

# INSPECTION REPORT

**ST LUKE'S CHURCH OF ENGLAND**

**PRIMARY SCHOOL**

West Norwood, London

LEA area: Lambeth

Unique reference number: 100618

Headteacher: Mrs Catherine Mitchenall

Reporting inspector: Mrs Valerie Singleton  
23044

Dates of inspection: 16<sup>th</sup> ~ 20<sup>th</sup> October 2000

Inspection number: 224129

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Linton Grove West Norwood London
Postcode:	SE27 0DZ
Telephone number:	0208 670 1981
Fax number:	0208 670 0600
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Foster
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Valerie Singleton	Registered inspector	Science.	Results & achievements
		Information and communication technology.	Teaching
		Art and design. Music.	Special educational needs
Mr Geoffrey Humphrey	Lay inspector		Behaviour, attitudes, personal development
			How well the school cares for its pupils
			Partnership with parents
Mr Ian Stainton-Jones	Team inspector	English. Geography.	How well the school is led and managed
		History. Physical Education	Equal Opportunities
Dr Kanwaljit Singh	Team inspector	Mathematics	Under Fives
		Design Technology	How good are curricular opportunities
			English as an additional language

The inspection contractor was:

Capital Inspections  
 Chaucer Building  
 Canterbury Road  
 Morden, Surrey  
 SM4 6PX

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 33 Kingsway  
 London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St. Luke's Church of England (Voluntary Aided) school is situated in West Norwood, South London. With 203 pupils on roll, it is average in size although there are more girls than boys, particularly in Year 6. Children start school in the reception class in the September of the year when they are five. They have a full-time place if they are five during the autumn term, otherwise they attend in the mornings only until the January. There is one class for each age group. The number of pupils who are eligible for free school meals is broadly in line with the national average. There are 18 per cent of pupils who have English as an additional language, which is high, although very few are at the early stages of speaking English. The majority of pupils are black British, African or Caribbean and about a third of pupils are white and British. There are 17 per cent of pupils who have special educational needs and four pupils who have a Statement of Special Educational Need. Attainment on entry to school at five years of age is generally below that of most children of that age. The targets set for Year 6 pupils in the 2001 national tests are 80 per cent for English, 75 per cent for mathematics and science, which the school is likely to exceed.

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

The school has been through a period of significant upheaval, which has had an adverse impact on teaching and learning. However, due to effective leadership, rigorous monitoring and target setting plus good teaching, good progress can now be seen. Standards have improved significantly recently and attitudes to learning are generally good. The overall effectiveness of the school is good and it provides satisfactory value for money.

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

- The school is well led and managed by a strong, objective headteacher who is very well supported by the deputy headteacher.
- There is good teaching throughout Key Stage 1 and 2.
- Effective procedures encourage good attendance and positive attitudes to learning.
- There is consistently good implementation of the national literacy and numeracy strategies.
- The school provides good care for pupils.
- The use of assessment and analysis of test results in Key Stage 1 and 2 helps monitor pupils' progress and inform teachers' planning very well.

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

- Standards at Key Stage 1, especially in English and Science.
- The curriculum and organisation of the foundation stage (Reception).
- Information and communication technology across the school.
- Planning for art, design & technology, and music so teachers know what to teach and to what level of understanding, and to ensure all required areas within these subjects are covered.
- The behaviour of a significant minority of disruptive pupils.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Recent initiatives have had a stabilising effect and the head and deputy, with their newly appointed team, are beginning to reverse the downward trend seen in standards. Since the new staff team has been appointed, teaching has improved and it is now good across Key Stage 1 and 2. Lessons are planned well and the National Literacy and Numeracy Strategies have been implemented effectively. There is more useful, regular assessment and helpful procedures for monitoring test results. The information gained is used well in teachers' planning. Good procedures are in place for checking pupils' progress and setting individual targets.

The building programme has resulted in improved facilities and created an attractive learning environment. The governing body have developed a clear idea of their responsibilities for rigorously monitoring the work of the school.

There has been insufficient improvement in Information and Communication Technology (ICT). The school has rightly made it a priority on the School Improvement Plan, and the action plan sets appropriate goals for improving teaching and learning. There are weaknesses in the regular review of the schemes of work and planning in foundation subjects. Although the school appropriately addressed the Key Issues from the previous inspection, the many changes in staffing over past years adversely affected the implementation of some of the agreed policies.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E	B	C
mathematics	C	E	A	A
science	E	E	C	C

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

Standards in the 2000 national tests were significantly higher than those attained in 1999. They were above the national average in English, well above in mathematics, and in line in science. With focused support and extra resources allocated to the older pupils, the downward trend of previous years has been reversed. The work seen during the inspection indicates that pupils are likely to maintain these standards in all three subjects. However, standards by the end of Key Stage 1 are not high enough in English and science.

Standards in ICT are below that expected in both key stages. Very little work is evident in design and technology and standards are unsatisfactory. Standards in all other subjects are satisfactory with some good attainment in aspects of music. Boys and girls and those with special educational needs and English as an additional language make satisfactory progress overall.

The school is now setting challenging individual targets in English and mathematics. School targets for 2001 and 2002 are being reviewed in light of the recent improvements.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school. Attitudes to learning are good overall but there is a significant minority of younger pupils, some with identified behavioural difficulties, who occasionally disrupt the learning of others.
Behaviour, in and out of classrooms	Behaviour is generally good in Key Stages 1 & 2, but the behaviour of children in the Foundation Stage is sometimes unsatisfactory. Many younger children have not settled into school routines, have poor listening and underdeveloped social skills.
Personal development and relationships	Relationships between pupils and adults are good and satisfactory between each other. Some pupils do not fully appreciate the impact of their actions on others. Pupils gain in confidence and take more responsibility for their learning as they move through the school.
Attendance	Attendance, and punctuality to lessons, is good.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	good	good

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

During the inspection, the reception class teacher was not observed as she was ill. The class was taken by two supply teachers.

Teaching is good overall with 93 per cent of lessons observed being satisfactory or better, 47 per cent good and 13 per cent very good. The skills of literacy and numeracy are taught well and used effectively to support learning in other subjects, such as science and history. Appropriate planning of different tasks ensures the needs of all pupils are met and they have equal access in all areas of the curriculum. The few unsatisfactory lessons observed were due to weak pupil management, or planning an inappropriate activity.

Some teachers lack of confidence in aspects of information and communication technology, which the school is addressing through implementing a good training programme.

Lessons generally have a good pace, resources are used well and support assistants offer effective help to pupils with special educational needs and those with English as an additional language. The learning intentions are shared with pupils and reviewed at the end of lessons so pupils know what they are trying to learn and why. Homework is set regularly and used well in Key Stage 2.

The new teaching team is strong and committed to raising standards.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There are some weaknesses in curriculum provision, due to insufficient review of subject policies and schemes of work. The school is planning to tackle this once the new staff team is established. Little design and technology takes place.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with special educational needs and some good procedures recently introduced for assessing need, setting targets and monitoring progress.
Provision for pupils with English as an additional language	Very few pupils are at the early stages of learning English. The school analyses the results of tests of those at the higher stages and targets specialist help accordingly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is satisfactory provision for pupils' personal development. The school does not make enough use of the rich cultural heritage of the pupils.
How well the school cares for its pupils	Teachers and support staff provide a supportive and caring environment. There are good assessment procedures for monitoring progress and setting individual targets. This is a strength of the school.

The use of assessment procedures in the foundation stage are not used well enough yet to inform planning, in order to ensure that children make good progress.

There is an active parents and friends association who organise social and fund raising events. Overall the effectiveness of the school links with parents is good. The contribution that they make to children's learning is satisfactory, but could be further developed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides strong, sensitive and objective leadership and is well supported by the deputy and a committed staff. Co-ordinator roles are being effectively developed.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties and have taken positive action to shape the direction of the school in recent months
The school's evaluation of its performance	The headteacher has introduced some rigorous structures for tracking pupils' performance and setting high standards for progress. The governors are developing effective procedures for monitoring the performance of the school.
The strategic use of resources	The principles of best value are applied when purchasing resources and services.

There are now sufficient qualified full-time teachers in the school to match the demands of the curriculum and ages of pupils. There are plenty of well-trained support staff, offering effective help in the classes. The new building provides attractive accommodation although the outdoor facilities are somewhat meagre. Resources are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school promotes good attitudes and values.</li> <li>• The quality and range of information provided on curriculum and other school activities.</li> <li>• Children like school and are enthusiastic about their work.</li> <li>• The favourable impact on standards through the introduction of the national literacy and numeracy programmes.</li> <li>• The strong musical tradition of the school.</li> <li>• The positive contribution that visiting artists and dancers make to the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• More consistent provision and marking of homework, particularly at Key Stage 1.</li> <li>• Clearer reporting on progress with specific targets for individual pupils.</li> <li>• More extra curricular activities, particularly competitive sports.</li> <li>• Better management of disruptive pupils in some classes.</li> <li>• Better facilities in the playground.</li> </ul>

Overall, parents have positive views of the school. The inspection team agrees with these views, except for the extra-curricular activities which are now satisfactory, although no competitive sport takes place on a regular basis.

## **PART B: COMMENTARY**

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

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

1. On entry to the reception class, children's attainment is below that of other children of the same age nationally in all areas except in mathematics, knowledge and understanding of the world and physical development. Children's development in personal, social and emotional, communication, language and literacy, and creative skills is particularly weak. The teaching programme enables children to make satisfactory progress, but their attainment still remains below average by the age of five.
2. In the 2000 national tests for seven year olds, results are below the national average in reading and writing, and in mathematics, they are in line. When compared with similar schools, the results in reading are well below, in writing they are in the lowest five per cent of all similar schools and in mathematics they are in line.
3. In the 2000 tests for eleven year olds, pupils attained above the national average in English, well above average in mathematics, and science results were in line with the average. Results at the higher Level 5 were below the national average. When compared to schools with a similar intake, results are in line with the average for English and science, and well above average in mathematics. These results are a significant improvement on those attained in 1999.
4. Taking all core subjects together, the performance of pupils at eleven over the four years from 1996 to 1999, was just below the national average. Standards had generally dropped since the previous inspection. There has been no significant difference in the performance of boys and girls, although girls achieve somewhat less well than boys in mathematics and science. Last year, the close analysis of appropriate data began, individual targets of achievement were set, and extra teaching support for the Year 6 pupils provided. Year 6 pupils also regularly used a computer program to reinforce basic skills in English and mathematics. All this had a positive impact, as results in the tests indicate. Although standards seen during the inspection confirm that the trend is now upwards, the recent difficulties in staffing have resulted in low standards being evident in Key Stage 1, particularly in English and science. However, pupils are making at least satisfactory progress during both key stages, with good progress evident in mathematics. Inspection evidence confirms that, by the time pupils leave the school at eleven, their attainment is in line with national expectations in English, mathematics and science.
5. The school exceeded the targets set for pupils attaining Level 4 or above in the English and mathematics national tests in 2000. In 2001, the targets are 80 per cent for English and 75 per cent for mathematics, which need reviewing in light of the recent success.
6. The analysis of data is now being used to identify pupils of differing abilities and to check the progress of different groups of pupils. As a result, extra support has been targeted at ethnic minority pupils across the school who have not yet attained the required standards in English. Pupils with special educational needs are now carefully identified and monitored. They are making good progress as a result. Individual Education Plans are agreed and regular structured support planned. As a result, these pupils receive appropriate support in lessons and are given the necessary help to make progress alongside their peers. The special needs co-ordinator also teaches small groups of pupils on a withdrawal basis to follow a programme of work that is matched to particular needs. There are no details about pupils' movement off and on the register, in order to judge overall progress.
7. By the age of eleven, pupils' overall standards of speaking are above average and they are able to speak confidently and project their voices clearly. Listening skills are not so well developed, but are in line with expectations. Standards in reading are in line and pupils can identify key points in a text. They are familiar with a library and when reading aloud make an effort to put in expression. Pupils enjoy their reading, but as yet do not have sufficient opportunities to master the art of scanning and skimming. By years 5 and 6 pupils are writing in many styles and there are good examples of report writing. Imaginative writing is also developing well. Pupils are beginning to learn to draft and edit their writing, but this is not yet fully developed. Literacy skills are used well in other areas of learning. Pupils learn subject specific vocabulary, use a range of writing styles to record their knowledge and are beginning to conduct some research in history.

8. Most pupils, by the age of eleven, know how to round up numbers with two decimal places, going to the nearest whole number. They convert fractions to decimal points and work out the percentages. They use their understanding of place values to multiply and divide numbers by 10 and 100. Generally pupils have good knowledge of mathematical terms and they use them appropriately to explain their tasks and the methods of working. Numeracy skills are used well to support learning in other subjects, particularly in science.
9. Pupils make satisfactory gains in scientific knowledge and understanding. By the age of eleven, investigative skills are well developed and pupils' understanding of key scientific principles is good. They use scientific vocabulary with understanding. Their work is recorded in the appropriate manner and presented in a variety of formats, using drawings, diagrams and bar charts.
10. In information and communication technology, standards of attainment in Year 6 are below national expectations. Pupils do not experience the major strands of word-processing and graphics, modelling, control and data-handling enough. Although there is a computer suite, its use is strictly limited at present to Year 5 and 6 practising their basic English and mathematical skills. This means all pupils have insufficient opportunities to use the computers and reinforce skills taught. Although some teachers attempt to use information technology to support learning, it is not well embedded in school practice yet.
11. Pupils make satisfactory progress and standards are in line with those expected in all other subjects, except for design and technology where not enough work is covered. Standards of singing and the understanding of musical notation is good.

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

12. Pupils enjoy coming to school but some find it difficult to settle into school routines at the beginning of the week, lacking commitment and concentration after the weekend break. Attitudes to learning are generally good in Key Stages 1 and 2, but a significant minority of pupils, including those identified with special educational needs related to behavioural difficulties, behave unsatisfactorily in class and this occasionally disrupts the learning of others.
13. Where lessons are well planned and teachers and learning support staff apply the pupil management strategies recommended in the school behaviour policy, disruption through poor behaviour is minimised. Where lessons are less well planned, or where recommended strategies are not rigorously applied, the poor behaviour of a few pupils can disrupt learning and the concentration of others. Examples of disruptive behaviour were observed at Key Stage 2 in physical education, mathematics and science.
14. The behaviour of children in the Foundation Stage is unsatisfactory. A significant number of pupils have not yet settled into school routines, do not observe class rules, have poor listening and social skills, and as a consequence are not making sufficient gains in knowledge and understanding. This unsatisfactory behaviour is particularly disruptive in the afternoons when the children with poor learning attitudes outnumber those who are prepared to listen and learn. The difficulties were more evident as the class teacher, with whom they have a good relationship, was ill.
15. Relationships between pupils and adults are good. Teachers and support staff treat pupils with courtesy and respect and this sets the example for relationships throughout the whole school. The majority of pupils respect the values and beliefs of others and show appreciation and interest in the achievements of their peers. A minority do not fully appreciate the impact of their actions on others. There is good racial harmony and mutual respect between pupils of different gender. Pupils know oppressive behaviour or bullying is not acceptable and have the confidence to immediately report any such incidents.

16. Pupils gain confidence as they move through the school and take more responsibility for their own learning as they mature. By the end of Key Stage 2 they are well prepared for the next phase of their education. There are satisfactory opportunities for pupils to show initiative and take responsibility. For example, the school council encourages pupils to discuss issues and share ideas with each other, appointed monitors assist with the organisation of lessons and with the library, and older pupils help to look after the younger ones during lunch and other break times.
17. Attendance is good and above the national average and pupils arrive punctually for school in the mornings. Overall positive learning attitudes and behaviour continue to make a satisfactory contribution to learning and attainment, as reported after the last inspection.

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

18. Teaching is good overall. There is good teaching across both Key Stage 1 and 2. The few weaknesses observed were due to some difficulties in managing the behaviour of pupils, particularly those with emotional and behavioural difficulties, or through planning an inappropriate activity, leading to unsatisfactory pupils' progress. Music is taught by a specialist teacher and these lessons are consistently good. Due to difficulties in recruiting permanent staff, standards of teaching dropped since the previous report, but there is now a strong new team of teachers.
19. Teachers are confident teaching literacy and numeracy. Both English and mathematics are taught well and pupils achieve good standards in lessons. There are some insecurities in teaching all aspects of information and communication technology, although some good teaching was observed in this subject. Very little teaching of design and technology is evident and some planning does not match the National Curriculum requirements well enough. Teaching in all other subjects is at least satisfactory and good in individual lessons. Singing and musical understanding is taught well.
20. Teachers plan appropriately challenging activities to engage pupils' interest and set high expectations. For instance, Year 2 investigated the effect friction had on movement, and the use of role-play in Year 5 promoted speaking and listening skills well. Teachers use open-ended questions effectively to extend understanding. Learning objectives are shared with the pupils and reinforced at the end of the lessons. Teachers engage pupils with their own enthusiasm for the subject as is evident in music and English lessons. They are clear about what their classes should learn and this makes a strong contribution to the good, overall quality of teaching and learning. There are many good examples where teachers plan work carefully to match the different abilities within the class. This ensures all pupils have equal access to all areas of learning and make good progress. Pupils with special educational needs record their understanding in a different manner, for instance, drawing their experiment in Year 6 science. Some pupils are withdrawn for individual support where appropriate and they benefit from this attention.
21. Most lessons have a good, lively pace and clear timings are given so pupils stay on task and work hard. Support staff are used well with pupils who have special educational needs. They work carefully to address the targets on the pupils' individual education plans and also reinforce learning, for example, in Year 1 when one played 'Simon Says' with a selected group to reiterate the names of different parts of the body. Some good uses of resources are evident, such as recording sequences with a video camera in order to assess progress in a Year 3 gymnastic lesson. Teachers make good use of the overhead projectors in whole class sessions.
22. Generally, there are good routines established with all equipment required near to hand to minimise movement and fuss. There are clear strategies for managing pupils' behaviour with consistent use of sanctions, reward and praise. More difficulties are apparent when pupils are in a less structured situation, for example, when they are out of the classroom or when tidying up.
23. There is good on-going assessment such as in Year 6 where a tick-list on the wall records pupils' on-going progress in geography. Marking reflects the school policy and indicates strengths and weaknesses in the work, giving pupils clear information about how to improve their work. The co-ordinator for special educational needs uses her time in the classes very effectively to monitor specific pupils.

24. Homework is managed well in Year 2 and Key Stage 2. Work is set regularly and parents know what to expect. There are very good procedures in Year 3 where pupils have two books, so one is being marked whilst the other one is being used for homework. A letter explains the system to parents and they and their child sign an agreement. A range of work is covered, such as mathematics, English and history, all of which support learning well. Some parents in Year 1 would like their children to bring home a graded reading book and key words to learn. Their concerns are seen to be justified.

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

25. The curriculum provision for the children in the Foundation Stage is planned according to the early learning goals. The outdoor area is not used effectively to extend learning across all areas of learning and the indoor activities on offer are over-directed, with few opportunities for children to make independent choices.
26. The curriculum in Key Stage 1 and 2 is not sufficiently broad and balanced. It is not clear that all the required elements in art and music are covered, and the curriculum for design and technology does not meet statutory requirements. Information and communication technology has not been taught progressively or consistently prior to this year. However, current planning covers all strands of the subject. The school recognises these shortcomings and is attempting to tackle them in a coherent manner. There have been many staff changes and many subject co-ordinators are new to the post. The development of literacy is well supported across the curriculum and numeracy is well used in subjects such as science, art and sometimes in information and communication technology. The school makes appropriate provision for pupils' personal, social and health education including drugs awareness. The programme is currently being reviewed to ensure that all the required elements on citizenship are included. Sex education is provided in line with school policy.
27. Sufficient time is allocated to teach literacy and numeracy. The organisation of the day sometimes lead to time being used ineffectively, particularly in the afternoon sessions. For example, a Year 1 session on numeracy for 70 minutes is too long, and time is not always used well in the reading sessions.
28. The school has implemented the National Literacy and Numeracy Strategies effectively. These have improved teaching skills, with a positive impact on the progress made by the majority of pupils in English and mathematics. The policies and schemes of work for most subjects are, however, outdated. The school has allocated units based on schemes of work recommended by the Qualification and Curriculum Authority in history, geography and science. Schemes of work for other subjects have not yet been reviewed, given the recent introduction of Curriculum 2000. However, the new staff and curriculum co-ordinators have now been appointed and it is a priority of the school to determine curriculum coverage and ensure continuity and progression are maintained in pupils' learning.
29. Equality of opportunity, for all pupils in gaining access to the whole curriculum is generally good, although the use of the computer suite needs to be reviewed because, as yet, not all pupils are gaining the benefit of the equipment. Opportunities for the majority of pupils to benefit positively from suitably challenging work are mainly good. In most subjects, extension work is provided for higher attaining pupils and this is suitably demanding and allows them good opportunities to make continuous good progress. In extra curricular activities all are able to participate. Pupils who have special educational needs and those for whom English is an additional language have full access to the whole curriculum and all activities.
30. Provision for extra curricular activities is satisfactory. It includes after school and lunch time clubs such as recorder, chess, football, drama, choir and Bible clubs. In addition to this, several theatre companies and artists come and work with pupils in the school. A good variety of day and residential trips, events and visitors enrich the curriculum for all pupils, supporting their learning in academic subjects and also their personal development. Links with the local policeman and with Spinnaker Trust has resulted in these helping chess and Bible clubs. There are strong links with the parish church and there has been considerable financial support from a number of charitable trusts, particularly in regard to the substantial rebuilding and refurbishment programme that has upgraded all teaching areas to a very high standard, recently completed. The school has links with other schools and their pupils come for work experience. There are close links with the longer established pre-school groups. When pupils are eleven, they transfer

to a wide variety of secondary schools, which means that cross phase liaison is often on an individual pupil basis, although there are established links with some secondary schools in the immediate vicinity.

31. Since the previous inspection, despite the number of staff changes, the progress the school has made in the provision of the curriculum is satisfactory, and there is now good potential for future improvement.
32. The school's philosophy, code of conduct and a series of appropriate experiences and activities satisfactorily promote pupils' moral and social development. Assemblies are sensitively organised and presented. They reflect the beliefs of the school community and the commitment to teaching pupils to value thoughtfulness and reflection. In lessons pupils have written their own prayers to accompany school assemblies whilst several classes have a moment of prayer before lunch each day. The school also benefits from the work of the Spinnaker Trust within the school.
33. The school gives a strong emphasis to the teaching and understanding of moral values. All pupils are taught the difference between right and wrong. The school has been working hard to raise the standard of behaviour and the code of conduct is being implemented more consistently throughout the school. The staff are very good role models for courteous and considerate behaviour and most pupils' response is good. Pupils show considerable care and loyalty for the school. Teachers ensure that all pupils are valued and this is reflected in the respect shown by pupils for each other's ideas and efforts. For example, pupils applauded spontaneously following a short PE sequence. Pupil's social skills are also enhanced in Year 5 when they have the opportunity to go on the school journey. The programme of visits makes a significant contribution to pupils' personal development and provides good opportunities to develop their self-confidence and independence. The school council gives pupils the chance to 'have their say' in school matters.
34. The provision for pupils' cultural development is also satisfactory. Pupils are given suitable opportunities to gain an understanding of the central beliefs and practices of different faiths through religious education. Pupils develop knowledge of their own culture through literature in English whilst in history they learn about ancient civilisations. However, despite the rich culture in the school, there are too few planned opportunities for using this resource or of fully extending pupils awareness and appreciation of a range of cultures in art and music. Pupils do experience different music in assemblies for example the playing of the Missa Luba as pupils were coming into the hall, and a day was set aside to give pupils the chance to come to school in their national dress. Overall, pupils are satisfactorily prepared to understand the multicultural society in which they live.

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

35. The provision for the support, guidance and welfare of pupils is good. Teachers and support staff provide a caring, secure and supportive environment. Health and safety procedures are good and include good first-aid provision. Child protection procedures are effective. The head teacher is the designated co-ordinator and staff are diligent and well trained. There are established relationships with all appropriate outside agencies.
36. The school provides a comprehensive programme of personal, social and health education. There is an appropriate emphasis on healthy lifestyles, hygiene and sex education. The school actively promotes equality of opportunity through all aspects of the educational, recreational and welfare provision. The policies and procedures for promoting and monitoring behaviour are good, but are not always consistently applied, particularly with children at the Foundation Stage. Incidents of bullying and harassment are effectively dealt with. The procedures for monitoring and promoting attendance and punctuality are good.
37. The school has good arrangements for assessing pupils' attainment and progress. Assessment information on entry and at Key Stage 1 and 2 is carefully checked and analysed with the assistance of the local education authority's data analysis team. This represents an improvement on procedures since the previous inspection. All class teachers keep clear records of pupils' academic progress, including reading records, and records of judgements on personal development. The use of this assessment information is satisfactory in guiding curricular planning overall, but in the foundation subjects this is not always used effectively to determine provision for individual pupils. This is, however, not the case in English and Mathematics where the school has introduced realistic targets for individual pupils and groups as a result of the schools detailed assessment of performance in tests.

38. Pupils with special educational needs are appropriately supported through their individual education plans. Parents are involved by the special educational needs co-ordinator at key points in the pupils' experience. The new co-ordinator is ensuring that regular reviews of all pupils take place as well as the statutory annual reviews for those who are statemented. She has established good routines for monitoring the pupils on the register. Targets on the individual education plans are now clear, relevant and attainable and include targets for English, mathematics and behaviour as required. There are good links with outside agencies although there are concerns from parents and the school about the lengthy wait for pupils to be seen by specialist to whom they have been officially referred.
39. Overall the school is a caring institution that continues to provide the good support, guidance and standards of welfare reported after the last inspection.

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

40. As at the last inspection, parents' views of the school are positive. This is because they consider that it promotes good attitudes and values and they appreciate the good quality and range of information provided on the curriculum, topic work and other school activities. Parents consider that the introduction of the national literacy and numeracy programme has had a favourable impact on standards and that visiting artists and performers help pupils enjoy and understand the curriculum. They also like the strong musical tradition of the school. Overall they consider that children like school and are enthusiastic about their work. Despite the difficulties with staff changes, the school has maintained the support of its parents.
41. There is a positive introduction for parents whose children are starting school. All parents are invited to events such as class assemblies, and these are well attended. Regular and informative newsletters keep parents fully aware of all relevant issues. The school encourages parents to share any concerns they might have and all teachers are clearly available at the end of the school day. Parents and members of the local community are encouraged to help in classrooms, although few are involved regularly at present.
42. The annual reports provide a general commentary on the work pupils have undertaken, but make little reference to levels of attainment linked to the National Curriculum, other than at the end of each Key Stage. There is no pupil self-assessment and no target setting to guide pupils and their parents on how to address weaknesses or build on strengths. The annual progress reports do not reflect the detailed assessment and monitoring procedures that are in place, and the wealth of information available about the attainment and progress of individual pupils. The school has systems in place now to ensure that all parents are kept informed about matters to do with their children if they have special educational needs – they are invited to formal reviews, to have meetings with advisory agents and also to informal discussions where appropriate.
43. There is an active and hard-working parents and friends association who organise social and fund raising events. It is currently working with the school to improve the playground environment. Parents support their children with all homework tasks set and this is particularly effective in Key Stage 2.
44. Overall the effectiveness of the school's links with parents is good. The impact of their involvement in the work of the school, the quality of the information on progress and the contribution that they make to children's learning is satisfactory, but could be further developed. Taking the strengths and weaknesses into account the position is much the same as reported after the last inspection.



## HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides strong, sensitive and objective leadership and is well supported by the deputy and a committed staff. There is an established and cohesive management structure within which the roles of the curriculum co-ordinators are being well developed. There is a determined commitment by the management team and all members of staff towards raising the attainment of all pupils. The governors have many specific skills that are effectively deployed in support of the school. They are well informed and understand the strengths and weaknesses of the educational provision and have taken positive action to shape the direction of the school in recent months. The governors fulfil their statutory duties and now have effective procedures for monitoring the performance of the school. The annual governors' report to parents does not contain all the required information about budgetary details and funding for special educational needs.
46. The school improvement plan identifies all major issues and sets clear aims and priorities, but the financial implications are not always appropriately linked to budgeted expenditure. Success criteria are not always clearly defined or linked to educational objectives. However, the aims and values of the improvement plan are clearly reflected in the work of the school. There is now a strong team of committed and enthusiastic practitioners who have a shared vision and a capacity to succeed.
47. The newly appointed English, science and information technology co-ordinators are enthusiastic and, together with the mathematics co-ordinator, have a clear vision for improving standards in teaching and learning. Regular monitoring of teaching by the head and senior teachers, the assessment and evaluation of results, target setting, and provision of staff training, are having a very positive impact on standards. Annual appraisal is effective. The school is preparing well for the implementation of performance management practice, for which procedures are in place but not yet implemented.
48. The new co-ordinator for special educational needs manages this area well. She is skilled, hard-working and supportive. All agreed targets on the school's improvement plan for this year have been put in place successfully. There is now a governor with specific responsibility for SEN who is keen to offer support and to monitor the register more rigorously. The support assistants have received training and are invited to all relevant school-based in-service. The detailed analysis of funding for SEN ensures all budget allocations are clearly identified and monitored, although these financial decisions are not yet linked to measurable outcomes such as pupil progress.
49. Financial administration is good and the most recent audit confirms quality practice. The administration provides good support to the smooth working of the school. Computers are well used in the office for the management of the school budget, financial planning, and pupil records. The use made of information and communications technology throughout the school is satisfactory. The best value principles are satisfactorily applied in the management and use of resources. Specific grants are appropriately allocated.
50. After a period of change and difficulties, there are now sufficient qualified full-time teachers in the school to match the demands of the curriculum and ages of pupils. There are plenty of well trained support staff, offering effective help in the classes, the office and at midday. The school premises officer and his team keep the environment clean and tidy.
51. There are good procedures for supporting staff new to the school as well as for the professional development of teachers, in order to match their needs with those of the school.
52. After a lengthy period of disruption, the new building now provides an attractive learning environment, with separate rooms for music, special educational needs, and a central library. Although there is a suite of computers on site, they are not yet available for all classes to use, which is unsatisfactory.
53. At present, the outdoor facilities are somewhat meagre. However, the Parent and Friends Association have raised funds and the governors allocated money from the budget in order to address this in the near future. There are adequate resources for all subjects with some good resources in place for English and special educational needs.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to further improve standards, the headteacher and governing body should:

- (1) Continue to raise standards in English and science in Key Stage 1 by:
- Implementing regular procedures for rigorously checking the progress of pupils;
  - Use target setting and marking procedures to raise standards in reading and writing;
  - Agree an appropriate curriculum plan for the teaching of science;
  - Set appropriate homework to reinforce reading and writing skills for all pupils in Key Stage 1.

**(See paragraphs: 2, 65, 67-68, 73, 81, 85)**

- (2) Review the organisation and curriculum for children who are under five by:
- Making effective use of the outdoor environment in all areas of learning;
  - Provide more opportunities for the children to make choices, to gain first-hand experiences and be active participants in their own learning;
  - Use assessment more carefully to plan tasks that match the needs of individual children.

**(See paragraphs: 25, 37, 56-64)**

- (3) Improve teaching and learning in information and communication technology (as identified on the school improvement plan) and review the use of the computer suite, so all pupils have equal access to the equipment.

**(See paragraphs: 10, 19, 52, 86-90)**

- (4) To teach all the required parts of the design and technology, art and music 'Programmes of Study'.

**(See paragraphs: 11, 19, 26-28, 94-96, 101, 104)**

- (5) To implement consistent strategies to support pupils with behavioural difficulties.

**(See paragraphs: 12-14, 18, 22, 36, 42, 78, 83)**

55. In addition, the following less important issue should be considered for inclusion in the action plan:

- To offer more opportunities for all pupils to use the library in order to support independent learning and research skills.

**(See paragraphs: 69, 73)**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	47	30	7	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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils eligible for free school meals	46

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	40

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	30

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	3.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	5	7
	Girls	14	13	17
	Total	20	18	24
Percentage of pupils at NC level 2 or above	School	71 ( 83)	62 (80)	89 (90)
	National	83 (82)	84 (75)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	14	17	17
	Total	20	24	24
Percentage of pupils at NC level 2 or above	School	71 (77 )	89 (90)	89 (93)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	14	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	11
	Girls	14	13	15
	Total	24	25	26
Percentage of pupils at NC level 4 or above	School	80 (50)	83 (50)	87 (64 )
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	11
	Girls	14	12	13
	Total	24	20	24
Percentage of pupils at NC level 4 or above	School	80 (60)	67 (46)	80 (70)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	53
Black – African heritage	33
Black – other	38
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	77
Any other minority ethnic group	2

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

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

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	3	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	29

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

Total number of education support staff	11
Total aggregate hours worked per week	168

### ***Financial information***

Financial year	99/ 00
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	£
Total income	527,587
Total expenditure	499,092
Expenditure per pupil	2,435
Balance brought forward from previous year	22,882
Balance carried forward to next year	51,337

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

### **Questionnaire return rate**

Number of questionnaires sent out	204
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.	64	35	1	0	0
My child is making good progress in school.	45	46	6	1	1
Behaviour in the school is good.	29	65	1	3	1
My child gets the right amount of work to do at home.	21	42	24	8	4
The teaching is good.	40	50	1	0	8
I am kept well informed about how my child is getting on.	29	54	12	5	0
I would feel comfortable about approaching the school with questions or a problem.	53	36	9	1	0
The school expects my child to work hard and achieve his or her best.	46	47	4	0	3
The school works closely with parents.	31	53	17	0	0
The school is well led and managed.	45	47	0	3	5
The school is helping my child become mature and responsible.	40	47	4	0	9
The school provides an interesting range of activities outside lessons.	12	33	31	13	12

## **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**

56. There are 26 children in the reception class. Nine who are rising-five attend full-time and 17 younger children who attend part time will have a full time place from next term. On entry to the reception class, children's attainment is below that of other children of the same age nationally in all areas except in mathematics, knowledge and understanding of the world and physical development. Children's development in personal, social and emotional, communication, language and literacy and creative is particularly weak on entry. The teaching programme enables children to make satisfactory progress, but their attainment still remains below average by the age of five.
57. During the inspection, the class was taken by two supply teachers who used the class teacher's planning and teaching was satisfactory overall in all areas of learning. The teacher plans all six areas of learning, indicates learning objectives that are shared with children, and follows these through during the course of the lesson. The teacher assesses children's attainment regularly against the learning objectives, but often this information is not used well enough to plan the next steps in learning. All children take part in the same activities on a rolling programme and the work is often not matched to children's individual needs. For example, all children were learning which number is one more than the started number, when some were not able to recognise numbers from one to five. Mostly the teacher directs activities, so a good balance of directed activities and those chosen independently by the children is not achieved. The teacher is well supported by a nursery nurse and a learning support assistant, who play a full part. For example, through skilful questioning they helped children understand the concept of 'changing needs' as they compared the toys the children play with now to those they played with when they were babies.
58. By the age of five, children's personal, social and emotional development is below the expected level. The majority of children are generally well behaved, enjoy good relationships with each other and with the staff; they play happily, share equipment and interact socially. Most are learning the daily routines, are willing to tidy away and persist until they have finished. This group make satisfactory progress. However, a significant minority of children show signs of inappropriate behaviour and need a great deal of support to sustain their concentration. Children, particularly the older boys who attend school full time, are noisy, inattentive and need constant reminders to listen and not to fidget or talk to others. This interrupts learning when the teacher has to stop to correct them. These children find it hard to share and take turns. They are not yet responsive to more formal structures and do not respond well to quiet formal working. However, at times they are kept on the carpet for too long, for example, when they arrive in the morning, and attend assembly and sit down for literacy sessions again. Children sometimes get frustrated because they are not allowed to choose activities independently. The outdoor area was not used to support learning during the inspection; this built up pressure on activities and space within the classroom. The majority of children who are well behaved complete their tasks and do not take much notice of those misbehaving around them.
59. Children's attainment in communication, language and literacy by the age of five is below that expected. Most have satisfactory speaking and listening skills. They speak clearly and ask and answer questions confidently. Children develop their pre-writing skills when they illustrate their news and stories and learn to copy their names. However, there are not many opportunities for them to develop early writing skills. They have many opportunities to read their names, recipe cards, big books and other books. They take books home regularly to read with other adults. They enjoy looking at pictures, but most lack awareness of the text. Apart from one child who is a fluent reader, the other higher attaining children are beginning to tell the story from memory but are not able to recognise any words. Children are beginning to learn the names and sounds of the letters of the alphabet. The majority make satisfactory progress but, owing to the lower start base, are not likely to achieve the early learning goals by the end of foundation stage.
60. Children achieve standards in mathematics which are appropriate for their age and they make satisfactory progress. They sing number songs and recite number rhymes. The youngest children recognise a few numbers and identify the biggest and smallest of a series of models. Older children can count and recognise numbers to ten and are learning to add one more. They identify some two-dimensional shapes and hold up the correct number of fingers when singing counting songs.

61. Children's attainment in knowledge and understanding of the world is appropriate for this age and they make satisfactory progress. Children learn about their own growth when they look at their recent photographs and compare them with when they were babies. They compare toys they liked when they were very young with those they like now. They use pictures to sort out toys for babies and for young children. Good questioning from staff helps children identify differences and similarities. They know the names of some parts of the body and indicate them accurately when singing 'Head, shoulder, knees and toes'. Children are given opportunities to formulate a recipe and make sandwiches using appropriate tools effectively. They make a good start in using information and communication technology when they use the listening centre and simple programmes on the computer. They are able to switch the computer on and off appropriately, and use the mouse to click on the icons. Children use construction kits and building blocks to design and make roads and bridges.
62. Children's physical development is appropriate for their age and they make satisfactory progress. They develop strength and control through physical activities, using small balls, hoops, and bean bags in the school playground. They use movement to express feelings when they sing action songs and rhymes. However, many, particularly the older boys, are not aware of their own and other's space, and tend to bump into others, causing a disturbance. Children are encouraged to develop and refine the use of hands and fingers by using pencils, glue, crayons, paintbrushes and scissors with increasing dexterity.
63. Attainment in creative development is below that expected for their age. Children draw pictures to illustrate their news or stories, and paint their own portraits. The role play area offers opportunities for children to act out the story of 'The Three bears and Goldilocks'. However, they do not have many opportunities to make independent choices, to experiment with a range of materials and techniques, or use musical instruments. Owing to too much adult direction, opportunities for the children to develop their own creativity and explore their own imagination are very limited.
64. The curriculum is based on the early learning goals. The school's early years' curriculum policy is outdated and therefore not of help to the newly qualified teacher. The classroom provides an adequate space for a range of activities and children have access to a secure and safe hard core area out of doors. However, the use of the outdoor area is not planned effectively to extend the whole curriculum. The resources such as tricycles, building blocks, sand and water tray and benches and tables were not used during the inspection.

## **ENGLISH**

65. In the 2000 tests for seven year olds the proportion of pupils achieving Level 2 and above was well below in reading and writing which represented a decline in standards achieved when compared with the previous years. Girls have been doing better than boys. Overall results are lower than those of similar school's, particularly in writing, and whilst attainment in reading and writing is rising nationally, there has been a fall in the schools results from 1997.
66. In the 2000 tests for eleven year olds, the proportion of pupils achieving the expected Level 4 and above was above the national average and represented a significant improvement on previous years being thirty per cent higher than 1999. When compared with schools in a similar context, the results matched the average score.
67. In lessons and in work seen, seven year old boys' and girls' attainment is below the expected level. Pupils speak confidently, but are often inattentive and easily distracted when listening or working individually. Writing is of a satisfactory standard, but reading is below average for the pupils' ages. Weaknesses in reading arise from a previous lack of structure in building on the pupils' skills and strategies year on year. Pupils make good progress in Years 5 and 6. Pieces of writing from Year 6 on 'An Amazing Discovery' showed some pupils working at levels above that expected, with good use of paragraphs, punctuation, imagination and mature vocabulary.
68. The overall standards of speaking in Key Stage 1 are average, but above average in Years 5 and 6 where pupils are able to speak confidently and project their voices clearly as was seen and heard in a short play reading session in Year 5. Listening skills are not so well developed and while those in Key Stage 2 are in line with expectations those in Key Stage 1 at present fall below. The quality of learning is good in lessons where the teachers have good class management skills. Learning is satisfactory in Key Stage 1 and good or very good in Key Stage 2. On occasions a significant minority of pupils hamper the learning



of the others by poor behaviour. Teachers' good use of questions and answers during the first half of the literacy hour contributes to pupils speaking and listening skills, and this is well followed up in the well-planned and structured plenary sessions.

69. Standards in reading are below average at Key Stage 1 and in line at Key Stage 2. Younger pupils read familiar simple texts accurately and pick up well on phrasing in text level work during the literacy hour. When reading aloud they lack expression and have insufficient strategies to tackle unfamiliar words. They also have little idea how to find non-fiction books in a library, although they are aware of the differences between fiction and non-fiction. Older Key Stage 2 pupils can identify key points in a text. They are familiar with a library and when reading aloud make an effort to put in expression. Pupils discussed their favourite authors ranging through Enid Blyton, Jackie Wilson, Roald Dahl and inevitably J K Rowling. Pupils were familiar with the technicalities of books and understood the differences between authors, illustrators, publishers, dictionaries and thesauri, index, contents, glossaries and forewords. Older pupils enjoy their reading, but as yet do not have sufficient opportunities to master the art of scanning and skimming. When drama is involved, they show a real enthusiasm for language work. When working in groups or pairs, as in the play reading, they collaborate well, and this offers another dimension and stimulus to develop pupils' independence.
70. All teachers adopt a consistent approach to handwriting and pupils are developing a neat style, and this is often very good amongst some of the older pupils. There are, however, fragments of unfinished writing despite the sensible use of early morning time to complete the previous days work. Pupils' writing is well organised and many are developing a sense of style and an imaginative use of vocabulary, as was seen in 'One late night in the dark' and recipes for 'Girl Soup' in Key Stage 1. They make good progress, and by years 5 and 6 pupils are writing in many styles. Good examples of report writing were seen in the 'Maxwell Manor Mystery', whilst the work on the 'Midsummer Night Dream' showed their ability to compare plays with other writing. Imaginative writing is also developing well and the piece on 'An Unidentified Flying Object' painted a very clear picture in words. Pupils are beginning to learn to draft and edit their writing, but this is not yet fully developed.
71. The quality of teaching and learning are good. All of the lessons observed were well structured and organised, which is a positive strength of the teaching of English in the school. All teachers are familiar with the National Literacy Strategy and this has been implemented well. In all lessons the good relationships and good knowledge and understanding of the teachers ensure that there is a positive learning environment, a brisk pace to the lessons with clear objectives being shared with pupils. Teachers also provide opportunities for pupils to develop their literacy skills in other subjects such as history and through writing up science experiments. Pupils have good attitudes to their work. They generally behave well, are keen to learn and mostly settle quickly to their work. They sustain interest and, although at times the noise level is a little high, it does not have an adverse impact on the learning and the talk is usually about the work. Learning support assistants give valuable support to pupils and, as a result, all pupils including those with special educational needs make good progress with their learning.
72. The policy and scheme of work in English are at present being reviewed in order to ensure that all teachers can be provided with a good range of learning opportunities to help develop skills in literacy. The co-ordinator, who is new to the school, is an enthusiastic and experienced teacher who is putting a great deal of consideration and thought into the scheme of work to ensure that the needs of all pupils are sufficiently catered for. Homework is satisfactorily used to reinforce and extend what pupils have learnt in lessons. Teachers are beginning to integrate information technology into the subject, for example, when the lower attainers use the computer for word processing their writing. Assessment procedures in the subject are very good and enable teachers to keep useful records, which greatly assists in their planning of lessons. Teachers mark work regularly and often include helpful comments to indicate to pupil's where they have done well and what they need to improve.
73. There is a good range of resources to support teaching and the introduction of 'booster classes' and additional literacy support proves very beneficial for the pupils. Extra support is now being targeted at ethnic minority pupils across the school who have not made the desired progress in reading and writing. The library, at present is not being used to encourage and develop independent learning and research skills and has no catalogue to assist pupils in finding books. There has been good improvement since the previous inspection and the subject fully meets the statutory requirements.

## MATHEMATICS

74. In the 2000 National Curriculum tests, standards indicated by the proportion of seven-year-olds attaining the expected level 2 and above are close to the national average. These results are similar to 1999 results, but with an increase in the number of pupils attaining the higher levels.
75. The 2000 National Curriculum test results for 11-year olds show that the proportion of pupils that achieved the expected level 4 and above was higher than the national average and the proportion achieving at higher level 5 was below average. In comparison with similar schools standards are well above average. The results in 1999 were not as good. They were well below the national average. The school has made good progress since 1999. The extra teaching support provided last year contributed to the improved standards. The numeracy strategy is having a positive effect on achievement and the school has surpassed its own target. Current standards amongst 11-year olds are broadly in line with average in all aspects of mathematics. There are a number of pupils on the special educational need register who are making satisfactory and sometimes good progress due to the effective support provided by the learning support assistants in class.
76. Standards of pupils currently in Year 2 are broadly in line with levels expected nationally and they make good progress. Higher attaining pupils understand place value to 100 and can subtract and add two digit numbers with one digit numbers. They have a mental recall of number bonds to 20 and can double and half numbers. Most average and below average pupils confidently add and subtract to 20 using number lines and number squares. They know the names and properties of two and three-dimensional shapes and are learning to record as a 'Carroll diagram'. In Year 1, pupils were learning to add and subtract to 10 orally, and the properties of two-dimensional shapes. All pupils make good progress.
77. By the age of 11, standards currently are broadly average. Most pupils know how to round up numbers with two decimal places, going to the nearest whole number. They learn about converting fractions to decimal points and work out the percentages. They use their understanding of place values to multiply and divide numbers by 10 and 100. In Year 6 class, pupils were learning to use the mode, mean, median and range to describe sets of data. Year 5 pupils plot and interpret a line graph. They have a good understanding of horizontal and vertical axes. This learning is usually firmly based on what has been learnt previously. Generally pupils have good knowledge of mathematical terms and they use them appropriately to explain their tasks and the methods of working.
78. Overall, the quality of teaching is good. This is an improvement from the previous inspection when it was satisfactory. Teachers have a secure knowledge and understanding of the subject. There is a high proportion of effective direct teaching. Explanations and demonstrations given by teachers are clear. Introductory activities at the start of lessons give due regard to pupils' oral and mental work and are used to develop their skills for carrying out mental calculations. Learning objectives for each lesson are shared with pupils and checked in the plenary sessions as to how well pupils felt they had achieved. Pupils are involved through discussion and questioning and are given strategies to check the accuracy of their answers, such as when Year 6 were learning about mode, mean and median. As a result, pupils' attitude to mathematics is good. They generally behave well and are keen to learn although, on occasions, a few pupils demonstrate immature attitudes, calling out at inappropriate times and preventing others from progressing. Teachers set homework regularly to consolidate concepts and skills learnt. This has a positive impact on raising standards. Special educational needs pupils receive satisfactory support from classroom support assistants.
79. The introduction of the National Numeracy Strategy has had a positive impact on teaching and learning and, thereby, pupils' achievements. Standards of numeracy are improving throughout the school. Numeracy sessions are well structured and follow the national guidelines. Teachers' medium term and weekly plans make good reference to the National Numeracy Strategy. Daily assessments are used appropriately for future planning. The school is beginning to use numeracy across the curriculum more effectively. Some links are established in information and communication technology, art and science, but they are not yet embedded in all areas. The resources for mathematics are sufficient to teach the subject.
80. The co-ordinator provides good leadership in the subject and has a very clear view for its development. She has made very good use of the data analysis to set targets for individual pupils, monitors teachers' planning and gives back useful advice, observes lessons, and provides appropriate in-service training for the staff. As a result, there have been improvements in the quality of teaching and learning. With many new staff, the co-ordinator recognises the need to start the monitoring programme again to further

improve standards. Since the previous report, standards declined, but recent initiatives have reversed the trend and standards are now good.

## **SCIENCE**

81. The results of National Curriculum assessments at the age of seven have been falling over the past few years. Standards seen in pupils' work and in lessons indicate that, despite recent good progress, the gaps in pupils' learning mean that overall standards are generally below that expected, as pupils' knowledge, skills and understanding have not been built up year on year. By the age of seven, pupils know the life cycle of a frog, can name the major parts of the body, and know that pushes and pulls can make things move. However, there is now a strong staff team, with a commitment to teaching science using practical situations and relevant experiences, which is already having a positive impact on learning in Key Stage 1.
82. In the 2000 national tests for eleven year olds, there was a significant improvement on previous years, and results were in line with the national average. This was due to a major focus last year on raising standards in Year 6. Good science teaching and a emphasis on the teaching of scientific skills are now helping to raise standards throughout the key stage. Pupils are on track to reach the required standard in all areas of the subject. By the time they are eleven, pupils know how to test ideas with evidence from observations and measurements. They understand how to conduct a fair test and change one factor only to make comparisons. They carefully record their findings by using drawings, tables and line charts. In this way, they investigate which materials make the best mirrors, where angled light travels and how to change the length of a shadow.
83. Pupils enjoy science and they generally conduct the investigations with care and enthusiasm, such as when Year 2 tested the effect of friction on toy cars as they travelled over different surfaces. Year 3 worked well in groups comparing different soils and they listened to each other's suggestions and comments. Standards of learning were at the expected level as a result. However, Year 1 were very noisy and had difficulty in sharing out tasks when making group charts, and this slowed progress. Year 4 lost interest when they were not directly involved in the investigation to find which materials conduct heat, so little progress was made.
84. Teaching is good overall. Lessons observed ranged from unsatisfactory to good, with most being good. The weaknesses are due to inappropriate activities being set that do not promote scientific understanding. Most lessons where pupils have the opportunity to take an active part in an experiment or investigation are well planned, and pupils are fully involved in their own learning,. Year 5, for instance, designed their own experiments to investigate the effect of exercise on their pulse rate. Teachers have secure subject knowledge and ask open questions to extend pupils' understanding and help them make predictions that are based on scientific principles. They have high expectations of both response and learning. All details are clearly explained so pupils can set to work as soon as possible and then teachers circulate to support, encourage, and assess progress and understanding. They use numeracy and literacy skills effectively to support the subject, with pupils extending their scientific vocabulary, learning to write up their experiments appropriately and recording their findings in a chart, for example, Year 6 used a line graph to show the stretch of an elastic band when different weights were added. There is some appropriate use of information technology to record findings in a bar graph.
85. At present the teachers are following the agreed curriculum plan, but using ideas from the Qualification and Curriculum Authority's scheme of work, which is appropriate at this stage. The newly appointed co-ordinator is experienced and committed to raising standards across the school. She already has a clear action plan that involves reviewing the policy and scheme of work, so pupils' knowledge and skills are developed progressively year on year, to monitor planning and teaching so weaknesses and strengths can be identified, and to conduct an audit of resources. The previous report found standards in science were in line with national expectations at Key Stage 1 and above in Key Stage 2. Although standards declined to well below the national average, they are now improving and the school is well placed to raise attainment to a good level again.

## **INFORMATION & COMMUNICATION TECHNOLOGY**

86. The previous inspection report identified information technology as an area that needed to be developed and it was one of the key issues for improvement. Although standards have improved and teachers'

confidence has increased, standards are still below that expected. The school has rightly prioritised this subject as a main area for development on its present school improvement plan.

87. Little work demonstrating the use of information and communication technology (ICT) was seen and only three lessons were observed. Year 2 pupils linked their science research with creating block graphs on the computer to record the results. In a class lesson, they were taught how to use a specific program. Despite only one computer in the room, the teacher successfully demonstrated how to construct a graph and by their response, pupils showed they understood what to do. During the week, in groups, they had the opportunity to use the computer for this purpose. With help, they entered the data into a graph and were able to describe what they were doing and why. Some used a word processing program to type in a story. However, all pupils have not had sufficient experience of a range of programs to be at the expected level of attainment by the end of Key Stage 1.
88. By Year 6, pupils collect and organise data and learn how to construct a table on the computer in order to present their findings. Again, with only one computer in the room, pupils have little opportunity for hands-on experience and reinforcement. Year 5 and 6 pupils have access to the computer suite where they use the machines for the purpose of practising basic skills in English and mathematics. Pupils know how to log-on to the program, use the keyboard to type in single word answers, to drag and click the mouse accurately. However, these computers are not at present available for any other purpose, which is unsatisfactory as it limits all pupils' access to the machines available. Weekly plans show that skills are being taught systematically and all aspects of the subject should be addressed over time, but pupils are not likely to reach the required standard in all strands by the time they are eleven. The lack of access to computers and minimal time allocated to teaching the subject restricts pupils' progress.
89. Teachers are generally confident about the subject and some have secure knowledge about all aspects. They plan lessons effectively to deal with the difficulties of limited access, and maintain high expectations. Good, clear explanations help pupils understand the processes involved and teachers ensure that the work set is relevant and purposeful, for example, it is linked to science or mathematics. Learning objectives are shared with the pupils and reinforced at the end of the lesson, so pupils know what they are going to do and why. Effective strategies are used to enhance understanding and skills, for instance, when teaching Year 3 pupils how to draw a simple shape by using commands, the teacher actively involved the pupils in turning 90 degrees right in order to understand how the 'turtle' moves on the screen. In order to ensure that pupils derive maximum benefit from their allocated time on the computer, the teacher trains the more confident pupils first, and they then advise and support each group. Pupils really enjoy using the computers and are eager to succeed. When working in pairs, most share and take turns sensibly. A few pupils last year successfully used e-mail with help to communicate with pen-pals in New Zealand.
90. The present scheme of work is comprehensive in terms of coverage but lacks detail to support teachers who are less confident. It also does not have helpful information to indicate which of the programs available in school are most suitable for each task. The newly appointed co-ordinator is very enthusiastic and eager to implement the agreed action plan. He has a good vision of what needs to be done in order to raise standards and is well supported by the headteacher and governors. He has rightly identified the need to agree and implement a scheme of work that covers all required elements of the subject, builds on pupils' skills year on year and includes assessment opportunities. He is already monitoring planning to check coverage and has reallocated software to match learning in other subjects. The co-ordinator recognises the need to review the use of the computer suite and timetable allocations to the subject.

## **ART & DESIGN**

91. Only two lessons were observed, so judgements on pupils' standards of work and progress across the school have been made by scrutinising displays and pupils' sketch books, and talking to the newly appointed co-ordinator.
92. The work seen indicates that pupils, including those with special educational needs, are attaining satisfactory standards in the areas of the subject covered this term. Year 2 pupils paint well-proportioned self portraits to illustrate feelings which include all features in good detail, such as eyelashes and hairstyle. They mix paint to match skin tone appropriately and thoughtfully choose a background colour to represent the feeling expressed. Year 4 investigate tone and colour by overlapping translucent coloured papers in a carefully executed designed pattern, and by mixing a primary colour with varying amounts of white or black. Year 6 investigate how shapes can be changed by crumpling a striped design and then carefully and accurately recording its new appearance. Good progress is evident in Year 5 as they have the opportunity to practice and consolidate their close observation skills over several weeks, drawing a range of interesting Victorian artefacts. They progress to show perspective, and pattern, tone and textures with pencil. Based on all the samples examined, pupils generally have a positive response to the subject. They work with care and take a pride in the finished product.
93. In a very good Year 1 lesson, the teacher demonstrated high expectations and secure subject knowledge. She carefully and clearly taught the technique of tracing and transferring an image from one page to another, using appropriate vocabulary and maintaining the pupils' interest throughout. They were excited by the task and eager to take part in the activity. As a result, very good learning took place and the pupils made good progress. Older pupils benefit from having a visiting artist who successfully taught them the techniques of drawing portraits. The results showed accurate likenesses and very good proportions.
94. With a new staff team and co-ordinator, the school has not yet had the opportunity to revise the art curriculum in terms of the new requirements. The policy and scheme of work are out-of-date. Therefore it is not clear what aspects of the subject are planned for each year and no work that reflects the work of other artists or three-dimensional work was evident during the inspection. At present, the teachers are drawing on ideas from the Qualification and Curriculum Authority's scheme of work, which is appropriate. The co-ordinator has a clear action plan for auditing resources, introducing a proposed scheme for discussion and implementation, and monitoring pupils' work. Standards since the previous inspection appear to have been maintained, and the school is well placed to further improve standards in art across the school. All work is displayed attractively and with care, showing the pupils that their work is valued.

## **DESIGN AND TECHNOLOGY**

95. No lessons were observed during the inspection. The scrutiny of work and discussion with Year 5 and 6 pupils indicate that pupils have made a model of the features of a river and have designed and made a book mark using embroidery. They design, make and evaluate the products. However, aspects of the curriculum such as use of mechanisms, knowledge and understanding of materials and to assemble, join and combine materials accurately are not covered. Information and communication technology is not used for computer aided design. Little three-dimensional work is covered in the school. Therefore standards remain below average. Evidence is insufficient to make judgements on the progress pupils make.
96. There is no designated co-ordinator for the subject. Discussion with the senior management and an examination of planning indicate that some teachers have begun to use units from the schemes of work recommended by the Qualification and Curriculum Authority. However, the school has not yet implemented a scheme of work to provide guidance to teachers and to ensure that all strands of design and technology curriculum are taught. The National Curriculum requirements are currently not met. The school recognises this deficiency and is planning to remedy this once the new staff has settled.

## **GEOGRAPHY & HISTORY**

97. Standards achieved in geography and history are in line with the national expectations for pupils aged seven and eleven and have been maintained since the previous inspection. During the inspection week, more history was being taught than geography, although one geography lesson was observed in Year 6. The school has adopted the Qualification and Curriculum Authority's scheme of work for both subjects and cover two units in each discipline per year.
98. The younger pupils in the school begin to gain a good idea of time. Pupils in Year 2 have a very good and lively idea of how the Fire of London began and understand that Pepys' diary is a vital source of information. Year 3 pupils experimented with their own mosaics during their studies of the Romans, thus making good links with art. In Year 4 pupils were quick to grasp how hieroglyphs were used and had great fun in writing names in this way. The older pupils in the school in Year 5 were studying the Victorian era, particularly life in school at the time and a lively and informative lesson concluded with pupils and teacher engaged in an entertaining role play exercise. Life in 1940 in Year 6 gave pupils a fascinating insight into the role of women. They learnt the difference between primary and secondary sources. What they found out certainly surprised many of the class and taught them of the significant differences between then and now. In Year 6 geography lesson good use was made of the video to support their understanding of how waterfalls are formed whilst the appropriate vocabulary was carefully used through the lesson.
99. In both key stages the quality of teaching is good and enables pupils to gain information about the past through pictures, accounts and stories. Literacy skills are developed effectively, for example, by the making of a broad sheet to outline the story of the Fire of London. The use of Victorian artefacts in Year 5 gives pupils a realistic feeling about life in Victorian time and much interest was shown in objects such as a carpet beater and a sovereign balance. Older pupils also get the opportunities to empathise, particularly with the Victorian children and their schools. Where the teaching is good there is a range of interesting tasks within each lesson to suit pupils of all abilities and these promote pupils' ability to learn for themselves. Teachers plan effectively and make good use of the available resources and through effective questioning techniques and well-organised plenary sessions discover how much pupils know and understand. The good relationships that exist between the teachers and the pupils ensure that there is a positive learning environment in the classroom. In every lesson the objectives were shared with the class and pupils were constantly reminded of them to ensure that they remained focused on the tasks set. The oral part of the lesson is generally well managed and is effective in extending pupils' historical knowledge and understanding, but on occasions too little time is allocated to written work and this is not always finished until the following day during the early morning work sessions.
100. The school continues to make good use of visits with a specific history focus to enhance the curriculum.

## **MUSIC**

101. Standards in singing are good and pupils have good pitch and rhythm. They learn how to breathe well, to follow a conductor and be loud or soft, and to learn a range of songs by heart. By the time pupils are eleven, they sing in rounds confidently, understand notation, play a range of tuned and untuned instruments with good technique to accompany pieces, and sing songs in a performance from memory. Pupils, including those with special educational needs, make good progress in these aspects of the subject. There is little evidence of the other important strands of the subject, however, such as pupils improvising and composing to achieve a specific effect, or to express opinions and evaluate different types of music. Some pupils benefit from learning an instrument such as the clarinet or piano, and now the school is providing recorder classes once a week at lunchtime.
102. The school employs a specialist music teacher who takes each class once a week as well as leading hymn practice sessions for each key stage. She is very confident and has very secure knowledge of the subject. Her enthusiasm inspires the pupils and her firm but fair control ensures that lessons have good pace and everyone is fully involved. She has high expectations both of performance and behaviour. Lessons are well planned to combine singing, playing percussion instruments and developing musical knowledge. Pupils really enjoy music, and are disappointed when the lessons come to an end. Some National Curriculum training is needed for other teachers.

103. Music is well supported during assemblies when a range of different music is played as the pupils enter and leave, such as an African composition or a gospel choir singing. Pupils heard about John Newton composing 'Amazing Grace' and listened to a recording of the hymn. Music satisfactorily supports spiritual and cultural development.
104. The visiting specialist plans the programme of learning for each class. There is no specific school scheme to check all strands of the subject are adequately covered or for other teachers to use. The specialist teacher knows the pupils well, having worked in the school for many years, and she evaluates individual progress through on-going monitoring. She provides good opportunities for pupils to perform to an audience and runs a well-supported school choir.

## **PHYSICAL EDUCATION**

105. At ages seven and eleven pupils' attainment is similar to that found in most other schools, and the satisfactory standards seen during the previous inspection have been maintained
106. All pupils make satisfactory progress. Younger pupils move in a variety of ways, for instance, they walk, hop, jump and run in different directions, making good use of the space available. When changing directions, they show an awareness of others around them. Small apparatus is used to practise and perform simple jumps safely and pupils handle the apparatus with due attention to safety. Pupils are beginning to link their actions together. By the time they are in Year 3 they are demonstrating good co-ordination, are aware of the effect that exercise has on their bodies and the importance of warm up and cool down. Pupils in Year 5 and 6 become more confident in demonstrating movement. They have a sound level of control in linking a series of movements together, having planned and practised the skills required. Pupils in Year 5 put together short sequences featuring symmetrical and asymmetrical shapes. Their demonstration of these brought spontaneous applause from other members of the class. In a Year 6 lesson a few pupils demonstrated good ideas and imaginative interpretation of the 'Pink Panther' music.
107. Pupils' response to physical education is enthusiastic although some Key Stage 1 pupils do not make best use of the time available. Most pupils concentrate to improve the quality of their skills and show enjoyment at being physically active. They co-operate in pairs and small groups. Pupils with special educational needs make good progress.
108. The quality of teaching is sound overall with several examples of good practice. In all lessons teacher and pupils are properly attired and start the lesson off with a suitable warm up routine. The teacher's use of the appropriate technical terms extends the pupils' range of language, and elements of safety are constantly stressed. Where teaching is good, lessons have a good balance between the teaching of skills and techniques, and opportunities for pupils to practise and explore movements. Demonstrations, by individual pupils to the rest of the class, are used effectively to draw attention to key elements in the activities. Occasionally, pupils are not told clearly what to look for in demonstrations with the consequence that these parts of the lesson do not contribute significantly to their learning. When teachers continuously need to check the class and exert control, the pace of the lesson slows and pupils have too little time to learn and make progress, adversely affecting the standards they attain. Many good opportunities are provided for evaluating and refining their own performances and those of their peers and the use of the video camera proved a popular addition to the assessment procedures.
109. The schools' policy and schemes of work ensure that pupils are taught the knowledge, skills and understanding through the various activities. These include dance, (the school is involved in the Royal Ballets 'Chance to Dance'), gymnastics, athletics as well as swimming. Outdoor and adventurous activities are undertaken when the pupils go on the school journey. The school is not at present regularly involved in competitive sport against other schools, although older pupils have taken part in games at Crystal Palace National Sports Centre.
110. There are adequate resources to support the teaching of all aspects of the subject and the hall, playground and small grass area provide satisfactory accommodation for indoor and outdoor games. There are occasions, however, when the arrangements for cleaning the hall after lunch delay the start of lessons and the hall floor is still wet. An enthusiastic teacher, who is new to the school, leads the subject well.