

INSPECTION REPORT

ROCKLIFFE MANOR PRIMARY SCHOOL

Plumstead

LEA area: Greenwich

Unique reference number: 100151

Headteacher: R A L Martin

Reporting inspector: Mrs M Fitzpatrick
24326

Dates of inspection: 13 - 16 November 2000

Inspection number: 224200

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

School category: Community

Age range of pupils: 3 - 11 Years

Gender of pupils: Mixed

School address: Bassant Road

Postcode: Plumstead
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Appropriate authority: The governing body

Name of chair of governors: Dr D Woodhead

Date of previous inspection: 16 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Moira Fitzpatrick (Ofsted No: 24326)	Registered inspector	English	What sort of school is it?
		History	How high are standards? a) The school's results and achievements.
		English as an additional language	How well are pupils taught?
			How well is the school led and managed?
			What should the school do to improve further?
David Ashby (Ofsted No: 9868)	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Val Ives (Ofsted No: 21103)	Team inspector	Foundation Stage	
		Special educational needs	
		Design and technology	
		Geography	
		Physical education	
		Religious education	
Paul Stevens (Ofsted No: 28200)	Team inspector	Equal opportunities	How good are the curricular and other opportunities offered to pupils?
		Mathematics	
		Science	
		Information technology	
		Art	
		Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is about average size for a primary with approximately an equal number of girls and boys. The majority of children are from white ethnic backgrounds with about 15 per cent of pupils from Indian and black Caribbean heritage groups. The percentage of pupils eligible for free school meals, 32 per cent, is above the national average. There are 13 pupils who speak English as an additional language. There are 43 children on the special educational needs register, which amounts to 23 per cent of the intake and is about the national average. There are five pupils with a statement of special educational need for either specific or moderate learning difficulties. While the school's population covers the full ability range, overall the intake is below average on entry to the school.

HOW GOOD THE SCHOOL IS

Rockliffe Manor is a good school which is rapidly improving. Standards are higher than the national average in the core subjects of English, mathematics and science and teaching in the school is good overall. Children in the nursery make very good progress. The school is very well led by the headteacher, who successfully led the staff through some major changes in the last two years. The school has a very good understanding of its strengths and weaknesses through rigorous monitoring of its work. It provides a happy and stimulating environment in which children learn and where parents feel welcome to be involved. The good standards in learning, the good teaching and the very good personal development of pupils' support the view that the school gives good value for money.

What the school does well

- It is most successful in achieving high standards in English, mathematics and science at the end of both key stages.
- The school is very well led by the headteacher and the acting deputy headteachers.
- Teaching – particularly in the nursery and at the end of Key Stage 2, where it is nearly always very good and sometimes excellent.
- Provides very good learning experiences for children under five.
- Promotes very good relationships between all who work in the school.
- Promotes very good attitudes in its pupils – they are keen to come to school and the majority work hard.
- Forms very good links with parents that help them to support their children's learning.
- Makes good provision for the spiritual, moral, social and cultural development of pupils.

What could be improved

- The provision of subject co-ordinators for art, music and physical education and improve the co-ordination of design and technology.
- Provision in information technology.
- Extend the use of the good assessment procedures used in some classes and set targets for pupils' learning based on test results.
- Improve the detail of daily planning.
- Relocate the reception class so that the Foundation Stage fully integrates nursery and reception provision.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since it was last inspected in March 1998. Standards in the core subjects have risen faster than the national trend at the end of Key Stage 2. The quality of teaching has improved significantly, there is now a high proportion of good and very good teaching. Management of most subjects has improved and this has led to improved standards in some foundation subjects. The involvement of governors in monitoring the work of the school has developed and they now play a more active role in the strategic management of the school. Financial planning has improved. There have been very good improvements in the arrangements for pupils' welfare, risk assessment and

health and safety procedures. Pupils' attitudes to learning, their behaviour and their punctuality have all improved. The school has initiated a regular programme of monitoring teaching and standards of pupils' work. From this it has a good knowledge of where it needs to improve and this is reflected in the appropriate priorities in this year's development plan. As a result of this the school is in a strong position to continue its improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	C	A
Mathematics	C	C	B	A
Science	D	D	A	A

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

Standards are high in these core subjects at the end of Key Stage 2 and the table reflects the achievements of pupils in them. In the National Curriculum tests in 2000, the proportion of pupils achieving the higher level in English was in line with the national average and in mathematics and science the proportion achieving the higher level was well above the national average. The trend of improvement in these subjects is rising faster than the national trend. In Key Stage 1, pupils' performance in the National Curriculum tests in 2000, was also well above the national average in reading, and mathematics. Their results were also well above the results of pupils in similar schools. In other subjects of the curriculum, pupils' achievements vary. In religious education and physical education they reach the expected standard for their age at both key stages, and in art at Key Stage 2. In information technology they do not reach the expected standard at either key stage due to some lack of teacher expertise and a shortage of computers. In music and design and technology lack of clear guidance for teachers' planning leads to lower than expected standards for pupils. In history and geography pupils reach the expected standard by the end of Key Stage 1 and exceed the expected standard at the end of Key Stage 2. In the majority of subjects pupils work at or near capacity. The exceptions to this are in subjects where teachers have no scheme of work to guide their planning, for instance in music and design and technology. The school set appropriate targets for the national tests in 2000 and these were met, with a higher than expected proportion of pupils achieving the higher level in mathematics and science. The school has set similar realistic and achievable targets for 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school and to their work in lessons. There is good interest and involvement in their work, good co-operation and enthusiasm, which positively helps their learning.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. They are polite and courteous and they show respect and care for each other.

Personal development and relationships	Pupils have very good relationships with staff, other adults and with their peers. They are very good at accepting opportunities that extend their personal development.
Attendance	Attendance is good. Pupils like coming to school. A small minority of pupils are not punctual in arriving at school in the morning.

A very few pupils occasionally disturb the flow of lessons with inappropriate behaviour, however these are effectively dealt with by teachers.

TEACHING AND LEARNING

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

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

The teaching of English is good overall in the school, with very good and excellent teaching seen at upper Key Stage 2. Planning for learning is nearly always well matched to pupils' needs and they are suitably challenged. Mathematics teaching is satisfactory at Key Stage 1 and is good at Key Stage 2. Teachers place good emphasis on mental agility and again plan well for the different learning needs of their pupils. Science teaching focuses well on pupils acquiring a good knowledge of science topics from which they can develop an understanding of scientific ideas. The basic skills of literacy and numeracy are well taught so that pupils are able to use them to support their learning in other subjects. Pupils with special educational needs have sound provision enabling them to make similar progress to other pupils in the class. In the few lessons where teaching was judged to be unsatisfactory, this was a result either of lack of guidance for teachers whose subject knowledge was not strong, for example in music where some poor teaching was seen, or where there was not enough challenge for pupils, a few of whom became disruptive, which led to unsatisfactory progress for a significant number. In the Foundation Stage teaching is nearly always very good. Activities are well planned and teachers and the nursery assistants are constantly providing challenges for children and prompting them to move on. As a result the children make good progress in all areas of their learning. In ninety per cent of lessons the quality of teaching is satisfactory or better. In over six out of ten lessons it is good or better; unsatisfactory teaching was seen in almost one in ten lessons and there was excellent teaching seen in the nursery and in Year 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the nursery and satisfactory at both key stages. Pupils' learning in some subjects, notably history and geography, is enhanced by field trips. Extra-curricular activities enhance learning for pupils in Key Stage 2.
Provision for pupils with special educational needs	Satisfactory. Teachers and support assistants plan well for pupils, especially in English and mathematics. The acting special needs co-ordinator is developing an effective support programme for pupils with literacy difficulties.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are taught right from wrong and to reflect upon their experiences. Within lessons pupils have many opportunities to work together and learn to appreciate each other's point of view.
How well the school cares for its pupils	The school provides good all-round care for its pupils through the very good monitoring and promotion of behaviour, attendance and punctuality. The school has good practice in its care, safety and security arrangements. The monitoring, support and guidance staff provide for pupils continue to reassure parents of how well the school cares. While the school has good procedures for assessing pupils' work it needs to ensure that these are used consistently by all teachers.

The way the school works in partnership with parents is very good. Links with parents, through the reviews and reports provided and the open access of all staff to all parents, are very good. The impact of the contribution of parents to children's learning is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the headteacher has led to very good progress for the school in a short time. He is well supported by the acting deputy headteachers and senior management team who have a good knowledge of the school's priorities.
How well the governors fulfil their responsibilities	All statutory requirements are met. Governors monitor the work of the school. They show a good understanding of the school's strengths and areas for development.
The school's evaluation of its performance	The school makes good use of self-evaluation and internal monitoring procedures. Test results are analysed to set targets for pupils' learning and to keep the school informed of its progress in raising standards compared with other schools. The school is concerned to get good value in what it does and in what it buys.
The strategic use of resources	Spending decisions are based on improving provision in order to raise standards. The impact of spending is monitored.

The school has had difficulty recruiting teachers with certain subject expertise, notably music and design and technology. This has had an impact on the leadership of these subjects in the school and on the standards that pupils achieve. The school's accommodation is adequate, well maintained and provides a stimulating learning environment. There are enough resources for pupils' learning and they are well cared for by teachers and pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Their children make good progress. • Behaviour is good. • Feel comfortable in approaching school. 	<ul style="list-style-type: none"> • Information to parents. • Working closely with parents.

- | | |
|---|--|
| <ul style="list-style-type: none">• School expects children to work hard.• School helps children to become mature.• There are significant improvements in the school. | |
|---|--|

Inspectors fully support the parents' positive comments about the school. The school has an open welcoming ethos, which parents relate to well. Relationships are very positive for parents. Inspectors could not confirm the parents' concerns as the school is very good in these areas.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The majority of children enter the nursery with below average attainment, although there are a few children with above average attainment. By the end of the Foundation Stage, they have made good progress and have reached the expected standards in the nationally-recognised curriculum. Children with special educational needs are identified quickly and fully integrated into the class. They make progress at the same rate as the other children.
2. Based on the average point score achieved in the National Curriculum tests for seven year olds, in 2000, pupils' performance in reading was above the average for all schools and well above that of pupils in similar schools (those having the same percentage of free meals). In writing, in the same tests, pupils' performance was in line with the average for all schools and above the average of pupils in similar schools. Boys achieved better than girls in reading, but less well in writing. Performance at the higher level was below the national average in reading and well below the national average in writing, where no pupils achieved the higher level. These results mark a steady rise in attainment by pupils since 1997 and a good rate of improvement on the 1999 results. This improvement is owing in part to the National Literacy Strategy, but mainly to the very good teaching that pupils received in Year 2 last year. Standards in Year 2 at present are in line with the national expectation in both reading and writing. In reading pupils have a secure knowledge of letter sounds, recognise a good number of common words and have an average range of strategies to help them read unfamiliar words. Most pupils read simple stories with expression and can recall the main events in their own words. In writing pupils form their letters clearly and are beginning to use capital letters and full stops more consistently. Higher attaining pupils write stories which have an opening, middle and an end. Average pupils write accounts of what they have done using a correct sequence. Lower attaining pupils and pupils with special educational needs write captions and labels to match drawings they do. By the end of the key stage most pupils have average listening skills and are able to concentrate during the teacher's explanations. For a few listening attentively has not yet developed and teachers work hard to regain their attention on occasion. Most pupils speak audibly and talk with confidence about their learning and topics that interest them.
3. Standards in English are above the national average at the end of Key Stage 2. Results in the National Curriculum tests in 2000 show pupils' average point score above the national average for both boys and girls. The results were well above the performance of similar schools. The proportion of pupils achieving the higher level was in line with the national average. Standards of attainment in the subject have risen faster than the national trend in the last four years. This sustained rise in standards is owing to the very good and often excellent teaching provided by the Year 6 teachers. In the current Year 6, the majority of pupils are at or above the expected standard. Pupils' standards of speaking and listening are above expectations for their age. They follow lengthy explanations and challenging questions from teachers and each other. They speak clearly and thoughtfully about their learning and show that they retain well what they have learned earlier. Pupils with special educational needs reach better than expected standards because of the good encouragement they are given by teachers and the respect shown them by peers. In reading pupils' attainment is above expectation, due to the high expectations teachers have of them to do this independently. They read a wide range of authors and styles of writing and scan non-fiction texts effectively to find information. The homework tasks they are set ensure that they develop good referencing skills. Pupils show good control over their handwriting and written work is always well presented, neat and easy to read. They have a good understanding of structure in writing and all pupils show an appropriate sense of the person they are writing for. Spelling and punctuation are about average.
4. In the National Curriculum tests for seven year olds, pupils' performance in mathematics was above the national average at the expected level and at the higher level. These results were well

above the average of pupils in schools with a similar intake. They mark a sharp improvement over the results of the previous three years, when they were below the national average. Boys' results showed a very good improvement and were better than those of girls. This improvement in results is owing to the very good teaching pupils received in Year 2. Currently, most seven year olds are at or above the expected level. They confidently calculate and measure numbers up to 100 and have an early idea of fractions. They know the properties of two- and three- dimensional shapes and can construct simple graphs.

5. In the National Curriculum tests for eleven year olds in 2000, pupils' performance in mathematics was above the national average both at the expected level and at the higher level. The results were well above the average of similar schools. Girls' results were better than boys', but the gap in attainment has narrowed. Standards of attainment in the subject have risen faster than the national trend over the past four years. Most pupils now in Year 6 work at or above the expected level. Pupils have good mental agility with numbers. They solve problems working out the equivalents of improper fractions and mixed numbers. They are competent at handling data to create a variety of graphs and understand ratio and proportion. Pupils have good knowledge of shape and higher attainers can calculate the area of triangles.
6. In the teacher assessments in science, for seven year olds in 2000, the percentage of pupils reaching the expected level was above the national average. The percentage reaching the higher level was below the national average. Pupils at the end of Key Stage 1 have a better than expected knowledge and understanding of the properties of materials. They know that heating and cooling chocolate produces different effects to heating and cooling clay. They know what plants and animals need to survive, understand how they are grouped and are beginning to understand habitat. Higher attaining pupils are beginning to understand electrical conductivity.
7. Pupils' performance in science, in the National Curriculum tests for eleven year olds in 2000, was well above the national average at both the expected level and at the higher level. Their results were well above the average of similar schools. Girls' performance was better than boys' in the tests. Standards in the subject have risen faster than the national trend over the last four years and have gone from well below the national average in 1996 to well above the national average in the current year. By the end of the key stage, pupils have a broad knowledge of forces, germination and food chains. They carry out experiments to examine soil profiles and know about the different ways rocks have been formed. Higher attaining pupils show good understanding of materials when comparing transparency and translucency. Their skills of scientific enquiry are not as well developed as their knowledge and understanding of science.
8. Attainment in information technology is below the national expectation at both key stages. By the end of Key Stage 1 pupils use computers to write stories and to alter their writing. Pupils in Year 6 use word processing to produce books on topics they have researched through CD-ROMs and the Internet. They import pictures and graphs to enhance the leaflets they produce about the National Gallery. At both key stages, pupils do not have enough experience of using computers to control, monitor or explore simulations and lack confidence in these aspects of the subject. In those aspects where teaching and use is regular, learning is secure and satisfactory for all pupils, including those with special educational needs.
9. In religious education, pupils are attaining in line with the expectations of the Locally Agreed Syllabus. Pupils at Key Stage 1 have a good knowledge of stories from different faiths. They have a sound knowledge of stories from both the old and new testaments, such as Moses and the Ten Commandments, and Jesus calming the storm. They understand the place of ritual in world religions and know about Hanukkah and Diwali. By the age of eleven pupils have a broader knowledge and understanding of world faiths such as Judaism, Hinduism, Sikhism and Islam. They have a growing understanding of the similarities and differences between religions. They make appropriate use of the correct terminology when discussing religion and have a growing capacity to reflect upon spiritual and moral issues.
10. Pupils with special educational needs make sound progress against their prior learning. Their work is regularly assessed and attainment recorded so that targets in the pupils' individual

education plans can be modified at review dates with full information at hand. In most lessons teachers plan carefully to provide work that ensures pupils with special educational needs can succeed and make progress. This level of planning is seen in most English and mathematics lessons where pupils with special educational needs often make good progress. However, such planning is not always found in other subjects and here learning slows and progress becomes satisfactory. Results in the National Curriculum tests show that over time, pupils on the special needs register make similar progress to other pupils in English and mathematics and sometimes reach higher than expected standards.

11. In other subjects of the curriculum pupils' learning varies. In physical education pupils learn at a satisfactory rate in Year 1 and learning is good at Key Stage 2. In Key Stage 1 they improve their throwing and catching skills and become more accurate at hitting targets. In Key Stage 2 pupils invent a dance pattern, devise their own games and improve their throwing and passing skills while moving. In design and technology and music pupils do not reach the expected standard and progress in learning is unsatisfactory in both subjects. In design and technology pupils at Key Stage 1 do not have enough experience of handling tools and all pupils have too little experience of design and often follow patterns given to them by teachers. By the end of Key Stage 2 their making skills have improved and they produce well made toys and cushions. In music, pupils' listening and singing skills are underdeveloped at Key Stage 1. At Key Stage 2 their ability to develop rhythmic phrases is good and they use these well to accompany their singing. The lack of a well-planned curriculum in both of these subjects is having a serious affect on pupils' learning.
12. In art at Key Stage 1, pupils do not reach the expected standard in their observational drawing. At Key Stage 2, their learning is satisfactory and pupils work at the expected standard. They have a sound knowledge of the work of famous artists, are developing an understanding of composition and perspective and make good use of tone in charcoal drawings of masks. In geography and history pupils' learning progresses at a satisfactory rate in Key Stage 1 and they reach the standard expected for their age. In geography they learn about their local environment from planned walks where they note the range of buildings. In Year 2, pupils develop their observations by drawing a map of their area to which they add a key explaining what the buildings are. In history they learn how Plumstead Common has changed over time. At Key Stage 2 pupils exceed expectations for their age in both geography and history. They understand how weather affects local conditions and compare climate in Cairo and London. They carry out inquiry into the effects of rivers on landscape and use information technology to research topics. In history they learn about great eras, such as the Egyptian, and gain insight and understanding of the impact of invaders and settlers on the English way of life. By the end of the key stage they assess the usefulness of historical sources, evaluate the reasons for the Plumstead riots and write extended accounts of historical events from a given viewpoint.
13. Literacy is generally well promoted in the school. Overall there is good emphasis on strong reading skills, with pupils given direction to use these independently in silent reading time and for their own research into topics they study. Not all teachers seize the opportunity offered by subjects other than English for different forms of writing. Where this is planned for, as in Years 1, 3, 5 and 6, pupils' writing skills are honed in writing accounts and stories for history, descriptions and explanations for geography and science and for older pupils there are good opportunities to develop an individual style in discursive essays on local and historical issues.
14. From the age of seven, pupils learn to apply their mathematical learning to other subjects. Year 3 pupils use graphs and charts appropriately to display findings about weather. Year 4 develop their understanding of co-ordinates in their geographical map-work. Year 5 successfully design tessellating mathematical patterns through studying Islamic designs, and Year 6 clearly communicate their findings about differences between the climates in Cairo and London.
15. The school has succeeded in raising standards significantly in English, mathematics and science at both key stages, since the time of the last inspection. There have been improvements in standards in history and geography at both key stages. There has been an emphasis on monitoring teaching, learning and standards of pupils' work, all of which has contributed to the

rise in standards. The improvement in the quality of teaching and the use of assessment data to assist in target setting are other factors which contribute to the very good progress the school has made with standards, which are rising faster than the national trend in the core subjects. The school met its targets in the core subjects in the national tests in 2000 and has set similar realistic and attainable targets for 2001.

Pupils' attitudes, values and personal development

16. Since the last inspection pupils have adopted the school rules and conventions very well. Their response has significantly helped to establish very good attitudes overall and good behaviour. Pupils in the nursery and throughout the school generally have very good attitudes to school. They are eager to come to school and participate with enthusiasm and enjoy their lessons. They respond very well to adults and to each other and have positive attitudes to learning. When pupils are well motivated by teachers they work with enthusiasm. They are good at co-operating with each other in groups and this helps them to value each other's work and make a good contribution to the lessons. The majority of pupils sustain good levels of concentration and can work well individually when actively engaged in lessons. Pupils listen well to each other when discussing their completed work and encourage one another. In a small minority of lessons some pupils found it hard to concentrate and did not achieve sufficient completed work. In these situations, some pupils were not good in taking turns or listening to the teacher or to each other.
17. Pupils' behaviour in lessons and around the school is good and has a positive impact on their work and concentration. Pupils respond well to the expectations of teachers, support staff and adults for their behaviour. Sometimes, in a very small minority of lessons when pupils are not effectively challenged some pupils behave unsatisfactorily by talking when they should listen. School rules and conventions are very clearly understood by pupils and by parents. The result is a positive climate for learning with no evidence of aggressive or racist behaviour. Misbehaviour when it occurs is dealt with promptly, consistently and effectively. In the less effective lessons it sometimes has a negative impact on learning. Exclusions do not occur.
18. From a very early age pupils establish very good relationships with their teachers, with adults and with each other. This starts very effectively through the very good home school links. Pupils of all abilities and cultures, including those with special educational needs, are included as part of a caring community and they cope confidently with their daily work and play. Pupils have some very good opportunities for personal development through their monitor roles. They take these responsibilities very seriously and are very conscientious in carrying them out. They engage in their roles with enthusiasm and confidence. Some opportunities for personal development are missed, for example, some pupils do not use the library for extending their individual study and research skills or the computer facilities sufficiently. Their personal development is extended through extra-curricular activities. These include sports activities and dance. All pupils have opportunities to go on visits to outdoor activity centres and other places of interest. The additional curriculum activities, trips and visits have a strong, positive impact on pupils' personal development.
19. Attendance is good. Most pupils clearly like coming to school and this provides them with opportunities for achieving success in their lessons. There are a small minority of pupils who do not meet the school's high expectations for punctuality and arrive late to school. This does not impact on the start of lessons for most pupils. It does mean that those pupils that are late have to catch up quickly with their work and this does not enable them to enjoy the calm start and explanations that teachers provide for their lesson activities. Unauthorised absence is low, which is due to the parents responding positively to the school's initiatives to get parents to provide acceptable reasons for absence.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall, across the school. During the inspection, teaching was good or better in over six out of ten lessons seen. In more than three out of ten lessons teaching was very good or excellent. In three lessons unsatisfactory teaching was seen and it was poor in two; in these lessons lack of subject guidance for the teacher or weak management of pupils was the cause. The quality of teaching in literacy and numeracy was good overall, with examples of very good teaching seen in both, and excellent teaching seen in English in Year 6. The quality of teaching has improved significantly since the last inspection, when there was a much lower proportion of good and very good teaching. The proportion of unsatisfactory teaching has also been reduced considerably. This improvement is owing to the emphasis the school has placed on monitoring teaching, providing support and professional development and making clear to teachers their role in raising standards. It is also due in some measure to the successful implementation of the national literacy and numeracy strategies where the related training has improved teachers' knowledge and expertise.
21. The quality of teaching for children under five is very good overall, with some excellent teaching seen. There is no unsatisfactory teaching and over seven out of ten lessons are good or better. In more than six out of ten lessons in the nursery class, teaching is very good or excellent. In all aspects of learning teachers plan very good opportunities for children to learn and concentrate on a given task. They have high expectations of children and their vigilance as they monitor the children at work means they intervene to challenge the children in their learning and move them on to more demanding tasks. Because of this high quality provision, the children become confident and learn at a good rate.
22. At Key Stage 1, the quality of teaching is satisfactory overall. Teaching in English is always satisfactory, and is good when the teacher sets a brisk pace and makes clear her expectations of good effort, as seen in a Year 1 lesson on rhyme and setting in stories. In such lessons, pupils concentrate well and are eager to answer questions as a consequence their learning is good. In mathematics lessons, where teaching is good, the teacher makes imaginative use of games to involve pupils in describing three-dimensional shapes. Good teaching is seen in religious education, where competent questioning by teachers keeps the pupils attentive and interested, and supports them to make good progress. Where teaching is unsatisfactory or poor, as seen in music lessons, this is due to a lack of subject guidance from which teachers can plan their lessons. In such lessons pupils interest is rarely engaged and their learning is not secure. The school recognises the difficulties teachers have in this subject and acknowledges that the taped music programme provided is a poor substitute for a skilled co-ordinator in the subject.
23. At Key Stage 2, the quality of teaching is good or better in over six out of ten lessons. In three out of ten lessons teaching is very good or excellent. Two unsatisfactory lessons were seen; one each in music and science. In science, weak management of disruptive pupils led to unsatisfactory progress; and in music the teacher's lack of subject knowledge and inadequate management of challenging pupils led to unsatisfactory progress for the majority of the class. Teaching in English ranges from satisfactory and good at the lower key stage, to very good and excellent in Years 5 and 6. In mathematics, teaching is good overall and is consistently very good at the upper key stage. The teacher's excellent demonstration in a Year 5 lesson on symmetry leads to very good learning for the pupils who are intrigued and stimulated by the topic.
24. Teachers use their good subject knowledge in very good planning for history. Pupils are keen to learn and show very good recall of earlier learning in lessons about, "Our Common Story" set around the events and changes in Plumstead Common. In most mathematics lessons pupils develop good mental agility because of the well-planned oral activities that teachers provide. The benefits of good planning are seen in most English lessons where teachers' careful planning for support for pupils with special educational needs ensures that they are fully involved in the lesson and make progress similar to their peers. Where planning is not so detailed, as in Year 4, then pupils do not make the best progress and sometimes resources that have taken time to prepare have a reduced impact because their use has not been fully thought through. In literacy and numeracy lessons, teachers plan work to challenge pupils of all abilities in the class. As a result most pupils make at least good progress in these lessons and apply themselves well to the tasks set.

25. In all literacy and numeracy lessons teachers make good use of time. Lessons begin with a brisk review of earlier learning, with the whole-class teaching well constructed around explanation and lively questioning. Pupils respond with interest to this format and are mostly alert and eager to answer questions. Younger pupils show their enjoyment by joining in spontaneously with the teacher when she reads. Time is well managed, with a good balance of whole-class and individual learning. In a Year 6 English lesson, pupils concentrated hard to select key ideas for their non-chronological writing, where the teacher kept the pressure on for rapid reading and response. Their pleasure was evident in the thrill they derived from surprising their teacher with their skill. Where time is not so well used, for instance when teachers have not planned enough challenging work for pupils, as in some music lessons, then pupils' interest wanes and they become restless and disruptive. The link between pressure on pupils to work to given timescales and the quality of their learning and behaviour is highlighted most clearly in such lessons.
26. Relationships between teachers and pupils are very good, giving pupils confidence to express their views and answer questions fully. In art, physical education and some music lessons, pupils respond well to the praise and encouragement of teachers. While a minority of younger pupils have not yet internalised the school's expectations of good behaviour, they usually respond well to their teacher's reasoning and explaining the need for following rules. Through sympathetic and reasonable handling such pupils are brought to see the effect of their behaviour on others and how it can stop them from learning. The very good quality of relationships between teachers and pupils contribute significantly to most pupils enjoying their learning and being keen to succeed. In all lessons teachers give strong encouragement to lower attaining pupils and pupils with special educational needs to take part in discussion; as a result, these pupils are confident participants, whose self-esteem develops well as a result of these very good relationships.
27. On a day-to-day level, some teachers make good use of assessment. This is particularly so in English and mathematics lessons in Years 1, 3, 5 and 6, where teachers evaluate both their teaching and the pupils' learning in order to plan for the next lesson. In geography and history very good assessment procedures are used by teachers of older pupils but are not used consistently across the school. Longer-term assessment and the matching of pupils' achievements to attainment is only consistently carried out at the upper end of Key Stage 2. This results in some weaknesses in planning in certain subjects and a lack of sharply focused targets for pupils' learning. Where target setting is developed to inform pupils about how to improve, as in Year 6, the pace of learning is noticeably quicker and pupils achieve better than expected results.
28. Teaching for pupils with special educational needs is satisfactory. This is seen through the suitable planning of lessons, the match of work to the ability of each pupil and the preparation of resources to support their work. The teaching programme for these pupils is mainly on a small group withdrawal basis and sometimes one-to-one. There is increasing differentiation planned for them with achievable targets. For example, pupils in a Year 3 literacy lesson were given tasks to match their needs and as a result all made good progress in understanding and using prefixes. Special needs assistants create a secure learning environment and good relationships are established which enable pupils to become confident and want to improve. In addition, clear instructions build confidence and enable pupils to sustain concentration and complete the tasks set for them to do.
29. Teachers set homework for pupils to match their growing maturity and independence. The amount set is about average throughout the school, except at the end of Key Stage 2 where teachers have high expectations of pupils' ability to work independently and for sustained periods of time. The amount and quality of homework set in Year 6 are above the average.

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

30. The quality and range of opportunities for learning are satisfactory. They are good in the nursery. The school teaches what is expected of it in all subjects and makes appropriate provision for pupils with special educational needs. The time allocated to science is below the national

average, but this is supplemented with time planned for cross-curricular work in geography and history. The curriculum and provision for learning for the children in the Foundation Stage have been further developed and enhanced in the nursery and has been maintained in the reception class since the last inspection. For example, expectations are clearly identified for all ages in the class and targets for learning are focused to cater for the varying experiences of the children. The clear, and thorough planning and organisation, including a comprehensive system to record the children's attainment is in place. There is a good overall curriculum plan stating what is to be covered in all the subjects during the year for classes in Key Stages 1 and 2. This underpins detailed termly and daily planning, although the latter would benefit from an agreed format which clarifies aims for teaching and learning. However, the school has not developed its own schemes of work for art, music and design and technology as the result of lack of a co-ordinator for these subjects. Weekly planning meets pupils' different needs including those with high abilities. Planning for English and mathematics includes the use of the National Literacy Strategy and the National Numeracy Strategy, both of which have a good effect on learning. The school interprets the Locally Agreed Syllabus for religious education in a way which has improved pupils' understanding. However, both mathematics and science planning does not include giving pupils sufficiently frequent experience of investigative work. This includes experimenting, and use of the library and computers. Some of the other subjects' plans are not fully carried out. Consequently, pupils' knowledge, understanding and skills with computers and design and technology do not develop as well as they should. Pupils' musical skills do not develop well because of teachers' over-reliance on taped broadcasts, which leads to lack of refinement in skills and understanding.

31. There is a broad and balanced curriculum for pupils with special educational needs, including a clear and comprehensive special educational needs policy. The curriculum is related to clear and practical targets in individual education plans: it concentrates mainly on English - speaking and listening, reading and literacy; tasks are related to other subjects where appropriate. Careful consideration is taken of the needs of all pupils through differentiation, modifying activities or providing support.
32. The range of extra-curricular activities is satisfactory. A significant number of the parents who responded to the parents' questionnaire expressed concern that the range of extra-curricular activities was too small. Inspection evidence does not support this view. Staff and visitors volunteer their time outside lessons to run clubs for art, dance and sports when they are in season. Time is given for extra support for those pupils who need it in certain subjects. However, there is no local provision of lessons on orchestral instruments. The school makes a number of visits and welcomes visitors to enrich pupils' experiences. These include visiting musicians, practical demonstrations by firemen, local leaders of different faiths, book fairs and local historians, as well as outings to concert halls, the Millennium Dome and coastal towns. Older pupils develop their work and learn how to live together on a residential course at Swanage. For all school activities the school is good at ensuring that, with due regard to age, all pupils have equal opportunities to take part.
33. Provision for pupils' personal, social and health education is satisfactory. Sex education is offered. Systematic drugs education is provided in year 5. Covered in the PSHE scheme of work.
34. The school makes good links with the community and other educational institutions. It has connections with the National Children's Homes as well as the local church and Sikh community. The school invites representatives from the police and fire services. It welcomes parents, grandparents and others who can support pupils' learning about such matters as the Woolwich Barracks, life in the nineteen-forties, and keeping animals in zoos. The school also works with parents and others on adult literacy and numeracy. All of these experiences serve to enrich the pupils' learning.
35. Provision for spiritual, moral, social and cultural development is good. This is most evident in social and moral education where it is good and very good respectively. School assemblies contain time for reflection, and praise assemblies celebrate children's achievements allowing them to recognise the richness and diversity of their gifts. Many assemblies support moral and social education through good discussions about matters which affect people's lives. They

contain short opportunities to listen to music. The school has a powerful caring ethos, where pupils are expected to work and play together co-operatively, and adults are role models for good relationships. The school is managing pupils with behavioural difficulties well with an appropriate mixture of praise and sanctions. However, as part of its provision for moral and social education, it needs to show these pupils that there is a robust policy and system of procedures which everyone is applying. The curriculum includes the use of good literature and poetry to stimulate more interesting writing. The work of great artists such as Cezanne and van Gogh is used as a model for pupils' painting. The music broadcasts provide opportunities to listen to music such as 'Pictures at an Exhibition' by Mussorgsky. This not only enhances their appreciation of music, but also provides examples of musical phrases which pupils can use in their own compositions. Pupils learn about the wide variety of cultural traditions in our society during religious education lessons when they learn about major world faiths.

36. The quality and range of pupils' opportunities for learning have been very much improved since the previous inspection when they were described as impoverished. The school now meets statutory requirements for religious education and the use of computers, and has taken a number of steps to enrich its provision in most subjects. Higher attaining pupils now receive the challenges they need. The school has raised the quality of its provision for all aspects of spiritual, moral, social and cultural education. However, there is room for further improvement in some subjects of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has now established good all around care for its pupils. Staff and adults in the school are vigilant, sensitive and supportive of the pupils in their care. Monitoring, promotion and practice of its support, safety and security arrangements are good with responsibilities shared by the headteacher and staff. Monitoring, reviews and guidance by staff are established for pupils with any special needs.
38. Child protection is a good established practice in the school. Staff are aware of the need to keep the co-ordinator informed of any concerns. Formal training for all staff has not been provided but they have very good guidelines. Appropriate local agencies are effectively consulted when there are needs. This includes the school nurse and education welfare officer.
39. The school has established an awareness of health and safety requirements and there are very good guidelines and procedures to inform practice. Health and safety checks and risk assessments are carried out on a regular basis. Checks are made to the buildings and grounds to ensure the learning environment is safe. Staff are aware of the need to inform the site manager and headteacher about issues. There are good regular arrangements for safety checking school, fire, physical education equipment and electrical equipment checks. The standard of care of the premises and grounds is very good. A small team of cleaning staff work hard to maintain a clean and attractive environment. This adds positively to the atmosphere of the whole school.
40. Promotion and monitoring of behaviour is now becoming very well established with very good arrangements. Since the last inspection, staff, pupils and parents are now very clear about the school's expectations. The consistent implementation of the rules and conventions throughout the school is very good. This helps staff in encouraging pupils to meet the high expectations for hard work and good behaviour and attitudes. The confidence of staff and pupils in this practice underpins the very caring atmosphere the school community enjoys and ensures aggressive or racist outbursts are unlikely to occur. The school has very good strategies for dealing with any issues should they occur.
41. Promotion and monitoring of attendance have now become very well established with very effective school systems and management. Pupils and parents are equally clear about what the school expects for attendance, punctuality and authorisation of absence through promotion in school letters and other documentation. Very effective monitoring arrangements ensure the school

can react to any issue very quickly. There are good links with the Educational Welfare Officer termly or as required if there are any more urgent issues.

42. Procedures for the assessment and recording of pupils' attainment are not consistent across the school. While there are very good systems and practice in some subjects, these are not fully implemented for the benefit of pupils' learning in all classes. In design and technology, art and music, assessments are not made for all pupils nor are they always linked to National Curriculum criteria. In these subjects there is little evidence of the use of assessment to guide curricular planning. In contrast, there are very good assessment procedures in English, mathematics, history, geography which inform pupils accurately about their attainment in some classes. The impact of these sharp assessments is evident in the rapid rise in standards in these subjects at the upper end of Key Stage 2. While the scheme of work for physical education has very good procedures for assessing pupils attainment, these are underused by some teachers. In Years 5 and 6, teachers make very good use of pupils performance in tests to set targets for improvement and to plan their teaching. Extending this practice to all classes in the school would be a way of achieving greater consistency of achievement for pupils as they move through the school.
43. Appropriate support and guidance are given to pupils with special educational needs and their parents. Effective use is made of outside agencies, such as the Education Welfare Officer and the Education Psychologists, who make regular visits to the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has now established very good links for parents. There is very good information communicated to them regularly, including informative termly meetings. Parents are able to have close links with staff and can approach them at any time. Parents who attend the meetings and respond to the school's initiatives make a good contribution to their children's learning and are very supportive to the school. These links have a positive impact on pupils' learning. Most parents show very good interest in their children's achievements and progress. Parents and carers are very satisfied with most aspects of their children's education.
45. Parents indicate that this is a very good school. There is a regular small core of parent helpers in classrooms and many more on trips and visits. The nursery for example is where every parent or carer goes swimming with their children and many do support out-of-school walks or visits. Parents feel they are welcome to help at any time if they are available. They have a good commitment to the school through the support they provide. They are very good at attending school activities, such as performances, and open evenings with a specific focus on their children. Attendance at other curriculum based activities and meetings are not so well supported. Parents are very good at attending the special courses in literacy and numeracy provided by the school with support from the local college. These lead to national vocational qualifications for helping parents know how to help their children. The parent teacher association (PTA) committee arranges activities for parents, pupils, staff and governors with good opportunities to socialise and very successfully contributes to provision of essential resources, such as refurbishment of toilets, computers and playground resources. These PTA activities are very well supported.
46. The effectiveness of the school's links with parents is very good. They work very hard to establish good communications with parents from the time children begin nursery. The school is refurbishing the schoolhouse to provide a before and after school club, which will look after pupils in school for parents. It will also have facilities to support pupils who are requiring inclusion in school activities. Parents respond positively to the school's initiatives to work with the school to maintain high standards of behaviour and in support of the home school agreement. This clearly sets out the respective responsibilities of the school, the family and the pupils. Parents show through their involvement in attending school to review their children's work that they have a very good level of interest in the work of the school and they know their children are happy in school. Parents of children with special educational needs are regularly involved in discussions with school and class teachers. They are invited to discuss reviews of the targets set in the pupils'

individual education plans. These take place termly during parents' evening when the special needs co-ordinator is also available to see them.

47. The quality of information provided by the school is very good. Most parents reflect they are well informed in plenty of time about what activities the school is planning. This occurs through meetings held at the beginning of each term. The prospectus is very informative, as is the annual governors' report to parents. There is a good range and quantity of information that informs parents and pupils about all aspects of the school's work and the achievements of the pupils. The Rockcliffe News, a termly paper produced by Year 6 pupils, is one of the school's recent innovations in this field. Pupils' annual school reports are good. They are informative and tell parents about the achievements their children make. The school include levels and target setting. These reports are reviewed with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher has provided very good leadership to improve the school since the last inspection. The majority of issues raised at that time, including those which were judged serious weaknesses, have been successfully tackled. The school no longer has any serious weaknesses. The strongly supportive community to be found in the school is a result of the headteacher's open acknowledgement of the talents and needs of all who work in the school. His highly supportive approach to managing change has meant that teachers have been secure in developing their roles to bring about improvement in standards and the quality of provision. The headteacher's vision for achieving high standards through tolerance and understanding, is very well reflected in the work of the school, and is shared by teachers, parents, governors and all who work in the school. Since the last inspection the school has made very good progress in tackling the issues raised then and in significantly raising standards both in the attainment of pupils and in the quality of education it provides. In achieving these improvements the headteacher has been very well supported by the hard work and determination of the core subject co-ordinators, two of whom are currently acting as deputy headteachers in the absence of the established deputy. Together, they have succeeded in convincing all teachers of their capacity to raise standards and bring about improvements in a short timescale. The headteacher has established effective systems for the day-to-day management of the school and has brought financial management in line with supporting the school's educational priorities.
49. Since the last inspection there has been good improvement in the delegation of responsibilities to subject co-ordinators and they have been provided with clear job descriptions to guide their work. In consequence of this, criticisms of the role of co-ordinators, made in the previous report are no longer valid. The co-ordinators for English and mathematics monitor teaching, standards of pupils' work and set targets for improvement. Other subject co-ordinators monitor teachers' planning and standards of pupils' written work. Most co-ordinators, with the exception of design and technology, take their roles seriously, work hard and give good support to their colleagues. The impact of the expanded role co-ordinators now have is apparent in the improved standards in most subjects and in the improved quality of teaching.
50. The area for special educational needs was without a co-ordinator at the beginning of term due to the long term absence of the SENCO. This means that each teacher has been taking responsibility for their own pupils. They keep detailed information on each pupil and write individual education plans for them. This enables them to plan activities that match the pupils' needs. The recently appointed acting co-ordinator is receiving beneficial mentoring and training from a teacher of a local school. The governing body keep appropriate oversight of the progress of pupils with special needs through liaison between the co-ordinator and a knowledgeable, designated governor, who reports back to it. Special educational needs learning materials are adequate. All statutory requirements are met.
51. The school is now very successful in meeting its aims to raise achievement for all pupils and to ensure that all pupils take a pride in themselves, their work and have respect for each other. Throughout the school there is a strong sense of commitment to achieving these aims in the work

of teachers and children. The headteacher and teachers are very effective in celebrating the achievements of children and in providing them with evidence of how they and their efforts are valued. The school provides a secure, happy environment in which pupils are encouraged and supported to learn at a good rate. The evidence from parents' questionnaires and the parents' meeting shows that they are very happy with the way the school promotes its aims and values.

52. The role of governors, their involvement in monitoring standards and in strategic planning have improved since the last inspection. Since that time, governors have successfully tackled all the health and safety issues raised and have established regular monitoring for risk assessment. The appointment of governors to monitor and feedback to the governing body on teaching and standards means that the governors now have a better understanding of the school's strengths and weaknesses and are able to have a more positive input to setting priorities for development. They share the headteacher's commitment to high standards and have a good understanding of what parents want for their children. The chair and longer serving members of the governing body have a good knowledge of how well the school performs compared with similar schools and are keen to retain this good position through setting priorities aimed at raising standards. The governing body are careful to seek a range of estimates for supplies and services and to ensure that the school's resources are used efficiently. Overall the school makes good use of the principles of best value.
53. The school's development planning has been improved since the last inspection and the current development plan is a useful working document. The plan is appropriately focused on raising standards. Consultation with staff and the identification of improvements is done via the feedback from curriculum co-ordinator monitoring. All priorities are costed, timescales and evaluation criteria are set and the personnel responsible for developments are identified. Current planning represents a good improvement since the last inspection when governors and teachers were said to make too little contribution to the process. There is some unevenness in the quality of daily planning in some subjects and certain classes and the school could look to the good practice in English, mathematics and the humanities to rectify this. Daily planning by some teachers lacks sufficient detail on learning objectives, assessment opportunities and evaluation criteria and needs to follow the best practice in the school to ensure consistency of learning provision. As a result of its monitoring procedures, the school is well aware of where good practice exists and where improvements are needed. Planning for the Foundation Stage, while still in the early stages needs to involve both nursery and reception teachers. Both planning and practice would be enhanced with closer proximity of the two units.
54. The school has not benefited from stable staffing since the time of the last inspection and still has some shortcomings in subject expertise. Of the teachers taking classes at that time only five full time equivalents remain. In addition the deputy headteacher/SENCO is currently absent from school on long-term sick leave, and in the summer of this year the school lost its mathematics, art and physical education co-ordinators to promotion and a family move. Despite these set backs the headteacher has managed the deployment of staff well, moving experienced teachers into the SENCO and mathematics co-ordinator posts and wisely allowing the two younger members of staff time to settle in before taking up co-ordinator posts in January. With these changes the school is now moving towards a stronger staffing position. However, the lack of a music co-ordinator remains a problem for the school, and the headteacher acknowledges the need to fund specialist support for teachers in an area where most lack expertise. Teachers' lack of knowledge and expertise in information and communication technology has been recognised by the school and professional development in this is one of the priorities in this year's development plan.
55. The school's accommodation is adequate to meet the needs of the curriculum and is efficiently used to give most pupils equal access to resources. However, the separation of the nursery and reception classrooms means that reception pupils do not benefit from the outdoor play area attached to the nursery and at present have rather restricted access to opportunities for physical development. The last report criticised the school for drab or poor décor. This is no longer the case and all areas of the school are bright and welcoming, with very good quality displays of pupils' work, school visits and learning materials.

56. Resources for learning are adequate in all subjects, except information technology, where a shortage of computers means that class teaching in the subject is not effective. In English there have been improvements to the reading scheme, which benefits from real books which supplement the scheme at levels appropriate to the reader. The quality of general reading books throughout the school has also improved, particularly in providing a very good range of genre and more challenging stories for higher attaining pupils. Resources for the teaching of English and mathematics are of good quality and make a positive contribution to pupils' learning in these subjects.
57. Financial control is good. The headteacher and the school secretary have established effective systems to manage and monitor spending. They provide governors and subject co-ordinators with regular updates of spending so that they can monitor their budgets. Financial planning is sound. The budget is set to support the school's priorities for raising attainment. Specific funding for special educational needs is used appropriately supporting at least satisfactory and sometimes good progress for pupils. The school is making good use of funds to convert the caretaker's house into a respite centre for pupils with emotional and behavioural problems. This imaginative use of surplus space will provide the opportunity for inclusive support for the numbers of pupils in the school who occasionally cannot cope in the normal classroom. The school makes appropriate use of technology – computer software and electronic communication in the classroom and for administration. The last school audit was in 1997, recommendations made at that time have all been adopted, those relating to the governing body through the local authority's new financial terms of reference. The school is in a much stronger position than it was at the time of the last inspection. Given the improvement in the quality of provision, the high standards achieved in the core subjects and the improved provision for pupils' spiritual, moral, social and cultural development, the school now gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. To raise standards further the governors, headteacher and staff of Rockliffe Manor School should:
- Provide a co-ordinator with enough subject expertise to support teachers in their teaching of music and implement the school's plan to appoint co-ordinators for art and physical education within the current academic year. Improve the co-ordination of design and technology so that it matches the quality of that found in other foundation subjects (*paragraphs 30, 49, 54, 102, 106, 123*).
 - Improve provision in information technology by developing teachers' expertise and confidence in the subject (*paragraph 118*).
 - Extend the use of the very good assessment procedures currently used by some teachers to all classes and subjects and the use of tests results to set targets for pupils in all classes in the school (*paragraphs 27,42, 82, 90, 91, 111, 116, 128, 134*).

- Improve daily planning so that all teachers include learning objectives, assessment opportunities and the evaluation of teaching and learning in their lesson preparation (*paragraphs 24, 53*).
- Implement the school's plans for the relocation of the reception class so that all pupils at the foundation stage benefit from equal access to provision and resources (*paragraphs 55, 74*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	24	32	28	6	4	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	25	191
Number of full-time pupils eligible for free school meals		68

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	3	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9 (11)	8 (10)	9 (12)
	Girls	11(13)	11 (13)	11 (13)
	Total	20	19	20
Percentage of pupils at NC level 2 or above	School	95 (86)	90 (82)	95 (89)
	National	84 (82)	85 (82)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9 (11)	8 (13)	8(8)
	Girls	9 (13)	9 (13)	10(12)
	Total	18 (24)	17(26)	18 (20)
Percentage of pupils at NC level 2 or above	School	88 (86)	83 (93)	88 (71)
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10 (4)	11(4)	12(5)
	Girls	13 (18)	12 (14)	15(17)
	Total	23 (22)	23(18)	27(22)
Percentage of pupils at NC level 4 or above	School	81 (81)	81 (67)	97 (81)
	National	75 (70)	71 (69)	84 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10 (5)	11 (4)	11 (5)
	Girls	13 (19)	12 (15)	15 (17)
	Total	23 (24)	23 (19)	26 (22)
Percentage of pupils at NC level 4 or above	School	80 (89)	80 (70)	92 (81)
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	3
Indian	6
Pakistani	0
Bangladeshi	1
Chinese	0
White	146
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	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 – Y7

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	27.7
Average class size	27.3

Education support staff: YR – Y7

Total number of education support staff	6.0
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25.0

Total number of education support staff	1.0
Total aggregate hours worked per week	33

Number of pupils per FTE adult	8.3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	492200
Total expenditure	491318
Expenditure per pupil	2265
Balance brought forward from previous year	-13677
Balance carried forward to next year	-12795

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	171
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	55	39	0	0	6
Behaviour in the school is good.	48	48	0	0	3
My child gets the right amount of work to do at home.	39	45	9	0	6
The teaching is good.	67	27	0	0	6
I am kept well informed about how my child is getting on.	48	42	0	3	6
I would feel comfortable about approaching the school with questions or a problem.	76	18	3	0	3
The school expects my child to work hard and achieve his or her best.	58	39	0	0	3
The school works closely with parents.	48	42	0	0	9
The school is well led and managed.	52	45	3	0	0
The school is helping my child become mature and responsible.	45	48	0	0	6
The school provides an interesting range of activities outside lessons.	33	36	18	0	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

59. At the time of the last inspection, the provision for children under five was judged to be good in the nursery and sound in the reception class with appropriate practice to meet children's needs. Since then the quality of teaching, the curriculum and provision for learning for the children in the Foundation Stage has been further developed and enhanced in the nursery and has been maintained in the reception class. For example, expectations are clearly identified for all ages in the class and targets for learning are focused to cater for the varying experiences of the children. There is clear and thorough planning and organisation, including a comprehensive system to record the children's attainment in place. Assessment opportunities are identified as an integral part of the planning for each area of learning, which has a strong impact on the children's learning in the nursery. Planning does not follow the same format in the reception class. It is currently being reviewed to take account of both the nursery and the reception class as part of the Foundation Stage of learning.
60. There are three intakes of children into the nursery and reception class every year. Currently, there are only eight children in the reception class. There are very good induction procedures for settling the children thoughtfully and sensitively into school. For example, the teacher and nursery nurse both make very useful visits to each home before the children start school; every Thursday there is a good opportunity for parents to come into the nursery, during the half-term prior to their children's entry and parents are welcome to stay with their children initially.
61. The majority of children enter the nursery with below average attainment, although there are a few children with above average attainment. By the end of the Foundation Stage, they have made good progress and have reached the expected standards in the nationally-recognised curriculum. Children with special educational needs are identified quickly and fully integrated into the class. They make progress at the same rate as the other children. Good use is made of assessment. The information gained when the children first join the nursery is used effectively to plan activities for them. Continual observations and assessments are made of each child's progress to ensure that work continues to match their needs and build on their previous learning. Early Years staff, including the nursery nurse and nursery assistant, work extremely well together and collaborate very effectively to plan activities and assess children's needs.

Personal and social development

62. By the end of the Foundation Stage, the majority of children exceed the expected standards in their personal and social development. They are beginning to form positive relationships and to communicate suitably with one another and with adults. Relationships are very good and staff are effective in creating a warm, caring and stimulating learning environment in which the children develop good attitudes to learning and become self-confident. They are taught the difference between right and wrong. Clear routines have been established in which the children thrive and very good progress is made. For example, the children in the nursery are expected to set the table for lunch and help to clear away after finishing their meals. They are effectively taught to eat properly using the correct cutlery, to serve themselves with food and to finish what they have selected. This time is very effectively used to develop the children's social and personal skills, particularly developing their understanding of individual responsibility. This is a direct result of the very good teaching that they receive. The majority of children in both the nursery and the reception class remain interested in tasks until completed, particularly when working with an adult. For example, children in the nursery persevere until they have completed a model with wood and nails. They are beginning to share equipment and collaborate appropriately during group work, for example, when using paint and construction kits and chopping up vegetables to make a curry. The rich learning environment and the very good provision of a wide range of experiences ensures that the pupils develop well in this area. For example, the children effectively learn about other cultures through making divas, Rangoli patterns and Diwali cards. In

the reception, they appropriately investigate what is special to them. For example, one child wrote, *“My toy is special because he cuddles me in bed,”* while another wrote, *“My bear is special because he used to be my mum’s one.”*

63. The very good teaching in this area has a strong impact on children’s learning. When classrooms are well managed children are secure and confident. The teachers plan very good opportunities for the children to learn and to concentrate on a given task, particularly in the nursery. No opportunity is missed to help them learn how to live amongst a large group. Staff have high expectations that children will learn how to give and take, share and begin to understand what they may expect of others and others of them. By working very well together, the staff give the children very good role models.

Communication, language and literacy

64. By the end of the Foundation Stage, the majority of children come close to the required standard in communication, language and literacy, while a very small minority exceed the expectations of the Early Learning Goals. They make good progress from entry into the nursery and are developing their skills well in receptive English. Adults use skilful questioning to encourage the children to express their ideas and increase their vocabulary. For example, the children are provided with many additional opportunities to develop their speaking and listening skills throughout each activity that is supported by an adult. The vast number of visits and visitors that are thoughtfully organised make a very good contribution to the children’s learning and the development of their speaking and listening skills. For example, a group of actors told the story of Little Star to a very receptive audience. Children are developing skills in writing which are appropriate for their ability. For example, by the end of the Foundation Stage, most children attempt to write their own names, copy letters in recognisable script and write simple stories with the teacher’s help. They are familiar with books and handle them carefully. The children understand how books are written and know that pictures tell a story and words have meanings. One child in the nursery has been identified as being gifted in reading, as he is reading books well in advance of the expectations for his age. A small number read a group of familiar words accurately and make sense of the story. A few higher attaining children use a number of methods to read stories. For example, they use the sounds of the letters to help them read words or the pictures to give them an idea of what the writing is about. Teachers encourage all children to take home their books to share with their family and most do this regularly. Information technology is used effectively to support this subject, for example, with the programs “Animated Alphabet” and “Bailey’s Book House.”
65. The quality of teaching in this area of learning is very good. Lessons are well organised and good cross-curricular links are made with other subjects such as mathematics and science. Adults interact suitably with the children, particularly in discussion, to exploit any opportunities to increase children’s vocabulary. The teacher and support assistants use praise well to build up confidence and self-esteem. Challenging and stimulating work is successfully planned which makes children think and keeps them focused with interest on the activities provided. Planning is at an early stage of development, but appropriately takes some account of the newly introduced ‘Stepping Stones’ for the Foundation Year.

Mathematical development

66. The majority of children enter the nursery with below average number skills. They make good progress and meet the expected standard by the end of the Foundation Stage. The children count and sort numbers to 10 orally and are beginning to compare, sort and match everyday objects. For example, the children in the reception class can create simple sequencing patterns using three colours. They are appropriately introduced to mathematical language such as big, little, more, less, in front of and behind. Teachers use every opportunity to reinforce their knowledge and understanding of number through, for example, consistent repetition of ordering numbers, in the singing of various number rhymes and in, for example, counting the spots on a ladybird. This subject makes a good contribution to the children’s personal and social development. For example, the children are interested and motivated, confident in speaking and

settle quickly and quietly to group activities. Learning is effective because the children have many opportunities to learn from and with each other and at different rates. Information technology is used effectively to support mathematics through carefully selected number programs and in listening to counting rhymes on tapes.

67. The quality of teaching is very good and has a strong impact on children's learning and the good progress they make. Very good teaching is marked by clear and precise exposition and instructions so that the children know what is expected of them. Skilful questions are used to stimulate thought and provoke discussion from which children learn much. Teaching assistants are used very successfully and are well deployed. Planning is at an early stage of development, but work is effectively planned to meet the needs of all the children and clear objectives ensure that the children progress well. The teacher in the nursery has a secure understanding of how young children learn and provides a rich learning environment in which the children thrive.

Knowledge and understanding of the world

68. By the end of the Foundation Stage, the majority of children meet the national expectations in their knowledge and understanding of the world, while a small minority exceed them. Effective opportunities are provided for the children to develop their understanding of the senses through well planned activities. The children in the nursery, taste, smell, feel and look closely at different cheeses. This creates a good link with language, as they are asked to describe these. For example, comments were recorded as *"It's cheesy."* *"It's soft."* *"Yeuk."* and *"It tastes salty."* The children's knowledge of vocabulary is extended through good use of subject terminology. For example, the children in the reception class are encouraged to describe the bubbles they made. *"We could see rainbows in the bubbles."* *"You have them in your bath."* Scrutiny of the children's previous work on display shows that they are beginning to show an awareness of which kind of paper moves the best when air was applied to it. The children enjoy using clay by squeezing and moulding it and fondant icing sugar, for example, to successfully mould a rose flower head. They handle a variety of tools competently. Good opportunities are provided for them to be aware of safety and hygiene when handling food. For example, they understand the importance of washing their hands before making a pizza. These experiences effectively enhance the children's speaking and listening skills as they talk freely about the kinds of toppings they prefer on pizza. The children are developing an awareness of the passing of time through well chosen activities. For example, the excellent use of photographs captures the changes that take place in them and the activities they have enjoyed as they move up to the reception class. Visits from people who help in the local community further enhance the children's understanding of the world around them. For example, a visit from the fire brigade created a lot of excitement and awe. The children were able to handle the hose, spray the water, try on the uniform and climb into the cabin of the fire engine. Photographs of all kinds of occasions make a major contribution to the life in the nursery. They are beautifully presented and become a very worthwhile resource for the children to use and talk about. Their computer skills are satisfactory: they are developing eye and hand co-ordination through controlling the mouse and the direction keys when following programs.
69. The quality of teaching seen in this area is very good. Very good relationships have been established between the staff. The nursery nurse and the nursery assistant are very able and make a valuable contribution to the children's learning by skilfully reinforcing their understanding and effectively supporting them. The stimulating displays support this area effectively. The teacher plans activities that develop and increase the children's skills, particularly of observation. Plans clearly set out appropriate learning intentions for lessons. The activities are well matched to the needs of the children and they are precisely explained and demonstrated. Resources are very well prepared prior to the lesson.

Creative development

70. By the end of the Foundation Stage, the children's creative development meets the required standard of the Early Learning Goals. Children have daily opportunities to express themselves by drawing, painting, engaging in imaginative play, using malleable materials, such as clay and sand and water-play. They produce pictures using a wide range of techniques, such as finger, string and foot printing and creating collage pictures by using a range of materials. They explore the shapes and patterns found inside different fruits and vegetables and skilfully draw, for example, the inside of a piece of apple by looking closely at it. Scrutiny of the children's past work on display shows that they effectively used mushrooms to print the shape on black paper. Good progress is made in developing the children's social skills in sharing colours, in developing their manipulative skills in handling food and sponges, in developing their speaking and listening skills in talking about what they are doing and their creative skills in exploring pattern and colour. In music, the children join in an action song with enthusiasm. They memorise the words of many nursery rhymes and songs. A visit by the nursery to a local hairdresser's shop initiated the creation of a 'Salon' in the role play area. The role play area is changed regularly and provides stimulating opportunities for the children to play co-operatively and develop their imaginations by enabling them to take on the various roles and jobs.
71. Overall, teaching is very good in this area of learning. Creative development is well fostered through a wide variety of activities. Teachers and support staff, particularly in the nursery, are well organised and use stimulating resources which are thoroughly prepared. They constantly talk to the children and ask relevant questions to enlarge their vocabulary and support their efforts. Staff work closely together and make positive contributions to the children's learning. For example, they participate in role play situations and they help the children to select the most appropriate materials for their models. Assessment opportunities are an integral part of the planning.

Physical development

72. By the end of the Foundation Stage, the majority of children make good progress and reach the expected standards in their physical development. There are many planned experiences for them to control small tools so that by the time they are five, the majority of children are beginning to control and manipulate such objects as pencils, glue spreaders, paint brushes, construction apparatus, modelling tools and scissors which they handle safely. The safely organised outdoor play area in the nursery provides a good range of equipment to develop the children's ability to control and co-ordinate their bodies and gives them an awareness of space. This daily facility is not available to the children in the reception class. A weekly physical education lesson in the hall enhances the children's physical development in the reception class. They are appropriately taught to listen to different instructions through, for example, the effective use of a game called 'Traffic Lights'. They are keen and enthusiastic and react well to the teacher's high expectations of their behaviour and response. Good opportunities are planned for the children to watch each other after practising their throwing, catching and bouncing skills. The lack of an outdoor area for the reception class was identified in the last inspection report.
73. Overall, the quality of teaching is very good in this area. The teachers make good provision for the children's physical development. Very good teaching is characterised by clear and precise exposition and instructions so that the children know what is expected of them. Lessons are very well planned and structured, including a clear development of skills. Teaching assistants are well deployed and understand what is expected of them. The teacher in the nursery has a secure understanding of how young children learn and provides a rich learning environment in which the children develop well physically. All staff have a very sensitive awareness of the children's safety.
74. At present the nursery and reception classes are in different parts of the school. There are a number of consequences that follow from this which impact on the provision for pupils. Those in the reception class do not benefit from the very stimulating outdoor play area in the nursery, nor from some of the activities that are currently planned for nursery children with visitors. To ensure equality of access to this provision the school should move quickly to implement its plans to relocate the reception class.

ENGLISH

75. In the National Curriculum tests for eleven year olds, in 2000, the performance of pupils exceeded the national average by 0.6 points. The girls performed slightly better than the boys though each group exceeded the national point score. These results show an improvement on the 1999 test results and a marked improvement for the performance of boys. The results are well above the performance of similar schools. The proportion of pupils achieving the higher level 5 was in line with the national average. Standards of attainment in the subject have risen faster than the national trend in the last four years. In the current Year 6, the majority of pupils are at or above the expected level 4 in their attainment in English. This sustained rise in standards is owing to the very good teaching and well planned curriculum provided by the Year 6 teachers. In the National Curriculum tests for seven year olds in 2000, pupils' performance also exceeded the national average in reading. In writing, they were in line with the national average. Again, these results show an improvement on the previous year and are above the results of similar schools. This improvement in results is owing to the good teaching and high expectations of the Year 2 teacher.
76. Standards of listening among Key Stage 1 pupils show a wide variation, with the majority of pupils listening closely and responding appropriately to the teacher's questions. They follow stories and explanations and are able to recall learning from previous lessons. There is a small minority who find listening difficult to sustain and need the constant vigilance of the teacher, to draw them back into active participation in the lesson. Most pupils respond well to questions and are confident when taking part in class discussion. Higher attaining pupils are able to give detailed answers and to make suggestions following the ideas of others. By the end of the key stage, speaking and listening are in line with the expected standard. Most pupils show a sound knowledge of phonics, and higher attainers show a good range of strategies for reading. Year 1 pupils show a good understanding of rhyme when they read with the teacher and anticipate the rhyming words. By the end of the key stage pupils read familiar stories with some expression. Most pupils can retell stories they have read and give their opinion of the story. Higher attainers can describe similarities between stories and explain their preferences. Pupils' handwriting skills develop at a satisfactory rate and they write simple sentences with capital letters and full stops in Year 2. The majority of pupils in Year 2 write stories with the correct sequence of events, such as when they retell familiar fairy tales. In Year 1, pupils learn about the setting of stories and higher attainers incorporate this into their own recounts. Lower attaining pupils and pupils with special educational needs are well supported in class through the careful planning of work by the teacher and the direct support of the classroom assistant. All pupils in Key Stage 1 learn at a satisfactory rate and make appropriate progress. Standards are in line with the national expectation for pupils nearing the end of the key stage.
77. Listening develops well in Key Stage 2, though pupils make the best gains in the upper part of the key stage. In Years 3 and 4, pupils generally listen closely during whole-class teaching and the majority respond well to questions and invitations to give their ideas. Their confidence grows when speaking formally to the class or when they read aloud from the class text. The majority speak clearly and audibly, though a few need more encouragement and guidance for reporting to the class about the work they have done. In Year 5, these skills develop at a very good rate because of the high expectations of the teacher and the very good relationships which are found in the class. In a lesson about writing stories from a different viewpoint, pupils engaged in a lengthy and lively discussion about possibilities for character changes and different outcomes for familiar stories such as "Snow White", and "Jack and the Bean Stalk". By the end of the key stage pupils in Year 6 listen for extended periods, either to the teacher's explanations or the views of others. Their active listening is evident from the quality and appropriateness of answers they give. They speak confidently, asking questions, giving explanations or justifying their viewpoint, always making good use of their learning to illustrate their ideas. Pupils with special educational needs show similar levels of confidence and the teacher's high expectations of their contributions ensures that they feel valued and on a par with their peers.

78. At Key Stage 2 pupils improve their reading skills through the challenge of more difficult books that they read during the daily silent reading time. This time is well used, with teachers in all classes using the time to hear readers from each group, thus consolidating and assessing the work they do in the literacy hour. In Year 3, pupils show high level reading skills when they skim and scan for information about the voyages of the explorers in non-fiction texts. The teacher's brisk pace and good expectations mean that pupils concentrate hard and make the best use of their developing skills. Pupils in Year 4 demonstrate good recognition of persuasive language when reading a newspaper extract. By Year 6, pupils have very good reading skills which allow them to read non-chronological accounts with good understanding of meaning and structure. Higher attainers show good deductive skills, working out the meaning of new words from the context. Pupils with special educational needs are able to recognise the features of non-chronological writing. In the upper key stage homework tasks are set which involve pupils in personal research from books and computers. All pupils have satisfactory referencing skills. By the end of the key stage, standards in reading are above the expectation for eleven year olds.
79. Standards in writing are above the expectation by the end of Key Stage 2. Pupils write neatly with correct punctuation and make use of a good vocabulary. Spelling is accurate and pupils show a good understanding of the purpose and structure of paragraphs. Very good teaching in Year 5, where the teacher places strong emphasis on sustained effort in extended writing sessions, enables pupils to produce good quality stories with alternative viewpoints. Their writing is imaginative, well structured and makes use of appropriate language to add humour or suspense. Pupils show a good understanding of the conventions of text layout in their work on poetry and letter writing. By Year 6 pupils have good control of writing for a wide range of purposes. Evidence in their books shows they adopt the correct style and tone for stories, accounts, interviews and letters both friendly and formal. Higher attaining pupils are able to sustain an argument in their discursive writing and make good use of illustration to add colour to their writing. Excellent teaching about non-chronological writing leads to very well structured and informative writing about the attractions of the Greenwich Peninsula. By the end of the key stage pupils are learning at a rapid rate. Pupils with special educational needs are well supported by the special educational needs co-ordinator, following the excellent planning of the Year 6 teachers.
80. The quality of teaching varies significantly, but is always at least satisfactory. In Key Stage 1 teaching is well planned and teachers have a sound and sometimes good understanding of the subject. Teaching is satisfactory and sometimes good. Teachers have good expectations of pupils and ensure that they work steadily on independent tasks. Relationships are good and where teaching is brisk and well organised, as in a Year 1 lesson about setting in stories, pupils are interested and engaged throughout the lesson and make good progress. In Year 2, a few pupils are not yet able to sustain working on their own for very long and only the teacher's vigilance and intervention help them to continue.
81. At Key Stage 2 teaching varies from satisfactory to excellent. In Year 3 a judicious use of praise and a brisk pace keeps pupils involved and interested. The well planned tasks match the learning needs of the pupils well and allow them to make good progress. In Year 4, sound planning for pupils with special educational needs, of whom there is a high number, means that all pupils are able to take part in the lesson and make satisfactory progress. Some weaknesses in the teacher's subject knowledge in this class lead to misunderstanding about suffixes amongst higher attaining pupils. At the upper end of the key stage, pupils learning progresses at a rapid rate. Teachers in Years 5 and 6 have very good subject knowledge, they select very good resources to maximise pupils' interest and understanding and they have very high expectations of all pupils. In a very good lesson in Year 5 pupils are eager to begin their own versions of familiar stories and delight in sharing them with the class in a very well managed evaluation session at the end. In this way pupils are enjoying the effort of writing and gaining insights into the possibilities for writing when they hear the work of others. Excellent teaching in Year 6 maintains a very brisk pace throughout a long session when pupils analyse chronological writing and work out the meaning of unfamiliar and technical words. The teacher's enthusiasm for discovering meaning communicates itself to the pupils who are eager to rise to her expectations. In another excellent Year 6 lesson, the teacher makes very good use of learning in history and geography to demonstrate note making and paragraph construction. The quality of pupils' written work following

this is evidence of how very effective the teaching has been. Both Year 6 teachers make skilful use of technological aids in their teaching and these both interest and instruct the pupils.

82. Most teachers make sound use of day-to-day assessment, though this needs to be more focused in Year 4 where higher attaining pupils are not always sufficiently challenged. Assessment using standardised tests is well used at the upper end of Key Stage 2 where results from tests are analysed and used to set targets for individual pupils. The school would do well adopt this practice at all stages.
83. Leadership in the subject is excellent. The joint co-ordinators, who are Year 6 teachers, both have very good subject knowledge, set an excellent example in their own work and give very good support to their colleagues. They are imaginative and rigorous in their development of the subject. Reading journals kept by pupils demonstrate the high expectations that are made of them – twelve books each term in Year 6, covering the full range of genre within the year. The quality of record keeping in these books shows that expectations are met. The very good improvement in both standards and provision seen since the last inspection is owing to their careful monitoring of teaching and pupils' work, together with their honest feedback to colleagues, which has helped them to develop their expertise. They have succeeded in winning the support of colleagues to their vision for the subject, where high standards are attainable for all pupils.
84. Literacy is generally well promoted in the school. Overall there is good emphasis on strong reading skills, with pupils given direction to use these independently in silent reading time and for their own research into topics they study. Not all teachers seize the opportunity offered by subjects other than English for different forms of writing. Where this is planned for as in Years 1, 3, 5 and 6, pupils' writing skills are honed in writing accounts and stories for history, descriptions and explanations for geography and science and for older pupils there are good opportunities to develop an individual style in discursive essays on local and historical issues.

MATHEMATICS

85. In the 2000 national tests for seven-year-olds, the percentage of pupils achieving the expected level was above the average in comparison with all schools. The percentage gaining the higher level was also above the national average. Furthermore, results were well above average in comparison with schools having a similar intake of pupils. They follow where results were below the national average.
86. In the 2000 national tests for eleven-year-olds, the percentage of pupils achieving the expected level was above the national average in comparison with all schools. The percentage gaining the higher level was above the national average. These results were well above the average in schools with a similar intake of pupils. They follow three years where results for boys were below the national average, but in line with the national average for girls.
87. The inspection findings broadly confirm the national test results. Most seven-year-olds work at or above the expected level nationally. Consequently, the school is on course to have results above the national average. Pupils confidently calculate and measure using numbers to 100, and recognise sequences, such as odd and even numbers. They have an early idea of fractions. They are used to estimating, and rounding up to the nearest 10. They have a sound knowledge of the properties of two- and three- dimensional shapes, and communicate information using tables and block graphs. Most eleven-year-olds also work at or above the expected level nationally. Consequently, the school is again on course to have results above the national average. Pupils deal with powers of numbers and carry out long multiplication involving thousands. They confidently work out equivalents of improper fractions and mixed numbers, and understand ratio and proportion. Pupils handle data in a variety of ways, using pie charts and other types of graphs. Their work with shape extends to finding the area of triangles. From the age of seven, pupils learn to apply their mathematical learning to other subjects. Year 3 pupils use graphs and charts appropriately to display findings about weather. Year 4 develop their understanding of co-ordinates in their geographical map-work. Year 5 successfully design tessellating mathematical

patterns through studying Islamic designs, and Year 6 clearly communicate their findings about differences between the climates in Cairo and London. Pupils do not work out when to use mathematics for their own purposes, and do not fully explore the potential of computers for learning and communicating. Pupils with special educational needs maintain a good rate of progress, especially when they benefit from the additional support of classroom assistants.

88. Standards of attitudes and behaviour are satisfactory for five to seven-year-olds and good for eight to eleven-year-olds. Most pupils present their work well, showing care and attention to accuracy. Where teaching is good or better, pupils respond keenly, particularly in quick-fire oral mental calculations. They also settle down quickly and sensibly to group work, so that no time is wasted and they make maximum progress. Most of the rare inappropriate misbehaviour arises from a small number of pupils with special needs, and is well managed so that lessons are not disrupted. Some restlessness occurs where the lesson lacks a balance of listening and activity.
89. The quality of teaching is good in both key stages. In lessons, it ranges from satisfactory to good in classes for five to seven-year-olds and from satisfactory to very good in classes for eight to eleven-year-olds. Teachers mark regularly and make appropriate comments, which impresses upon pupils the need for good presentation and accuracy. Teachers plan lessons well so that they meet all pupils' needs. Occasionally there is a lack of balance in activities, so that pupils do not get enough time to reinforce their learning. This happens, for example, when they apply their knowledge of tables for the first time to problems involving money and measures. Most lessons begin with lively oral work which develops their mental agility well, and prepares them to be attentive to the introduction to the main part of the lesson. Some teachers are very skilful by both recognising the correct answer, but also explaining why other answers are incorrect. Effective teaching steadily develops previous learning through a balance of input and quick paced questioning of particular pupils. In two classes, pupils developed their understanding of quadrants well through this approach, the one going on to use negative numbers, the other to develop complex patterns of reflective symmetry. Teachers have high expectations of pupils' use of their time, so that they progress well with their tasks. Where pupils concentrate or show progress, teachers praise them appropriately. Pupils enjoy mathematical games, such as feeling and identifying three-dimensional shapes hidden in a bag. Pupils also enjoy being given the opportunity to demonstrate their knowledge of mathematical vocabulary; for example, six-year-olds can identify triangular-based pyramids.
90. The school has made good progress in using the numeracy hour. Teachers are becoming more flexible and adapting it to meet their pupils' needs. For example, they adjust the proportions of time given to mental work, teaching input, activities and summing up. In doing this they bear in mind both the age of their pupils and what they are teaching. Lessons contain enough challenging activities to ensure that higher attaining pupils are stretched. This is corroborated by the school's test results. Pupils need to be more aware of specific targets for their mathematics so that they have a better knowledge of their own progress.
91. The new co-ordinator demonstrates strong commitment to the subject's development. He has worked hard in analysing information gained from the school's regular testing, so that now teachers target areas of weakness in pupils' performance. He has developed a clear and achievable action plan with which to focus on priorities such as developing a common format for weekly planning. In this way, the school's good procedures for assessment will be further developed so that weekly planning can be changed where necessary. The co-ordinator now needs opportunity to make classroom observations in order to provide useful feedback for teachers. The school would also benefit from the greater involvement of governors who could give another perspective on the school's provision. Teachers make good use of homework to extend pupils' understanding; for example, by asking them to create more interesting reflective symmetrical patterns.
92. The school has made a number of very significant improvements since the previous inspection. Teaching has improved very much from being unsatisfactory or poor to being good. This, together with the maintenance of sound co-ordination of the subject, has enabled standards of attainment

to rise above the national average. Higher attaining pupils are now doing well and the behaviour of individual pupils is no longer a cause for concern.

SCIENCE

93. In teacher assessments for seven-year-olds for 2000, the percentage of pupils attaining the expected level was above the national average in comparison with all schools. The percentage gaining the higher level was below the national average.
94. The percentage of pupils attaining the expected level in the 2000 national tests for eleven-year-olds was well above the national average in comparison with all schools. The percentage gaining the higher level was well above the national average. These results were well above the average in schools with a similar intake of pupils. They follow three years where results for boys were below the national average, but in line with the national average for girls.
95. The inspection findings broadly confirm that most attain the expected level for their age, and that some achieve higher levels. This evidence suggests that the school is on course to achieve above average results, but may not sustain the well above average results achieved this year. Both pupils with special educational needs and the higher attaining pupils work at a level appropriate to them.
96. Six and seven-year-olds have a well above average knowledge and understanding of the properties of materials. They know that the effects of heating and cooling chocolate and clay are different. Pupils compare what happens when stretched elastic bands and chewing gum are released, and the more able are beginning to understand electrical conductivity. Pupils also have an above average knowledge of life and living processes. They can state what plants and animals need to survive, and identify their main parts. They have an early idea of how animals are grouped, and understand that they are designed to adapt to their habitat. They have an average knowledge of physical processes such as forces. However, they do not develop the skills of scientific enquiry to the expected level. Ten and eleven year-olds' enquiry skills are similarly limited so that they do not investigate independently. However, the majority of pupils work at least at the expected level and many understand advanced ideas. They compare materials for transparency, translucency and opaqueness as well as luminosity. Pupils know about the different ways rocks have been formed, and discuss solubility and saturation points when examining substances. They carry out sophisticated work in examining soil profiles. Pupils have a broad knowledge of forces, and a similar knowledge of life and living processes including germination and food chains. These pupils are not confident, however, in recalling what they know and understand, and need to revisit what they have learnt to consolidate their progress.
97. Standards of attitudes and behaviour are good. Pupils present their work well and take care when drawing charts and graphs. However, in lessons, behaviour ranges from unsatisfactory to very good. Where it is satisfactory or better, the teacher has prepared a well-structured interesting lesson, for example involving studying the phases of the moon or carrying out an experiment to compare the drainage properties of different soils. There is also a very good rapport between teachers and pupils, which sustains mature discussion and sound learning. Behaviour tends to deteriorate where the teacher has not developed the management techniques to deal with disruptive pupils or where the lesson's focus is not clear.
98. The quality of teaching is good overall. However, it ranges from unsatisfactory to very good. Good or better teaching is characterised not only by good planning and management, but also by good methods. Lessons begin with a revision session to consolidate previous learning in order to build on knowledge and understanding. For example, teachers ask pupils to recall what they know about the formation of different rocks and different types of soil before engaging in an investigation into drainage. Once pupils are busy, the teacher moves about asking probing questions and supporting pupils when they need help. This also helps teachers to know what pupils understand. Teaching is unsatisfactory where pupils are not well managed so that their learning does not progress. In Year 2, lessons confuse science with experiences in art and mathematics so that the lesson's focus is not clear to pupils. This prevents progress in science

itself, especially when the summing up session relates to the mathematics rather than consolidating scientific understanding.

99. The breadth of the curriculum is good in all areas except scientific enquiry and the regular use of computers. The co-ordinator keeps good records of pupils' achievements, and helps staff to focus on areas of weakness highlighted by national tests. The school has no governor assigned to the development of the subject. This fact, together with the short time allocation given to the subject, reduces its status. There have been major improvements since the previous inspection. Standards of attainment have risen from being below average to being above average, and higher attaining pupils are achieving well. This is the result of much improved teaching, which had been unsatisfactory to poor in some classrooms. Behaviour has improved overall, especially among the seven to eleven-year-olds. The co-ordinator has worked very hard to improve both resources and systems for assessing pupils' progress.

ART

100. Standards of attainment are below expectations for seven-year-olds. Standards of attainment for eleven-year-olds are in line with expectations. However some work is above this level. Only two lessons were observed, but further evidence was gained from displays. Year 1 pupils produce satisfactory chalk pictures with attention to detail. Seven-year-olds, however, do not look carefully when making observational drawings of plants and mini-beasts so that detail is lacking. Pupils in Year 6 have a very good appreciation of Turner's work as demonstrated by their sensible comments and pertinent questions. They are very aware of compositional details. Pupils progress satisfactorily until they are eleven. They move from making very good prints using polystyrene and tissue paper to using a wide variety of mark-making media to develop abstract art. At this stage they have a feeling for composition and perspective. Pupils in Year 5 are meticulous in reproducing Islamic patterns and they and Year 6 show an awareness of the effects of light and dark when making observational drawings of masks using charcoal. In the two lessons seen, pupils thoroughly enjoyed their art and were interested in the work of great artists.
101. It is not possible to make a judgement about the quality of teaching. Teachers show that they value pupils' work by the care with which they display it. In the lessons seen, teachers used high quality resources which provided a very good basis for pupils' learning. They also showed that they had very good knowledge of the subject which had a strong impact on pupils' thinking and work. Teachers give pupils opportunities to use a wide variety of two-dimensional media but very few in three dimensions.
102. There is currently no co-ordinator for the subject and in some instances there is not enough guidance for all teachers. Consequently the potential demonstrated by the work on display and pupils' comments in lessons is not being fully realised. The subject has not made any improvements since the previous inspection.

DESIGN AND TECHNOLOGY

103. Due to the planning of the timetable only one lesson, in Year 3, was observed in design and technology during the inspection period. Further evidence has been collected from examination of teachers' planning, scrutiny of photographs of pupils' past work, discussions with pupils and the co-ordinator. The subject is taught in blocks of work, so consequently no design and technology was timetabled to be taught in Years 2, 4 and 6 during the inspection. A very small amount of work was available from scrutiny of photographs of displays of pupils' past work and examples of weaving, a cushion and a bridge completed the previous term in Years 5 and 6. Overall judgements are not possible on the standards of pupils' work or the quality of teaching from this small sample.
104. Since the last inspection, design and technology has been given a low profile because of the demands of the government initiatives for literacy and numeracy. This has meant that the small amount of time allocated to the subject is insufficient to cover the Programme of Study. Progress remains unsatisfactory. This is the same judgement as that at the last inspection. There is still insufficient attention given to design skills and pupils also have very limited experience in using control systems. There are no opportunities to learn about food technology in Key Stage 2. In Key Stage 1, the pupils still do not have sufficient experience of handling tools. Pupils with special educational needs and those for whom English is an additional language make progress similar to their peers. Scrutiny of pupils' past work through photographs and discussions with pupils confirms the judgement that insufficient work is planned for pupils to build upon the necessary skills or develop their knowledge and understanding of the subject.
105. Across the school, pupils do not successfully build upon the good learning in the Foundation Stage. In Key Stage 1, pupils work with an appropriate range of materials to acquire skills such as cutting, shaping and joining. However, there is no evidence of the designing process being applied to the finished product or that their results are evaluated by the pupils. In Key Stage 2, pupils have limited opportunities to use tools, such as saws, hammers, pliers and bench-hooks. In Year 3, pupils make satisfactory progress in designing a weather station, but do not accurately measure items to include on it. In Year 5, there are good examples on display of pupils' work in making a Cam toy and in Year 6 in using textiles to make a small cushion using hexagonal shapes. Discussions with pupils show that they were given a pattern from which to make the toy and the cushion. The process shows that the pupils were not expected to produce the initial ideas and draw designs.
106. The subject is not managed efficiently. The weaknesses identified in the last inspection have not been addressed or plans been made for what needs to be done to improve the subject. The policy is in the process of being updated but there is still no scheme of work to guide teachers' planning in order to ensure that skills are built upon year on year and that there is continuity and appropriate progression across the school. Resources are adequate to meet the demands of the curriculum. They are centralised and also made available in the classrooms.

GEOGRAPHY

107. The previous inspection report was critical of pupils' attainment and progress at Key Stage 1. It also highlighted the fact that pupils did not receive an appropriate curriculum and across the school resources were barely adequate. There has been notable improvement in the subject. No lessons were available for observation at Key Stage 1 during the inspection period because the subject is taught in blocks of time. Judgements are not possible on the quality of teaching. The evidence collected from scrutiny of pupils' previous work in books and on display, examination of teachers' planning and discussion with pupils and the co-ordinators shows that by the end of Key Stage 1, pupils attain the expected standards, while by the end of Key Stage 2, pupils exceed the expected standards. Pupils with special educational needs make progress similar to their peers. At the end of Key Stage 2, the Higher-attaining pupils bring a good level of general knowledge to lessons and are appropriately challenged.

108. During Key Stage 2, pupils make very good progress in acquiring geographical skills and in their knowledge and understanding of the subject. It is clear from the scrutiny of work that throughout the school pupils generally build on their previous learning, but that insufficient work has been covered in Year 4. In Year 3, pupils develop their knowledge of how the weather has an influence on local conditions and appropriately link this to design and technology by making a weather station. In Year 5, pupils begin to compare and contrast the climate in Cairo with that in London. This topic makes an effective contribution to pupils' cultural development. In Year 6, pupils very effectively learn that landscapes can be changed by the action of a river. For example, a well-planned experiment to create a channel and observe the erosion of material and transportation of deposits usefully reinforced their understanding. There are useful opportunities for the pupils to extend and develop their skills further through work that is linked to a residential visit to Swanage. Information and communication technology is effectively used to support the subject. For example, pupils in Year 5 used the Internet to find out about the weather patterns in Egypt and London throughout the year.
109. The majority of pupils have good attitudes to work. This is a direct result of the good teaching and the very good relationships that have been established. Pupils listen attentively, answer questions sensibly and sustain concentration and persevere until a task is completed. Behaviour is good and is based on the positive relationships amongst pupils and between adults and pupils.
110. The quality of teaching in Key Stage 2 is good and occasionally very good. This has a very positive impact on the pupils' learning. Skilful questioning and explanations ensure that pupils understand their work. Teachers plan thoroughly, lesson targets are clear and skills are taught systematically. Praise is used well to show pupils that their work is valued and to encourage higher standards. This effectively builds up their confidence and keeps them involved and focused in the activities provided. Firm control promotes a secure learning environment and there is good use of simple geographical terminology to focus pupils' thinking. Marking is generally thorough and conscientious.
111. The planning of the geography curriculum is a strength. There is a very good scheme of work which successfully supports the teachers' planning and ensures continuity and progression throughout the school. The subject is very well managed and efficiently organised by two co-ordinators. They monitor the subject formally and give excellent evaluations and feedback to teachers about their planning and teaching. There are effective procedures in place for assessment. Resources are adequate and meet the demands of the curriculum. They are centralised and also made available in the classrooms. This is a much improved provision since the last inspection.

HISTORY

112. Pupils make satisfactory progress overall in history. By the age of eleven, pupils' knowledge and understanding and inquiry skills exceed the standards expected for the age group. Because of timetable arrangements it was not possible to see all classes being taught. However, the school provided enough evidence of pupils' work, displays and photographic evidence for secure judgements to be made about standards and curriculum coverage.
113. Pupils are taught from an early age to learn from people around them and from artefacts. They learn about changes over time in Year 1 by investigating, "Our Common Story", which traces change in the experience of local families from the end of the nineteenth century until before World War Two. They make comparison between shopping then and now and make a visit to the local co-operative building in Plumstead. They compare employment, leisure and domestic artefacts and begin to understand how they learn about the past. In Year 2, pupils extend their understanding of the Common Story by looking at changes in place over time. They study local maps from the past and identify which buildings have disappeared and which have appeared. Pupils in both years derive great benefit from a talk by a local historian. During an extended

session they learnt to look at photographs of the local common, tracing changes over time while reinforcing their understanding of historical terms, such as in the past, long ago and when your grandparents were young. At Key Stage 1, pupils' main method of consolidating and recording their learning in history is through presentation to the class or display of group projects on the theme. By the end of the key stage, standards are similar to those expected of pupils aged seven and all pupils, including those with special educational needs, have made satisfactory progress.

114. At Key Stage 2 pupils learn about different eras in history, significant events and important people. At the lower key stage they make satisfactory progress as they continue the study of local change from the thirties to the present day. In Year 4, pupils study the Tudors and find out about famous personalities such as Henry VIII, St Thomas More and Shakespeare. They learn about the voyages of exploration and write interesting accounts of famous explorers such as Walter Raleigh and Vasco da Gama. Their work in history continues to link with local history through a study of Greenwich Palace. In the upper key stage pupils' rate of learning accelerates as pupils make good use of skills learnt in literacy lessons for research and analysis. Year 5 show a good knowledge of invaders to Britain and higher attainers write convincing explanations for why they invaded and then remained to colonise the country. Pupils in Year 6 make good use of research skills to find out about Ancient Egypt. They produce some interesting and vivid descriptions of the mummification process, making good use of detail and strong writing skills. In Year 6, pupils also return to the "Common Story" theme, when they investigate the Plumstead riots of the nineteenth century. Through this study they make good gains in their understanding of different sources of evidence. For instance they evaluate the relative significance and value of photographs, news reports, letters and maps. By the end of the key stage pupils have made good progress. The majority show an understanding of how the past is represented and how this can be interpreted. Lower attaining pupils and those with special educational needs are able to describe some of the changes, events and people from previous eras. Higher-attaining pupils are able to link cause and effect in events and changes and to explain them in fluent writing that is well supported by examples. While writing is well developed in Years 5 and 6, pupils in the lower key stage would benefit from a wider range of writing opportunities in the subject.
115. Teaching in Key Stage 1 and lower Key Stage 2 is satisfactory. Teachers are well supported by the very good scheme of work and the good resources for the subject. The work that pupils produce at these stages shows a sound basis of knowledge indicating secure subject knowledge on the part of teachers. Teachers' expectations are sound at these stages and pupils' written work shows that they are interested and take a pride in their work in the subject. At upper Key Stage 2, teaching improves to good and very good. Lessons are well prepared, making very good use of resources to stimulate and engage the pupils. In Year 6, the teacher's subject knowledge is very good and her enthusiasm for the subject quickly communicates itself to the pupils. In a lesson on the Plumstead riots, demanding questions from the teacher challenge all pupils to justify their reasoning. Lessons are very well balanced and proceed at a rapid pace, ensuring that pupils are involved, enjoying the challenges and learning at a good rate. Relationships in Year 5 and 6 classes are very good, based on a clear understanding by the pupils of the teachers' high expectations and a good knowledge by the teachers of their pupils needs.
116. Leadership of the subject is very good, reflecting a high commitment to the subject and a determination that it be accorded proper status in the curriculum. The scheme of work is very good, providing a wide range of historical experience through stories, visits, visiting speakers, the use of artefacts and research in books and on computer. The very good planning of the curriculum, using local history, landscapes and local historians ensures that pupils develop a strong, well understood base for historical investigation and inquiry and that they recognise the existence of history all around them. There is an excellent assessment programme for each topic and aspect of historical study that is well geared to the levels expected of different ability groups. The subject is monitored, with robust and supportive advice given on how to improve standards. As a result, the subject has made very good progress since the last inspection when standards at Key Stage 1 were below expectation and progress was unsatisfactory. The problems of inconsistent access to the curriculum, identified in the last report have been eradicated through

careful monitoring of the subject. Standards have risen in Key Stage 2 and the quality of teaching has improved.

INFORMATION TECHNOLOGY

117. Standards of attainment are below expectations in both key stages. Only two lessons were observed, but evidence was taken from displays and other work, as well as pupil interviews. In the lessons pupils achieved the tasks set, such as changing fonts or using a program for checking spelling but the level of work was below that expected for their age. By the time they are seven, pupils successfully use keyboard skills to produce stories. They also edit their work. By the time they are eleven, pupils produce effective books about The Plague for their history with some graphs to record facts. They carry out research from parish records and produce leaflets about the National Gallery. As they pass through the school they learn to send an e-mail and use the Internet to enhance their learning. They also occasionally import photographs to add to their writing. However, it is evident that pupils do not experience information technology often enough to develop the confidence to work independently. Consequently they do not learn to interpret information for themselves. They have very little experience of using computers to control, to monitor, or to explore simulations and so lack confidence in discussing these aspects of computer work. Pupils enjoy opportunities to work on computers.
118. It is not possible to make a judgement of teaching. However, teachers are inconsistent in ensuring pupils have regular experience of working on computers, and planned opportunities are sometimes not carried out. Pupils sometimes use computers in other subjects. For example, pupils are taught to draw maps in Year 1, and 'paint' in Year 2. Over the next four years, they are taught how to gain information to compare the climates of London and Cairo as part of their geography, and produce information booklets about Ancient Egypt. These experiences develop the breadth of pupils' repertoire of communication skills. The subject has not got the status due to it. The co-ordinator is not released to monitor and support teachers, and relies on scrutiny of work and plans to know what is happening in classrooms. Consequently she does not have a clear picture of the strengths and weaknesses of teachers' skills. These need to be upgraded to improve provision in the subject across the school. She maintains detailed records and has a good action plan which includes regularly up dating resources.
119. The main improvement since the previous inspection is that the statutory Programme of Study is being covered, and resources are much better. The latter includes the Internet, digital cameras and facilities to make multi-media presentations. They need to include a means of projecting the screen image, so that whole classes can be see what they are being taught about. The basis is there to accelerate improvements in the breadth of what is taught and the standards pupils attain.

MUSIC

120. Pupils' attainment at the age of seven is well below expectations. Singing is poor by not being in tune or loud enough. Pupils' listening skills are very much underdeveloped, and they cannot accurately repeat very short rhythmic phrases. At the age of eleven, there has been improvement in attainment but it is still below expectations. Singing remains poor, but pupils' ability to repeat and develop rhythmic phrases has developed well. Moreover, they are more creative with rhythms and are better at accompanying songs.
121. Standards of attitudes and behaviour vary and are dependent on the teacher's expectations and planning in the subject. They are poor in classes of five to seven-year-olds, where planning lacks detail and pupils are not sufficiently challenged. They range from unsatisfactory to satisfactory in classes of seven to eleven-year-olds. The main factor influencing pupils' attitudes is teachers' lack of knowledge, expertise and therefore confidence.

122. The quality of teaching is unsatisfactory. It is directly related to learning and behaviour. Where it is poor, pupils are not challenged enough and there is no variety to stimulate interest. Teachers rely too much on taped broadcasts and do not use them to develop and refine pupils' skills. This is sometimes reflected in poor planning. Not enough instructions are given and pupils rarely touch instruments, leading to restlessness and no progress in performance.
123. The subject lacks status in the curriculum. There is no co-ordinator or adequate scheme of work with guidance to support teachers who lack confidence with music. Listening to high quality music is incidental rather than planned except in assemblies, and pupils are not encouraged to appraise what they hear. Composition is rare, so that pupils do not gain the opportunity to perform what they have created for themselves. The consequence of lack of co-ordination and adequate teaching is that standards in music have not improved since the previous inspection.

PHYSICAL EDUCATION

124. Pupils' attainment in physical education has been maintained at the same level as at the time of the last inspection. It was not possible to observe any lessons in Year 2 because of the absence of the class teacher. Therefore it is only possible to give a firm judgement for pupils' attainment and the quality of teaching by the end of Key Stage 2. Attainment is in line with expectations. Pupils make satisfactory progress in Year 1 and good progress in Key Stage 2. The overall good teaching has a positive impact on pupils' learning.
125. Physical education is well taught to all pupils in Key Stage 2 and they are acquiring a good range of physical skills. Pupils, including those who have special educational needs, achieve well and make good progress when taking account of their prior learning. The good and sometimes very good teaching ensures that they build successfully on what they already know and can do. There is a clear emphasis on safety. Pupils understand the necessity for warm-up and cool-down routines and carry them out conscientiously and enthusiastically. For example, pupils in Year 6 carefully measured their pulse before starting and at the end of the lesson. Very good provision is made by the teachers for the pupils to evaluate their performances and that of others. This is handled skilfully and sensitively, which results in a positive response from the pupils in their criticisms when they consider the improvements to be made in their work. Pupils in Year 5 gain greater control of the ball after they practise the skills of throwing, passing and catching. Pupils in Year 4, use their knowledge of sequences well to invent a dance movement pattern. In Year 3, pupils effectively co-operate in groups of three to create their own games from a given set of equipment. They also perform a good range of physical activities and show their understanding of, for example, symmetry through the shapes they create. Pupils' progress is further enhanced by the teacher effectively demonstrating skills and joining in the lesson. The majority of pupils currently in Year 6 are able to swim 25 metres unaided; the rest are on course to do so by the end of the key stage.
126. All pupils demonstrate their enjoyment of physical education activities by responding positively and generally behaving well in lessons. It is only when pupils are not actively involved in the organisation of the lesson does their attention begin to wander and they become restless. For example, pupils in Year 3 were expected to sit on a mat until the apparatus was put out when they could have been given a task to practise. Pupils work very well in groups while engaged in games or gymnastics. For example, pupils in Year 4 worked co-operatively in groups of two and four to create a dance sequence that included shape, level, speed and direction, while pupils in Year 6 worked collaboratively in twos to perform a country dance.
127. Overall, the quality of teaching is good in Key Stage 2. This is the same judgement as at the last inspection. Teaching is bright and stimulating and the lessons move forward at a good pace. Pupils are encouraged to be bold and enthusiastic in the activities they undertake. This enables them to develop self-confidence. Teachers intervene appropriately to emphasise key skills and often effectively demonstrate what they want pupils to do.

128. The physical education curriculum is broad, balanced and relevant. It provides access to competitive games and swimming for all pupils in Year 6. The subject is presently without a co-ordinator. The previous co-ordinator efficiently provided a thorough and well written scheme of work that effectively supports the teachers' planning and builds up their confidence in the subject. Clear assessment opportunities have been identified in the scheme, but are not currently used to identify the pupils' aptitude and progress in the subject. The school is appropriately provided with a good range of equipment that is well stored and easily accessible. There is suitable outdoor accommodation, including a field, which enhances the subject.

RELIGIOUS EDUCATION

129. The majority of eleven and seven-year-olds attain standards expected by the Locally Agreed Syllabus. The weaknesses highlighted in the previous report have been addressed. The teaching seen at Key Stage 1 has improved greatly from being poor at the time of the last inspection to being good. More opportunities have been provided to promote pupils' understanding of different cultures and religious traditions through the focus of lessons, handling of artefacts and recording the thoughts and feelings of characters such as Judas Iscariot during the events leading up to Jesus' crucifixion. Pupils of all ages make good progress in religious, moral and social understanding. Judgements have also been based on additional evidence from scrutiny of pupils' past work, photographs of religious events and examination of teachers' planning.
130. During Key Stage 1, pupils make good progress in their understanding of stories from different religious traditions. For example, pupils in Year 2 understand that Krishna is a Hindu god and one pupil recognised a similarity between the story of Krishna and that of Moses crossing the Red Sea. Scrutiny of pupils' past work shows that they are familiar with stories from the Bible, such as Moses and the Ten Commandments and Jesus calming the storm, and that they appropriately learn about the religious festivals in the Christian and other faiths' calendars, such as Hanukkah and Diwali. This is a great improvement since the last inspection when pupils' progress was judged to be unsatisfactory.
131. By the age of eleven, good progress is made through building on past work, consolidating their knowledge and developing a sound understanding of their own and other religious beliefs, including Judaism, Hinduism, Sikhism and Islam. Pupils' work reflects good progress in developing positive attitudes towards relationships and values through discussions. For example, pupils in Year 6 made some thoughtful and sensitive comments about what it means to forgive someone who has hurt them. They are acquiring a suitable understanding of similarities and differences among religions. For example, pupils compare the Bible with holy books from other religions such as the Qu'ran. Their increasing understanding of religious belief is seen in the pupils' use the correct terminology, such as religious symbols and festivals and ceremony, when talking and writing. Suitable opportunities are provided for pupils to reflect about life issues. For example, pupils in Year 6 are effectively taught to evaluate why things happen and to understand the need to forgive one another. Pupils with special educational needs make similar progress to their peers.
132. The majority of pupils are well behaved, polite and courteous and attentive during lessons. They usually listen to each other's ideas with respect. They respond positively to the very good relationships that have been established with the teachers. Pupils show respect for other people's belief and culture, for example, when listening to a Sikh boy who was used to give information to reinforce the teacher's lesson on Guru Nanak in Year 3. Most pupils are willing to answer questions and offer opinions.
133. The quality of teaching at the end of Key Stage 1 is good and ranges from satisfactory to very good in Key Stage 2 and is good, overall. This is a vast improvement since the last inspection when teaching was judged to be poor in Key Stage 1. A characteristic of good teaching is the competent questioning by which the teacher keeps the pupils attentive and interested in what is being discussed and the skilful use of artefacts to sustain the pupils' interest and keep them focused on the subject as was seen in the Year 2 lesson. Very good teaching is characterised by very secure knowledge of the subject and effective planning that enables the pupils to

recognise differences and relate these to everyday experiences. For example, in Year 6, pupils explored a parable told by Jesus and how it could be applied to their lives. The teacher's very good knowledge of the subject and effective role play enabled the pupils to work out reasons as to why the parable was told and relate these to their feelings and perceptions. The use of collective worship appropriately reinforces pupils' understanding and their spiritual, social and moral development and makes a positive contribution to religious education. Pupils' individual needs are met and the caring approach of the staff builds up pupils' confidence and self-esteem.

134. The subject is ably co-ordinated and soundly managed. The scheme of work linked to the locally Agreed Syllabus has been found to be unworkable and identified for review and change. Good use is made of religious artefacts that are handled carefully and with respect. The curriculum is suitably enhanced by visits to places of worship. For example, all classes have visited the local church, while others have visited a local Sikh and Hindu Temple. Pupils in Year 4 had a memorable visit from a member of the Sikh community to give the pupils first-hand knowledge of his religion. Currently there are no assessment opportunities identified to show pupils' progress in the subject.