pupils are not given enough to do and when the pace of learning is undemanding. This is sometimes because explanations are too lengthy; teachers do not make time limits clear to pupils, or underestimate how much they can do. For example, Year 3 pupils listed the uses of one material in the time available to deal with four.
106. Teaching quality is now good. It was sound in one half the lessons seen and ranged from good to excellent in the other half. It is raising standards in both the infants and the juniors. This is an improvement since the last inspection when teaching was "satisfactory overall". There was no unsatisfactory teaching during the inspection. Teachers are more knowledgeable about the subject now than they were then. As a result much of the teaching is confident, has a good pace and is often exciting. Pupils respond with high levels of interest in the subject and perseverance in solving problems. As a result there is a lot of enthusiasm for science in the school. Pupils enjoy solving problems and often work enthusiastically in groups to set up tests and log results. They readily rise to challenges such as discovering the best test to reveal the purity of water samples. Pupils of all abilities evidently learn most easily and securely through observation and investigation. For example, Year 6 pupils were wide-eyed as the teacher demonstrated the right and wrong ways of using a pipette.
107. Teachers meet regularly to plan new work and to evaluate how successful lessons have been. When possible, they arrange for pupils with SEN and EAL to have extra support. This helps them to achieve their own personal best and ensures that they have an equal opportunity to take part in lessons and make progress. However, the school has not yet set up a system to track and record in enough detail the progress of pupils' learning. In the infant classes, work in children's books shows that teachers are skilled in getting most children up to the standards expected for their ages, but often do not expect higher attainers to achieve the higher standards of which they are capable. This is often because teachers do not link teaching and learning tightly enough to National Curriculum levels.
108. Sound leadership and management by the recently appointed joint co-ordinators have begun to improve standards this year in the infant classes. The school accepts the need to improve both the quality and use of assessment. For example, there has not been a recent close analysis of the results of national test and assessment questions to focus on the present strengths and weaknesses in pupils' learning. The co-ordinators do not have enough opportunity to monitor the quality of teaching and

learning. The school has now met the third key issue from the last inspection, by raising standards, devoting sufficient time to science lessons and systematically improving pupils' knowledge, skills and understanding as they move through the school.

## **ART AND DESIGN**

109. Overall, attainment in art is below expectations at age seven and 11 years and pupils make only limited progress. This represents a drop in standards when compared with the last inspection when pupils were achieving in line with expectations.
110. From the time children start school in the nursery they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination, and to respond to examples of art in the world around them. Children in the reception class have enjoyed working on self portraits in poster paint and improved their brush skills creating symmetrical butterflies in primary colours.
111. By the time pupils are aged seven years their attainment, especially in drawing and sketching, is below the expected level. Pupils lack competence in using dry media, pencils, charcoal etc effectively. Their attainment in other aspects, such as painting, shows an average range of skill and understanding. children in Year 1 have created Hindu mendhi patterns and those in Year 2 have painted different views of the school. They have also experimented with the idea of extending pictures looking at textures and patterns and using a variety of media like pastels, felt tip pens and crayons. There is sound development of practical skills in some cases, although this depends largely on the subject expertise of the teacher. The oldest children in Year 2 have learnt to use a larger range of materials and show increasing control of tools.
112. By the time pupils reach the age of 11 years, most are achieving standards below expectations. A few are competent at colour mixing and matching, using pastels, and are able to use a variety of media, like charcoal, to achieve the results they want. However the majority lack the necessary skills to draw and paint competently. Pupils in Year 6 have considered pictures of stick 'people' and made observations about balance, although they have had little opportunity to experiment with different materials such as clay. Few evaluate their work although most are ready to question, adapt and modify their own work and learn from their own mistakes. Some higher attaining pupils in Year 6 show competence in observational drawing. A few are able to talk about and compare ideas, methods and approaches used in their own work. However, very few can share ideas and meanings through their knowledge of materials and processes. Pupils with SEN and EAL make unsatisfactory progress overall.
113. When they are given the opportunity to do artwork most pupils enjoy it and are enthusiastic about the practical nature of the task. Attitudes are satisfactory overall and sometimes good. Most pupils demonstrate concentration, collaboration and respect for the work of others. They work better as individuals than in groups.
114. The quality of teaching is satisfactory, overall. Most teachers have an appropriate understanding of the subject, although some lack confidence in certain areas of learning, and need more training in how to teach art skills. Where teachers' planning is good, it gives details of learning objectives and careful attention to the development of skills and techniques. Teachers are responsible for their own assessment. However, most are not assessing and recording pupils' individual progress in art.

There is insufficient monitoring of the quality of teaching, assessment and the standards being achieved. Examples of good learning and progress include a clear development in pupils' observational skills and in their understanding of artistic elements as seen in a Year 6 lesson. Progress in the presentation of illustrative work in other curricular areas is weaker. The use of ICT for graphic work is underdeveloped throughout the school.

115. The subject co-ordinator does not have the time to monitor teaching or learning in the subject adequately. There is no whole-school overview to monitor pupils' progress; consequently assessment does not adequately inform curricular planning.
116. Pupils' level of skill in art and the progress they make at both key stages has declined since the last inspection because skills are not well taught and the subject has a low profile. This is partly due to the fact that the subject has not been taught consistently or for an adequate length of time at both key stages because of the school's need to drive up standards in English and mathematics. The school is well aware of the problem and plans have already been put into effect to rectify it.

## **DESIGN AND TECHNOLOGY**

117. Standards are typical of seven and 11-year-olds. The school has maintained the sound standards found at the time of the previous inspection. One or two weaknesses prevent standards from being higher: Designs commonly do not show making processes in enough detail and pupils do not always evaluate their projects.
118. The new co-ordinator has begun to manage the subject effectively by ensuring that teachers work from the latest national guidance to help them plan. The effect of this is satisfactory teaching and a steady rate of learning.
119. Sound teaching in Years 1 and 2 helps pupils to learn the importance of designing models. By the end of Year 2, all pupils, including those with SEN and EAL, draw their designs as pictures. These often include written instructions for the making process for example, designs for a jam sandwich included three sentences to describe the stages in making it. However teachers do not always expect pupils to include details about the materials to be used or to show the dimensions of their models. As a result, the designing and making processes are not separated.
120. A strength of the teaching in Years 1 and 2 is the close link of the projects to pupils' learning in other subjects for example pupils' design and construction of percussion instruments enhanced their understanding of sound in both science and music. Teachers ensure that pupils learn to use an appropriate range of tools, materials and equipment with which to make their models. They show pupils how to use them safely and correctly. Consequently, pupils use scissors, glue and tape to cut and join materials accurately. Children in Year 1 know how to select and join materials at right angles so as to make the houses they have designed for the little pig.
121. In the junior classes pupils' designs continue to be fairly simple; they rarely show how the model will look from different angles or include three-dimensional views of the product. The interesting activities planned by teachers motivate pupils and they try hard with their work for example Year 3 pupils disassembled cardboard box packaging in order to discover how to design and make an attractive container for a children's toy containing a CD-ROM.



122. A strength of the teaching in junior classes is the way teachers encourage pupils to understand the importance of each step in the making process for example, pupils in classes in Year 6 designed a toy with a moving mechanism. Before starting the design work, the teacher ensured that all pupils observed, analysed and could describe how three types of cams and followers worked.
123. A significant weakness of the learning in the junior classes is that pupils have insufficient time to practise new skills. This is because design and technology alternates with art, and also has a low priority on the timetable in the spring and summer terms when pupils are working towards tests and assessments in English, mathematics and science. For example, in a Year 5 lesson investigating biscuits, pupils' skills in evaluating and describing the characteristics of food were below the standard expected for their ages.
124. Throughout the school, teachers encourage pupils to evaluate their work. They often plan time during lessons for pupils to look at what others have made and to say what they could do to make their own models better. This helps pupils to understand areas for improvement in their own work. Teachers also enable pupils to evaluate their designs and products while working on them, so changes can be made if desired.
125. The co-ordinator has ensured that all classes undertake a project this term. There are no formal procedures in place for assessing and recording what pupils can do but the portfolio of pupils' work helps teachers to record achievements and share ideas. There is an urgent need to agree a long-term plan of projects, making full use of the latest national guidance so as to ensure the gradual acquisition of the necessary skills.

## **GEOGRAPHY**

126. By the time pupils are aged 7 and 11 years their overall attainment in geography matches what is expected for their age. Similarly, their overall progress is satisfactory. This includes pupils with SEN and EAL. However because insufficient time has been allocated to the subject, particularly in Year 6, there is unsatisfactory progress made in attaining the skills involved in reading and using maps.
127. A good start was made in a Year 1 class to developing a sense of location and mapping skills, through planning routes to school. Pupils understood the purpose of maps and were able to identify landmarks such as Canary Wharf, as well as the positions of a tube station, museum, cinema, different shops and houses. Furthermore, in representing these landmarks, pupils were beginning to develop an elementary sense of scale. This work was successful because it was well planned. The pupils, including a number with behavioural difficulties, were very well managed, partly through the teacher's enthusiastic and skilful approach. In the next lesson this was extended so that pupils were aware of countries further away, and they contrasted means of transport to make long and short journeys. However, there was very little evidence from a scrutiny of pupils' work to indicate that this was fully developed over time. Children in Year 2 were just planning diagrams of the classroom. Similarly in junior classes, there was little evidence of pupils using Ordnance Survey maps, or developing the use of keys or co-ordinates.

128. Pupils show sound knowledge of contrasting locations. At Key Stage 1, children contrast features of the landscape and economic activity in coastal and local areas. Older pupils contrast Britain with countries such as Bangladesh, Malawi and St. Lucia. This work demonstrates an awareness of the different climatic zones as well as positions of the equator, the tropics and the International Date Line. Pupils also show an understanding of the impact of climate and physical landscape on flora and fauna, economic activity and lifestyles. Older pupils know about the course of a river, demonstrating knowledge of key geographical vocabulary, such as `source, meander and estuary`. In the one lesson observed in a Year 6 class, a particularly effective strategy was used to demonstrate that physical features such as rock and soil determine the flow of a river. This work involved accurate use of vocabulary including `permeable and evaporation`, and was a good introduction to an understanding of the formation of rivers and a water basin and why flooding occurs.
129. The teaching was at least satisfactory and sometimes good. As a result pupils in general demonstrate a positive attitude. They are eager to contribute to discussion and work conscientiously in pairs and individually. However, the scrutiny of work, in particular, shows that teachers' planning takes little account of the range of abilities in classes, particularly with regard to higher attaining pupils. The newly appointed co-ordinator, who has a specialist interest in geography, wishes to ensure that the subject has a more secure place on the timetable. He is currently improving resources and devising means of monitoring the quality of pupils' learning.

## **HISTORY**

130. By the time pupils are aged 7 and 11 years, their attainment in history matches that expected for their age. Children in Year 1 are beginning to develop an awareness of differences between past and present. Focusing on different toys and buildings, including buildings in the locality, they know that there have been changes in types of materials and technology used. In this way, for example, pupils are beginning to appreciate the impact of the introduction of electricity on peoples' lives. In Year 2 a developing understanding of chronology is enhanced through the study of the details of lives of famous people, such as Florence Nightingale and Mary Seacole, and events such as the Great Fire of London. In Year 3 pupils build up a detailed knowledge of Tudor monarchs and aspects of daily life in that period. Similarly, aspects of everyday life in Roman, Anglo-Saxon and Viking settlements are considered. Pupils have explained why such settlements developed in particular locations and emphasise common factors in these early societies such as the differences between rich and poor and the importance of religion. Older pupils know about the class divisions in Victorian times; in particular the ways that the lives of children were affected, in schools and in workhouses. They know details of public health legislation that transformed the lives of ordinary people in the nineteenth century and that the world's first underwater tunnel was built in the area.
131. Pupils, including those with SEN and EAL, make satisfactory progress in the development of historical skills. Children in Year 2 make a good beginning to the process of historical investigation, using a variety of sources, including pictures to find out about the past.

132. This work was successful because of good teaching. This involved the use of good sources and skilful questioning that helped the pupils to distinguish between facts that clearly can be taken from a source and those which are less certain. In this way pupils are learning about historical interpretation in formulating historical questions and recognising the limitations of a single source. This purposeful approach is developed in junior classes. Pupils in Year 3 use portraits and contemporary written accounts to learn about Henry VIII. In Year 6 pupils distinguish between primary and secondary sources. Because teaching was at least satisfactory in the lessons observed, pupils' attitudes and responses were good. They showed interest in the subject: they were keen to take part in discussion and worked conscientiously on individual and collaborative activities. Nevertheless, pupils do not make good progress nor achieve higher attainment because insufficient time has been devoted to the subject, particularly in Year 6. Furthermore in teachers' planning, insufficient attention is given to the learning of higher attaining pupils. As a result there are few opportunities to develop the skill of evaluating the reliability of sources or to study topics in greater depth and complexity. For these reasons, there has been no significant improvement in standards since the last inspection. However, the recently appointed co-ordinator is effectively improving the range of resources and is beginning to monitor the standard of pupils' work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

133. In the previous inspection, standards in ICT were below national expectations at the end of Year 2 and the end of Year 6 and pupils' progress was unsatisfactory. A key issue was to raise standards by increasing opportunities to use ICT across the curriculum and by developing pupil's computer skills in a structured way. At the time of the present inspection there has been some improvement in the standards achieved and in the progress being made, but overall standards are still below the national expectations and pupils' progress across the school is still unsatisfactory. However, there are very positive signs from the present inspection that this issue has started to be addressed.
134. Where lessons were seen, pupils have a satisfactory understanding of how to use the keyboard and mouse. They can word process simple text, alter the font size and colour, save their work and obtain a print out. In Year 2, children were working in the computer suite under the direction of the class teacher and the network manager. They were using the colour magic program to produce pictures and then using various tools to make changes. They could use tools such as pencil, brush, rubber, shapes, colour, thickness of lines and fill. They used these tools to produce a picture of a house. They consolidated this work by producing a picture of a butterfly and, decorating its wings using as many different tools as possible. They could explain the effects that they are creating. They could obtain a print out of their work and then talk about it to the whole class.
135. By the end of Year 6, pupils have a satisfactory understanding of using the computer in a range of different activities. In the lessons seen pupils are able to demonstrate their knowledge by using a roamer that can be programmed to obey certain commands, for example, how to get from one side of the room to another by going around the chairs and tables. Pupils are learning about the use of spreadsheets by correcting existing data on a pre-prepared spreadsheet. They learn that changes in one cell can affect the contents of another cell and that these cells are linked by formulae. Pupils learn to adapt and change programmes to solve a problem, for example, producing an outline of a house. They are able to programme the roamer

to produce particular lengths of the sides and the direction in which the roamer turns. However there are quite large areas of the curriculum that have not been covered and where, as a result, pupils have gaps in their learning.

136. The teaching is at least satisfactory, with some examples of good teaching. Some staff lack the necessary expertise and knowledge and need to undertake in-service training to improve their skills. The requirement within the National Curriculum to use ICT to support learning in other subjects is not met.
137. When pupils are given the opportunity to use computers, particularly in the computer suite, they are enthusiastic. They work with enjoyment and collaborate well, sometimes working in pairs to share a computer. They are developing a confidence in their use of computers and have good levels of interest and concentration. The overall progress made across the whole curriculum, however, is unsatisfactory. Pupils with SEN and those with EAL are making satisfactory progress and are given equal access to the work being done.
138. Although the school has made significant improvements, since the last inspection, to the resources available for ICT, the subject still lacks effective management. There is no co-ordinator for the subject, although there is a member of staff taking temporary responsibility. The school is in the process of implementing a structured scheme of work and this should be put in place as soon as possible. The new computer suite has been equipped and established very cost-effectively. The computers in the classrooms are under-used. Following the identification of weaknesses in the last inspection, the school has included most of the points raised, in various action and development plans. Apart from the major installation of the computer suite, other action has been slow in being put into practice. The school does not have adequate assessment procedures or any records that indicate pupils' progress and there is insufficient monitoring of what is being taught.

## **MUSIC**

139. Standards in music have improved since the previous inspection, when progress was judged unsatisfactory by the end of both Years 2 and 6. Standards in lessons during the inspection were typical of those expected of seven and 11-year-olds. All pupils now have a weekly music lesson and additionally a singing practice. However, the continuing policy of not including singing in daily assemblies still limits the development of pupils' singing skills.
140. Teachers ensure that children in Years 1 and 2 have regular opportunities to sing and play musical instruments. Children learn a number of songs by heart in lessons and practices and sing them in a tuneful way. They also play percussion instruments to accompany their singing. By the time they are seven, they can create musical patterns, using both a steady beat and variations in volume. In a good lesson in a Year 2 class, the teacher's high expectations led children to make good progress, using a variety of percussion instruments, in creating simple musical patterns. The good relationships between the children ensured that they worked together well, taking turns to play. The quality of listening was good. Positive support from the teacher encouraged them to evaluate and to improve the quality of their performance in both singing and accompaniment. As a result, children enjoyed both listening to and making music.

141. When they are singing, 11-year-olds have satisfactory control of phrasing. Their singing is tuneful and their diction is reasonably clear. The school provides a weekly lesson for all pupils in Years 3 to 6 to improve their singing. The lesson is marked by pupils' good listening and the increasing enjoyment of music. The teacher's good relationships with pupils were particularly evident in their attention to her clear demonstration of the new harvest song they were learning and the praise given for their performance.
142. Assemblies provide good opportunities for pupils to listen to music. Pupils enter assemblies to a variety of recorded music such as a modern requiem and traditional spirituals. Listening to music by composers from many parts of the world makes an important contribution to their cultural development. The school junior choir has 40 members and makes a significant contribution to performances in the school and borough. Lunch-time music lessons are available free of charge for pupils in Years 3 to 6 in choral singing, recorder and guitar. At the time of the inspection 20 pupils were coming to the guitar classes and a similar number to recorders.
143. The quality of teaching is satisfactory. A strength of the teaching was the use of a published music scheme to ensure both breadth and progress as pupils move through the school. The scheme also improves learning in those lessons where teachers are not confident about some aspects of music such as singing.
144. In the most effective lessons, pupils are either making music or listening and evaluating throughout. Teachers time activities nicely so that all have the opportunity to take part. Support staff make effective contributions to such lessons helping pupils with SEN and EAL to take a full part in lessons. Teaching is less effective when there is too much talking about music at the expense of pupils' musical experiences.
145. The new co-ordinator is already making an impact on standards and the quality of music in the school. Since the last inspection, changes in the teaching staff have improved teachers' expertise in both singing and instrumental teaching. Resources are now satisfactory and reflect cultural diversity: a further improvement since the last inspection. For example, the school has just acquired ten guitars so as to widen pupils' musical opportunities. Pupils take part in the annual Southwark schools' music festival and there are good opportunities open to all pupils for extra tuition at lunch-times. There is a musical production each year, and all pupils take part in the music at Christmas and harvest festival. The school has now met the key issue from the last inspection by implementing a policy and scheme of work to provide pupils in both the infants and juniors with a broad and balanced curriculum.

## **PHYSICAL EDUCATION**

146. Pupils make satisfactory progress in their skills in physical education in both key stages and achieve standards in-line with expectations for their age. Pupils with SEN and those with EAL also make satisfactory progress.
147. Children in Year 1 develop simple movement activities, including twisting and turning whilst those in Year 2 develop satisfactory ball passing skills, as they work with partners in throwing the ball in different ways. Children in Year 2 build on those skills learned in Year 1 as they put together a sequence of movements using sliding, turning and pushing techniques. Their self-discipline and their ability to focus on the skills to be learned and developed enhance the children satisfactory progress.

148. Pupils in Year 3 develop attacking and defending skills associated with rugby, whilst those in Year 4 develop ball and bat control skills associated with tennis. Teachers' good organisational and management skills aided the sound progress made in these lessons. Pupils are given good opportunities to refine their skills through repetition.
149. Sound gymnastics skills were also observed in Years 5 and 6; pupils put together a sequence of symmetrical movements, both on the floor and whilst travelling over mats, benches and low equipment. During these lessons, pupils demonstrated the ability to work both independently and with a partner.
150. Examinations of the scheme of work and teachers' plans indicate that pupils are given the opportunity to explore all the required elements of the National Curriculum for physical education.
151. Prior to this year, only pupils in Year 3 went swimming, with the result that few achieved the national requirement of swimming twenty-five metres. The organisation of swimming has been recently altered, with junior pupils swimming for one term each year.
152. Pupils in both key stages display real pleasure in their activities. They work with good self-control and listen with interest to teachers' coaching points. They are aware of the need to work together in order to achieve success.
153. The quality of teaching in both key stages is satisfactory. Lessons are well planned, organised and resourced, with teachers sharing lesson objectives with pupils. Opportunities are given for pupils to display good practice, with pupils improving skills through repetition. Teachers and classroom assistants provide good support to individual pupils and are quick to praise their efforts. An appropriate amount of time is spent on warm-up activities with teachers making pupils aware of health and safety issues.
154. The school currently offers a limited number of extra-curricular activities, although these are to be extended in the near future. Pupils in Year 5 attend a residential activity holiday in which they engage in a number of sporting activities and team-building skills. There is a policy for the subject and a commercial scheme of work. Accommodation for the subject is adequate with the school having access to a large hall, a hard-surface area and a small playing field.

## **RELIGIOUS EDUCATION**

155. Standards of attainment are in line with expectations for pupils at the age of seven, but below expectations for pupils by the age of 11 years. Similarly, while children in the infant classes, including those with SEN and EAL make satisfactory progress overall, the progress made by pupils in junior classes is unsatisfactory. As a result there has been little improvement in standards since the time of the last inspection. There are two reasons why this is the case. Insufficient time has been allocated to the subject, particularly in Year 6 where there is no evidence of any religious education being taught. Secondly, there has been insufficient content in the schemes of work to ensure that the requirements of the Locally Agreed Syllabus are met. These issues are now being addressed. The newly appointed co-ordinator wishes to ensure that religious education has a more secure place in the curriculum. She has revised the schemes of work and has considerably improved the resources available for teaching

the subject. As a result standards observed during the week of the inspection were satisfactory.

156. By the age of seven, pupils know the significance of key Christian festivals and recall details of important parables such as the parable of the Good Samaritan and that of the Lost Sheep. They are developing an ability to relate the lessons of such stories to their everyday lives and experiences. They are able to reflect on their attitudes to school and community rules and values, and on the importance of their behaviour and respect for others. This aspect of learning has developed since the last inspection. A similar approach is taken when introducing pupils to other world religions. Pupils know various stories from the Old Testament and that the Torah is the Jewish holy book. They know that a synagogue is the Jewish place of worship and most know a little about some Jewish festivals such as Rosh Hashanah.
157. Pupils in Year 3 understand the meaning of 'The Passover' and are beginning to understand the significance of associated rituals and customs for example, that of salt water representing the tears of the Israelites held in slavery. They are making sound progress in their understanding of the importance of religious symbolism. Year 4 pupils understand the religious symbolism of why Sikhs dress the way they do and know that the 'Kara' is a bracelet that signifies that God has no beginning and no end. Pupils in Year 5 recall key details of the basic tenets of Islam such as the impact of the revelations made to Muhammad on the 'Night of Power', as well as the meaning of important words and phrases. In one such lesson skilful use was made of music and prayer to help pupils to reflect on the individual's responsibility to others in relation to what is 'God's will'. In a Year 6 class, a well planned and structured lesson, with sensitive and skilful questioning by the teacher, ensured that pupils reflected in a mature way about what is of value in their lives. They were able to distinguish between monetary value and sentimental value, so developing an understanding of terms such as materialism and spirituality.
158. Teaching was at least satisfactory and in one half of the lessons it was good. Lessons are well planned and make good use of resources. Another area of improvement is teachers' emphasis on key vocabulary; an approach that complements the school's strategy for developing literacy. For example a teacher in Year 5 ensured that pupils understood words such as 'revelation, merchant and corrupt'. However, in most lessons teachers' planning still does not match work well to ability, particularly for higher attaining pupils.