

INSPECTION REPORT

**ST JOHN'S WALWORTH C of E PRIMARY
SCHOOL**

Walworth, London

LEA area: Southwark

Unique reference number: 100831

Headteacher: Mr K Fox

Reporting inspector: Mrs T Chakraborti
12603

Dates of inspection: 2 – 5 October 2000

Inspection number: 224419

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Larcom Street
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Appropriate authority: The governing body

Name of chair of governors: Mr Jim Hughes

Date of previous inspection: 20/01/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
T Chakraborti 12603	Registered inspector	Information and communication technology Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
J Bedawi 19322	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Accommodation and learning resources
D M Nock 8153	Team inspector	Mathematics Art and design	Staffing
D K Kimber 20614	Team inspector	Science Design and technology Music Religious education	How good are curricular and other opportunities?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Walworth C of E is an average-sized multicultural primary school, situated in the Elephant and Castle regeneration area. It is a voluntary aided Church of England school under the aegis of the Diocese of Southwark and Southwark Education Authority. The school currently has 247 pupils on roll together with 25 children under five years of age in the reception class. The majority of pupils live in the immediate area, some come from outside Southwark. The school has a high percentage of pupils who speak English as an additional language. The percentage of pupils eligible for free school meals is above the national average. The percentage of pupils with special educational needs is also above national average.

The school aims are as follows:

That all pupils will:

- respond to the Christian values nurtured within the school;
- develop a desire to learn and achieve;
- be able to apply knowledge and skills in a variety of ways;
- show mutual respect and tolerance for all, valuing self and others, and be aware of their environment and care for it.

The level of attainment of the pupils in the reception class is below average on their entry to the school.

The school was judged to provide satisfactory standards of education in the previous inspection, with some areas in need of improvement.

HOW GOOD THE SCHOOL IS

St John's Walworth C of E is an improving school. It provides good quality education which meets the academic, social and emotional needs of its pupils well. The school has a strong commitment to equality of opportunity and promoting the wellbeing of its pupils. Its aims and values permeate through its caring ethos and its curricular provision. It is an effective school and provides satisfactory value for money.

What the school does well

- Relationships between staff and pupils and between pupils themselves are very good. This makes a major contribution to the strong Christian ethos in school and the standards attained by pupils
- Provision for children in the Foundation Stage is very good. Teaching in this stage is also very good.
- Provision for spiritual, moral and social development is good and that for cultural development is very good.
- Provision for information and communication technology is very good.
- The headteacher provides very effective leadership and he is supported by staff very well.
- Provision for pupils with special educational needs is good.

What could be improved

- Standards in English, mathematics, science and art in both key stages.
- Accommodation - poor condition of and inadequate provision in the school building.
- Attendance and punctuality.
- Statutory requirements in school prospectus and governors' annual report.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. It was judged that the school provided satisfactory standards of education, but a number of areas were in need of urgent improvement. The current inspection concludes that most of the key issues identified in the last inspection, have been addressed effectively by the headteacher, since his appointment in January, 1999, especially those relating to the curriculum and staff development. It is judged that the school has improved significantly in certain areas, such as the quality of teaching, curriculum planning and assessment, staffing, provision for children in the Foundation Stage and developing the role of the co-ordinators and links with parents and local businesses and institutions. Behaviour has improved.

Curriculum planning is effective and consistent across the key stages. Assessment procedures are now good. These are implemented successfully in English and mathematics, and are in the process of being implemented in all other subjects. The quality of teaching has improved considerably. It is now consistently satisfactory across the key stages, with very good teaching for the Foundation Stage. Good management by the headteacher and the governing body now ensures that the school development programme is appropriately costed and timescales and success criteria are specified. The plan supports staff and curriculum development effectively. Policies and schemes of work are in place. Effective monitoring of teaching and learning has been established. As a result standards in both key stages improved significantly in the current year. Standards attained in the 2000 national tests are in line with the 1999 national averages in English, mathematics and science. Standards in most of the foundation subjects have also improved. Very good teamwork involving the staff and headteacher has taken the school forward.

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
	1997	1998	1999	1999
English	E	D	D	C
Mathematics	D	D	C	B
Science	E	E	E	E

Key

well above average A

above average B

average C

below average D

well below average E

The national test results for the year 2000 show considerable improvement over the 1999 test results. The results also show a marked improvement in science and the standards in science are now in line with the national average for 1999, although, still below the national average for 2000. The introduction of several strategies to improve the quality of teaching and curriculum provision has proved to have a positive impact on standards. This was confirmed by the current inspection. In comparison to those in similar schools the standards at this age are average in English and mathematics. The trend in the school's results over time in all three subjects is broadly in line with the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good attitudes to learning. Pupils respond to class discussions and tasks responsibly and in a mature manner.
Behaviour, in and out of classrooms	Behaviour is good throughout the school. Pupils show respect for each other and for adults.
Personal development and relationships	Personal development is satisfactory. There are opportunities for pupils to take on a range of responsibilities which they carry out willingly and successfully. The relationships between adults and pupils and between pupils are very good.
Attendance	Attendance and punctuality are unsatisfactory.

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	Satisfactory

The quality of teaching is satisfactory overall. It is satisfactory or better in 93 per cent of the lessons. Half of these lessons are good or better. Seven per cent of lessons is less than satisfactory. The quality of teaching has improved significantly since the last inspection, where 29 per cent of teaching was unsatisfactory. This has a positive impact on standards. Teachers follow the literacy and numeracy strategies effectively. All teachers follow the school's established planning and assessment procedures well, which ensure that the learning needs of all pupils are met effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum relevant to the range of abilities of its pupils. A good range of extra-curricular activities support pupils' learning and personal development well.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs. Pupils have full access to all aspects to the curriculum and make good progress throughout the school.
Provision for pupils with English as an additional language	The provision for pupils who speak English as an additional language is good and pupils make good progress in developing their language skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for its pupils' cultural development is very good and that for spiritual, moral and social development is good. This underpins its caring ethos and permeates through the curriculum very effectively.
How well the school cares for its pupils	The school promotes the welfare of its pupils well through an effective support system and effective links with external agencies. It has now established good assessment procedures for monitoring pupils' academic progress.

The school promotes its pupils' academic performance and personal development well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and has set a clear educational direction. He is supported well by staff and governors.
How well the governors fulfil their responsibilities	The strategic role of the governors is developing well. However, some statutory requirements in the school prospectus and governors' annual report to parents are not met.
The school's evaluation of its performance	The school evaluates its performance effectively, in its development plan, and also through regular analysis of the internal and national test results. Appropriate priorities for further improvement of educational provision and standards of attainment are identified in its development plan.
The strategic use of resources	The school makes good use of all staff and time. The school makes the best possible use of its accommodation which is poor.

Adequate and well-trained staff and appropriate material resources support pupils' learning effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school helps their children to become mature and responsible. • Children are making good progress. • The teaching is good. • The school expects children to work hard and achieve their best. • Parents feel comfortable about approaching the school. • The school promotes good behaviour. • The school works closely with them. 	<ul style="list-style-type: none"> • Some are concerned that their children do not get sufficient homework. • Some parents feel that they are not kept well enough informed about their children's progress. • Some parents feel that the school does not provide an interesting range of extra-curricular activities.

The inspection team agrees with parents' positive comments. However, the team did not find any evidence to confirm the concerns about homework and information about pupils' progress. There is a good range of extra-curricular activities for older pupils and the provision for the younger pupils is developing. The headteacher aims to enhance this provision with the new funding available this year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment for children under five years of age, on entry to the reception, is below that expected of children of this age. Children in the reception class are making good progress. By the time they begin compulsory education at the age of five, they attain standards that are broadly in line with the expected levels.
2. By the end of Key Stage 1, the standards of attainment for the seven year old pupils are below the national expectations in English and mathematics. It is in line with the national expectations in science and information technology. Pupils' attainment in all other subjects, except in art, is in line with what is expected of this age group. Attainment is below the expected level in art. Pupils make satisfactory progress throughout the key stage. By the end of Key Stage 2, 11 year old pupils attain standards that are in line with the national expectations in science and information technology, but below in English and mathematics. In all other subjects pupils' attainment is at the standard expected of this age, except in art, where the standards are below the expected level. Pupils in this key stage make satisfactory progress in all subjects and are achieving well.
3. The results of the 1999 national tests show that, at the end of Key Stage 1, pupils attain standards that are well below the national averages in reading and writing and very low in mathematics. In comparison with similar schools, standards are same. The national test results for year 2000, however, show significant improvement in all three areas and standards achieved in these subjects are close to the 1999 national averages in these areas. At the end of Key Stage 2, in the 1999 national tests, standards attained are below the national average in English, mathematics and well below in science. In comparison to similar schools, again, the standards are higher in English and mathematics, but well below in science. The standards as shown in the national test results over the last four years, clearly indicate a rising trend in both key stages. Year 2000 results in Key Stage 2 are particularly higher than the previous years and are slightly above the Southwark Education Authority averages in all three subjects.
4. Inspection findings also confirm that pupils are making steady progress across the key stages and that the standards in both key stages are rising. Effective implementation of literacy and numeracy strategies, good teaching and effective use of assessment procedures across the key stages are beginning to have a positive impact on the standards of attainment. A comparison of this year's national results with similar schools is not yet available.
5. By the age of seven and 11, pupils' attainment in speaking and listening is below the national average. Whilst high attainers listen and speak confidently in response to teachers questions and in plenaries, there were few planned opportunities for pupils to talk for a range of purposes. By the age of 11, pupils engage well in speaking and listening activities when given the opportunity. This was well exemplified in some lessons, whilst in some other lessons little interaction occurred between pupils.
6. Attainment in reading by the end Key Stages 1 and 2 is below the national average for the majority of pupils. By the end of Key Stage 1, above average pupils enjoy reading and are able to talk about the plot. Average pupils can talk about the content

of what they read and make good use of phonic clues but many, including lower attainers, read hesitantly and are much less forthcoming when invited to comment on the plot, characters or their preferences. At Key Stage 2, pupils use a range of strategies to help them in their reading and discuss a variety of texts. They use these well when they read independently. Higher attainers predict what might happen using their knowledge of the plot and characters and justify their predictions. However, few pupils recall in clear detail the range of books they may have read. The provision for guided reading has improved. The effective use of computers and various story reading programmes mean that all pupils are developing their reading skills very well, especially since the beginning of this term when inspection took place.

7. Attainment in writing, by the end of Key Stage 1 and 2 is below the national average. By the end of Key Stage 1, higher attainers develop their ideas in sequence and use capital letters with most words correctly spelt and use joined writing. They choose vocabulary imaginatively and some start reviewing books and comment on story structure. However, whilst many pupils manage to communicate meaning, the majority do not write in sentences or sustain ideas and develop them sufficiently. By the end of Key Stage 2, higher attainers write extensively and produce a variety of narrative and non-narrative texts. However, a high proportion lack confidence and understanding to produce work using a range of vocabulary that captures and holds the readers' attention.
8. In mathematics, pupils in Key Stage 1 make and record number stories with confidence. They are able to recognise the names of coins and use these to make imaginary purchases of objects of different values. They recognise common two and three-dimensional shapes and are able to describe some of their properties. However, because of a lack of confidence in their mathematical understanding, pupils in some classes rely heavily on their teachers to select appropriate strategies to use. By the time pupils reach Year 6 they develop a good grasp of subject specific vocabulary and are able to explain their mathematical thinking. Most pupils have a good knowledge of the multiplication tables. As a result their mental recall is quick and accurate. In investigating lengths of various classroom objects, they develop skills in measuring straight and curved lines using metric and other traditional units. Pupils understand the equivalence of fractions and can convert simple fractions into decimals. Pupils in Key Stage 2 use their information and communication technology skills soundly to produce graphs and charts.
9. In science, by the end of Key Stage 1, pupils develop their knowledge and understanding of health and growth, and they study the importance of balanced meals, and the role of medicines to help us get better when ill. Most Year 2 pupils can recognise how different living things are found in different places; they can describe similarities and differences between materials. Many pupils can also demonstrate an understanding of the basic forces of push and pull. By the end of Key Stage 2, pupils gain knowledge and understanding of humans as organisms. They understand how the skeleton provides support and protection for the body.
10. In information technology, by the age of seven pupils can use a computer for word processing and have a developing knowledge of the keyboard and its functions. They can use toolbar functions to change the font to improve the presentation of their work and can edit using the delete and arrow keys. Pupils in Years 1 and 2, have begun to use computers to enhance their reading and independent learning skills very well. At the age of 11, pupils can word process with confidence. Pupils use CD-ROM to research information about a range of subjects such as in history. They

have a good understanding of the uses of technology in the world and its impact on our daily lives.

11. Pupils who speak English as an additional language pupils are well supported in lessons and are able to gain full access to the curriculum. They develop skills in literacy and numeracy effectively in lessons and make good progress over time. By the time they are 11 years old, they express their thoughts clearly and confidently.
12. Pupils with special educational needs achieve well and make good progress in relation to their prior attainment.
13. There is no significant variation between the attainment of boys and girls that is markedly different from the national trend. The school has identified underachievement among pupils of African Caribbean origin and has used the funding for ethnic minority achievement judiciously to target and support them. The school sets appropriate targets for pupils and review the targets every year.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to school and to learning, together with their behaviour, are good overall. Pupils' personal development is satisfactory. The quality of relationships in the school is very good and has a significant impact on pupils' learning and the raising of standards. However, there has been insufficient progress on improving parental attitudes to attendance since the last inspection. Attendance and pupil punctuality are unsatisfactory and remain as major concerns.
15. Since the last inspection there has been a most significant improvement in the attitudes and behaviour of the youngest children in the school. Their behaviour is always good and occasionally very good, for instance, in the weekly church assembly. They are happily settled into school routines after just a few weeks. They listen attentively to their teacher and to the support assistants, quickly doing as they are told, for instance, when lining up for a physical education lesson in the hall. Should the children misbehave, or forget their manners, there are gentle reminders from their teacher so that her guidance is easily accepted. Children share equipment readily and are eager to do their best, keen to ask and answer questions. They work hard at, for instance, early writing skills, or carefully put away their physical education kit. The children in the reception class are enjoying their first experiences of school.
16. The attitudes of older pupils in the school are also good. Pupils know that they are in school to learn and are aware that the school expects them to do this. The vast majority show good levels of participation and interest in their lessons. They particularly enjoy question and answer or discussion sessions, often responding enthusiastically, giving clearly reasoned responses that display their knowledge, for example, about the organs of the human body. Pupils generally listen well, carefully following their teachers' instructions. In many lessons there is an industrious learning atmosphere. However, a small minority of pupils do not always concentrate on their work, being easily distracted, perhaps by the significant numbers of pupils arriving late in the morning and by noise carrying from other classes due to poor sound insulation. Whilst almost all teachers and pupils do their best to carry on working despite these unwelcome intrusions, the flow of lessons is disturbed and less focused pupils have difficulty in regaining concentration, so that learning slows. There are good examples of co-operative and collaborative work throughout the school, such as in a Year 2 physical education lesson or in Year 6 science where pupils worked closely together on investigations about skeletons.

17. The behaviour of pupils is good, throughout the school at both work and play. There is a positive behaviour policy with a well known system of rewards and sanctions that are used consistently by staff. Whilst pupils do not enjoy losing minutes off their playtime for misbehaviour or for not working properly, they accept that it is fair and that time can be regained for good behaviour, work or actions towards others. All pupils enjoy the nomination process involving their classmates for the weekly 'Golden Leaf' awards. They are genuinely pleased when a pupil wins the vote. Behaviour has improved since the last inspection and staff generally manage classroom behaviour well. The school's strong commitment to inclusion is very successfully supporting pupils who have had previous behaviour difficulties in other schools; so much so, that they are now indistinguishable from pupils who have not had such problems. Pupils of all ages are very sensible and mature when moving round the difficult building, on the narrow staircases or when having to go to the church hall for cooked dinners, a walk of well over five minutes each way. Their behaviour and tolerance whilst having to wait for lunches, that often arrive very late, are noteworthy. At play, behaviour is sensible and pupils will often apologise if they accidentally bump into each other. No instances of bullying or aggressive behaviour were noted. There have been no exclusions, another improvement since the last inspection. The inspectors felt that the views expressed by a minority group of parents at the pre-inspection meeting about poor behaviour in the school were totally unjustified.
18. The very good relationships are a significant strength of this happy church school. Pupils are able to form firm friendships with each other. They have very good relationships with the adults around them, based on the many positive role models and examples that they see from the adults working in the school. Pupils are respectful of the headteacher's authority, but eagerly and proudly tell him about their latest achievements. He is always ready to listen. Pupils have a good awareness of different cultures to their own, mixing easily together.
19. The pupil's personal development is satisfactory. Staff use informal occasions well to remind pupils about morals, manners and positive actions towards others. As a result, pupils are well aware of right and wrong and how they should behave in the school community. However, the establishment of a formal programme for personal development is at an early stage. Staff and pupils are both developing their understanding and skills, to ensure that issues are fully explored and views that may differ are accepted and respected by all. A school council is being developed so that the pupils can be involved in issues that concern them. Pupils already have a small taste of democracy in the selection of a pupil from each class for the weekly 'Golden Leaf' awards. Pupils do, on occasion, use their initiative well; younger children close the hall door, unprompted, if it is left open during physical education. Older pupils happily help younger pupils in assembly. Year 5/6 pupils certainly used their initiative in attempting to prove that their observational skills were better than their teachers' after watching a video! As pupils move up the school, they generally show an appropriate awareness of responsibility suitable for their age. Many staff encourage pupils to gain independence and think for themselves, for instance, setting research homework using computers.
20. Attendance is unsatisfactory because it is well below the level of most primary schools. There is a very high level of unauthorised absence and too many families take holidays in term time, sometimes for several weeks and frequently for odd days. Parents are not supporting the school sufficiently in its efforts to improve attendance. They often allow their children to take time off school unnecessarily and do not always inform the school about an absence. The school too, sometimes authorise absences that should be unauthorised. This has a detrimental impact on the progress that pupils make in their learning and on the raising of standards.

21. As at the time of the last inspection, pupil punctuality is still unsatisfactory and remains a serious concern with insufficient progress made in reducing the level of lateness. Some parents do not ensure that pupils attend school regularly, and on time. In a recent week, 15 per cent of all pupils arrived late and this is not unusual. It is still common for pupils to arrive up to 30 minutes, or more, late.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is satisfactory, overall, with some good, very good and excellent teaching. Teaching in the Foundation Stage in reception is very good, with some excellent teaching. Seven per cent of teaching is judged to be less than satisfactory. The school has been very successful in improving teaching since the last inspection when 29 per cent of all lessons were less than satisfactory. Ninety three per cent of lessons are now at least satisfactory and nearly half the lessons are good or better. Nearly one in seven is very good. This improvement in the quality of teaching reflects the hard work and commitment of the headteacher and his staff. As a result pupils make steady progress during their time at the school.
23. There are a number of important characteristics that make teaching good:
- the teachers manage pupils very effectively: this means that pupils behave well and are ready to learn;
 - the good subject knowledge most teachers have ensures that pupils basic skills are well developed;
 - the effective way teachers plan their lessons so that the work is appropriately matched to the learning needs;
 - clear explanation of learning objectives means that pupils know what is to be learnt and what is expected of them.
24. Teachers plan their lessons carefully for pupils with varying abilities and ages. Sessions at the end of the lessons are used efficiently to consolidate pupils' learning. In a Year 1/2 literacy lesson, for example, very effective planning ensures that pupils apply their knowledge of phonics to enhance their reading skills and use computers to consolidate their learning. Teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. For example, in a Year 5/6 numeracy lesson, the teacher uses good strategies to ensure that pupils develop a clear understanding of the use of four operations to solve problems. In many lessons, teachers maintain a brisk pace so that pupils remain active and learn well. These features contribute positively to pupils' attitudes to learning and their progress.
25. The many activities provided for the children aged under five are very appropriate, offering them challenges and ensuring that their attention is captured, so that they remain interested and involved in their learning for a considerable time. Activities are well linked, supporting the acquisition of basic skills such as literacy, numeracy and independence.
26. Teachers are particularly skilled at managing pupils. They treat all pupils with respect and as individuals but at the same time expect high standards of behaviour. Praise is used very effectively to make pupils feel confident about their ability to learn, and reinforce good behaviour.

27. Relationships between teachers and pupils are very good. Pupils respond positively by valuing their teachers and what the teachers have to teach. Good examples were seen in the reception where very good relationships between the adults and the children provide a safe and rich learning environment for the newly arrived children.
28. Teachers are knowledgeable about the subjects they teach and present and discuss subject material in a way that helps pupils to understand. This is apparent in many lessons seen, especially in reception and a Year 1/2 classes. For example, in the reception class, the teacher's thorough knowledge of the children's learning needs at this stage leads to excellent group organisation and very efficient support for all children including those with special educational needs. The learning atmosphere in this lesson is excellent where children feel safe and valued and develop their reading and writing skills very effectively indeed.
29. Most teachers use the assessment procedures well to identify pupils' progress in lessons and use this information for future planning satisfactorily. However, there is no marking policy. This means that marking of pupils' work, at present, is inconsistent.
30. These features and very effective ongoing assessment by the special educational needs co-ordinator ensure that pupils with special educational needs are supported effectively throughout the school. This means that these pupils are able to make good progress.
31. Pupils who speak English as an additional language are also supported effectively by the teachers and the co-ordinator. The co-ordinator ensures that pupils are assessed regularly and have full access to the whole range of curriculum.
32. One of the important features of teaching is the present provision for teaching pupils information and communication technology skills to enable them to use computers to enhance their learning in all areas of the curriculum. Although this is at the early stage of development, it has made a very good start and pupils across the key stages, including the Foundation Stage, are making very good progress in gaining knowledge and skills in this area. As a result they are increasingly becoming independent learners. Homework is used effectively to enhance pupils' literacy skills, especially reading.
33. The unsatisfactory lessons are few in number and are linked to a lack of behaviour management skills and subject expertise. These mean that pupils are not reaching their full potential. Inadequate strategies for class control in these lessons meant that very little learning took place.

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

34. The quality and range of learning opportunities provided by the school are good. The school's curriculum meets the statutory requirements of the National Curriculum, and this represents a marked improvement on the last inspection report of January 1997. It was then recorded that the school failed to meet the statutory obligations with respect to the provision of art, design and technology and sex education. The governing body now has an agreed sex education policy. Art and design and technology are also now developed more strongly within the curriculum.

35. The curriculum reflects the introduction of Curriculum 2000, in September 2000. There are policies for all subjects, although the school recognises that some are in need of review. During the last school year the school began to adopt the Qualification and Curriculum Authority (QCA) documents as the basis for schemes of work in art and in design and technology, as well as in other subjects. The use of these QCA units, as a basis for planning, is continuing to be piloted through this year. The school aims to develop a comprehensive curriculum framework from this, which, with the implementation of the new assessment procedures, will enable a more consistent progression in pupils' learning as they pass through the school.
36. The 1997 report found the curriculum and provision for children under five to be unsatisfactory. This represents another area of great achievement in the school as the foundation year now has very good quality provision for the children, and the curriculum has been reviewed in the light of the Early Learning Goals which have been recently introduced nationally.
37. There is good provision for pupils with special educational needs which fully complies with the Code of Practice. The special educational needs co-ordinator works closely with teachers and support staff, and parents are fully involved to support the effective learning and good progress made by these pupils. Individual education plans are detailed with suitable targets identified to help pupils.
38. The school has effective strategies for teaching basic skills in literacy and numeracy. The National Literacy and Numeracy Strategies have been successfully implemented. Booster classes are offered after school, for some Year 6 pupils in mathematics, English and science.
39. The curriculum is significantly enriched by the provision of a wide range of extra-curricular activities although many are open only to pupils in Key Stage 2. There are clubs for art, football, dance, sports, infant cooking, and recorder which are open to boys and girls after school. There is also the computer club for parents as well as pupils, and their lively activities in two classrooms were observed during the inspection. The school choir meets weekly and this, with other after-school activities, helps to further promote the pupils' social development.
40. There is equality of opportunity in the school policies and practices, to enable all pupils to enjoy equal access to the range of the school's curricular and extra-curricular activities.
41. The school makes good provision for pupils' spiritual, moral, and social development, and that for cultural development is very good. Spiritual development is promoted well in the daily acts of worship, and in class assemblies. The weekly assembly in the church provides an atmosphere of quiet and reflection to which the pupils respond positively. In prayers, pupils are encouraged to be still, and to think over 'in your minds and in your hearts' about the story or theme which has just been discussed. In classrooms there are prayer corners with displays of prayers used. Year 5 and Year 6 pupils have recorded and displayed some of their own responses to 'What worship means', such as 'to have faith', and 'when we pray to say thanks for your love'. In some lessons teachers give pupils opportunities to share some of their feelings, as, for example, when sitting and listening to gospel songs.
42. There is good provision for moral development. Pupils are helped to distinguish right from wrong in various ways. Each classroom displays a set of classroom rules. In one junior classroom, pupils have recorded their own ideas of 'What loyalty means'. There is the weekly 'Awards' assembly. Pupils nominate, and vote anonymously for

a member of their class to receive an award. Such awards might be on the basis of 'good behaviour', 'picking up litter around the school', or 'being polite and respectful'.

43. The provision for the social development of pupils is also good. Pupils participate in voting for the 'award' winners in their class. In their behaviour in the often crowded conditions in and around the school, they show a good awareness of, and sensitivity to, other pupils around them. In class they work well together in pairs or in groups, and share resources carefully in lessons such as science. The residential visits made in the upper school - Year 4 to Eynesford (Kent) and Years 5 and 6 to the Isle of Wight - also contribute well to the good quality provision for pupils' social development. There are some opportunities for pupils to take responsibility in school but the range is limited.
44. Provision for cultural development is very good. In a lesson about racism, some pupils from Key Stage 2, showed a rare insight into the prejudices faced by ethnic groups, expressing their views with sensitivity and thoughtfulness. Books and topics in class commonly involve consideration of people from different faiths, traditions and cultures. Work in subjects such as English and geography enable pupils to deepen their understanding of similarities and differences in cultures. This reflects a major improvement since the last report (1997) when cultural development was judged to be 'less good' and the school was failing to make use of the rich cultural opportunities offered by the local community. The month of October is designated as Black History Month and some of the ways in which the school recognised this were apparent during the time of the inspection. The hall display - 'A celebration of cultural diversity' - included wood carvings, pupils drawings and writing, and books or photographs of personalities such as Indira Ghandi, Desmond Tutu, and Nelson Mandela. Visitors to the school during, or soon after, the time of the inspection, include a mask maker, musicians, story teller, and a theatre group. The school enjoys very strong links with the church, and will be participating shortly in ceremonies to honour the memory of St Martin de Porres, a black saint.
45. The school has good links with the community that enhance curriculum provision. During the time of inspection, visitors included a youth worker from Walworth Methodist Church, a nurse from St George's Hospital, and some Year 1 pupils visited the local library. Reading volunteers from United News and Media visit the school three times a week, at lunchtime, to support pupils' reading skills. Visits at other times include those to the Horniman Museum, London Zoo, and Dulwich picture gallery.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school provides sound quality care for its pupils, overall. Assessment procedures and the monitoring of pupils' academic progress are good. The monitoring and promotion of behaviour and anti-bullying measures are good. The monitoring of pupils' personal development is satisfactory. The monitoring of attendance is unsatisfactory. There are unsatisfactory aspects of health and safety, related to the poor accommodation and the use of the church hall for cooked lunches.
47. Pupil assessment and academic monitoring are good. The current headteacher and staff have worked hard to improve the quality of procedures and practices. There is now a clear assessment policy that outlines the school's intentions. Samples of pupil work giving evidence of significant achievement is annotated and kept in folders. Many staff have received training and are becoming more confident in using

assessment. Local authority baseline assessment is used to gain initial information about children's skills on entry to the foundation class. It is then used very well in developing planning linked to the new Early Learning Goals, to meet children's needs. There is good ongoing staff monitoring and discussion as children move into the early stages of Curriculum 2000, so that by the end of Year 2, pupils are set in ability groups. These are based on pupil progress over time and other information such as end of Year 2 Statutory Assessment Tests (SATs). The school is piloting an innovative computerised tracking system used for the youngest children and pupils. It tracks and checks each pupil's progress against school, local and national targets, indicating if progress is average, or below or above that expected. It is intended to extend this system across the school. Pupil information is carefully analysed to ensure that all pupils, including those with special educational needs and English as an additional language, receive support that will enable them to make good progress in learning. This assessment system continues with various standardised tests as pupils move up the school. Pupils are able to move between ability groups in different subjects, so that they are always challenged, but never left to struggle. It is a particularly effective method that works well, not only for different ability groups but also for the mixed age classes.

48. The school's detailed analysis of statistical information highlights any weaknesses, for example, the need for more emphasis on speaking and listening, or the attainment of specific groups of pupils. This enables teachers to adjust their planning accordingly.
49. Whole-school systematic planning is now secure, a significant improvement since the last inspection. The school uses literacy and numeracy-based planning strategies, already extended to all Curriculum 2000 subjects. There is a very clear system identifying what pupils need to learn and when each part of the programme should be taught over the year. This is linked to a simple monitoring grid for each pupil showing how successfully new learning concepts have been grasped. Further detail of planning is included in each teacher's half-termly planning monitoring books including medium-term planning and, for example, detail about special educational needs or additional language groups. These records are closely monitored by the subject co-ordinators, who have their own subject 'action plans' and by the headteacher, so that any 'gaps' are quickly recognised. Staff use their medium-term planning to develop lesson plans that clearly state learning objectives and the outcome for the lesson. A particular strength of the current planning system is the good involvement of support staff and specialist teachers such as the special educational needs co-ordinator and the Ethnic Minorities and Travellers Achievement Grant teacher in planning with the class teacher. This ensures that all staff involved in helping pupils to learn are well aware of their work and responsibilities so pupils benefit fully from the time available. Support staff provide good quality attention and pupils with various learning needs make good progress in lessons. Clear procedures are used to identify needs and target support for pupils who are identified as underachieving and those with English as an additional language.
50. Ongoing, daily assessment takes place, but is much more variable and is recognised as an area for development. Although learning objectives are almost always shared and discussed with pupils, a small minority of teachers forget this. The marking of work varies in quality and is inconsistent. Sometimes marking is just a pencil tick, with no comment, offering little means of improvement for the pupil. There is a considerable amount of work seen that is not marked at all. In contrast, there is some good practice with supportive, evaluative comments that enable pupils to understand the strengths and weaknesses of their work. In lessons, teachers offer suggestions to improve the quality of work being done, but marking and individual

discussion about work completed during the lesson are not evident. Reading records provide good opportunity for pupils to assess their enjoyment of the books that they have read. Generally, however, opportunities for pupil self assessment of learning is not a strong feature. Some staff make good use of plenary time to recap with pupils about what has been achieved during the lesson, but this is inconsistent across the school.

51. Overall, the improvements in assessment and monitoring provide a positive input to the ongoing drive to raise standards.
52. The monitoring and promotion of behaviour and measures to prevent bullying, are good. The behaviour and anti-bullying policies are clearly written and of good quality, providing useful guidance. Parents were consulted through a questionnaire when the anti-bullying policy was being drafted and their views incorporated. Staff keep incident sheets that are regularly monitored by the headteacher. He keeps detailed records of any pupil causing concern. Pupils are made aware of why bullying is unacceptable and feel that they can approach staff if they have any worries. Parents are informed if there are any concerns.
53. Personal development monitoring is satisfactory. Staff understand and relate to their pupils very well, but the information that is acquired is not necessarily used to the best effect. There is good practice in the school, for example, the attention given to the emotional and physical needs of pupils with special educational needs and statements. There is good informal guidance for pupils, but formal opportunities to enhance pupils' personal development in personal, health and social education are at an early stage.
54. The monitoring of attendance is unsatisfactory with insufficient progress made since the last inspection. The school has not been proactive enough in reminding parents of their responsibility to get their children to school regularly and on time. This lack of rigour has been compounded by the lack of external support and advice on attendance, for several lengthy periods over the last two years. Staff are now trained to mark registers correctly and to use correct attendance procedures. Registers are monitored regularly. Some teachers still do not record late arrival times and it is difficult to know if all pupils receive a late mark. Systems for recording lateness are unclear. A general absence book records messages about attendance, for example, medical appointments, but this does not provide a quick, clear picture of pupils having problems with punctuality. Parents are now being contacted if they have significant problems with attendance by the education welfare officer. Far too many holidays are taken during term time, for several weeks, or for odd days, throughout the year. Parents wrongly believe that they have a right to this, but holiday permission is at the discretion of the headteacher and is only granted in exceptional circumstances. Similarly, unauthorised absence is very high with parents allowing their children to take time off for unnecessary reasons, or not informing the school about genuine absence, so it is recorded as unauthorised. The unsatisfactory attendance and punctuality prevent pupils from doing as well as they could in learning. The school has just learnt that it has been successful in a bid to fund a school-based education welfare officer to improve attendance and punctuality. This additional support begins in January 2001, and should lead to future improvement.
55. Arrangements for child protection are sound. The school follows local authority guidance and the designated person is trained. Records are kept of any initial concerns. Sensitive files are stored securely to maintain confidentiality. Currently there are no children on the register, but there are good links with outside agencies such as social workers, if required.

56. Children and pupils are well cared for and supervised around the school and at break and lunchtime play. There is a support assistant qualified in first aid, and an accident book is properly maintained. However, the use of the church hall for pupils' lunch is unsatisfactory. Meals are not cooked on the premises and often arrive late. Pupils have to wait for them to arrive for an unacceptable length of time. The meals are not appetising and many pupils eat very little. Whilst pupils' behaviour is good and very tolerant in the hall, there are records of incidents on the way to and from the church hall, a walk of well over five minutes each way. This is undertaken in all weathers; when it is wet pupils have to eat their lunch wearing damp coats. The church hall is a similar size to the school hall and there are no advantages to it being used, because it significantly reduces the amount of time pupils have to play, and the atmosphere does not reflect the positive ethos of the school. It also limits opportunities for pupils' social development. Pupils do not enjoy eating in the church hall.
57. Attention paid to health and safety is satisfactory. There is a basic school policy on health and safety. The school is starting to develop a system for checking and identifying potential and actual hazards around the building, and there is now a designated governor. There is heightened awareness of the many deficiencies and risks caused by the poor and deteriorating condition of the school buildings, many of which were noted at the last inspection, for instance, the staircases and poor sound insulation, together with the difficulties of evacuating the building in an emergency. These all remain. A number of additional hazards were noted during the inspection, for example, holes in upper floors and 'bouncy' floors when many pupils walk through the classrooms at the start and end of the day; doors opening directly onto steep stairways; the many ill-fitting doors and handles. The headteacher has been told of all issues seen. The school need to ensure that required records are kept in a more cohesive and accessible way.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school has developed good links with its parents. They greatly appreciate the upholding of Christian values. The school is working hard to involve as many parents as possible in its daily life. This is done through consultation about policies and questionnaires on issues such as bullying and homework. There are regular meetings between the headteacher and groups of parents to discuss general school issues. Parents are warmly welcomed when they visit the school. The vast majority of parents are supportive of, and pleased with the school's work and ethos.
59. A good number of parents are involved in the work of the school, perhaps helping in class, with extra-curricular clubs or helping with supervision on school outings. The computer club held after school is extremely popular as parents and children of all ages enjoy learning together. The information technology consultant who runs the club is a parent.
60. The 'Friends of St John's' are well established and organise events throughout the year, for instance the summer fair and a sponsor day. They sell school uniform. Their events are always well attended and raise valuable and much appreciated funds for the school. Parents enjoy the Christian celebrations held in the school and church, for example, the Harvest Festival and the Easter assembly.
61. The quality of information provided to parents is satisfactory. Some required information is not in the prospectus and annual governors' report, for example, SATs results are not fully reported, nor are school targets provided. Parents would find

additional information about school life helpful. Nothing is included in the prospectus about homework, or child protection, as examples. The school provides regular user-friendly newsletters keeping parents fully informed about school events. Invitations are extended to attend meetings about the curriculum, most recently numeracy, and it was very well attended. New parents whose children are joining the foundation class receive a very good quality information pack, including 'money off' vouchers from a national supermarket chain. Pupils in Key Stage 1 receive a brief 'tick sheet' report at Christmas, to reassure parents about the progress made, as well as a full report in the summer, received by each pupil. Reports now mention all subjects, but there is room for improvement, because the provision of targets to help pupils improve are still far too variable, whilst subjects other than English, mathematics and science tend to state what has been taught rather than indicating what the pupil can or can not do. Parents of pupils with special educational needs are fully involved in their children's learning programmes and are invited to annual reviews. Parents do get good opportunities to meet teachers to discuss pupil progress. Care is taken to ensure that appointment times, as far as possible fit in with other parental commitments. The staff are available, informally at times such as the end of the school day to talk briefly to parents.

62. Parents make satisfactory contributions to their children's learning. The school has no homework policy to offer guidance about how homework is viewed and used; this has not improved since the last inspection. However, homework is provided across the school. The oldest pupils are sometimes provided with work that extends their independent research skills. Homework is good for younger children who are involved in whole family projects when building model houses. They can take books home and are provided with activities that support the development of basic skills. Some information, for instance, on how to help with mathematics is sent to parents, and pupils receive weekly sheets detailing work. Reading diaries are mainly for pupils to write reviews about books they read. They are not fully established as a means of communication between home and school. Overall, homework is satisfactory.
63. The majority of parents hold positive views about the school. They are particularly impressed with the work of the headteacher and the improving standards, together with the progress that their children make. Some parents are concerned about the homework, the information they receive about their children's progress and the extra-curricular activities. Inspectors agree with the positive comments made, but feel that concerns raised by these parents are unfounded. Partnership with parents continues to develop well since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The school is led and managed well. The headteacher provides very good leadership and gives a very clear educational direction. Over the last two years, since his appointment, the headteacher has systematically introduced and implemented several new initiatives in order to establish an educational provision which is of good quality and ensures equal opportunity for all. He is supported very well by the recently-appointed assistant headteachers and other members of staff. An effective senior management team with clearly defined roles and responsibilities has been established and good teamwork has been promoted. All staff with management responsibilities have clear understanding of their roles and lead their areas of the curriculum effectively. Good planning and assessment procedures have been devised and are being implemented successfully. Standards achieved in national and internal tests are analysed consistently in terms of gender and ethnicity

and used effectively to raise standards. As a result the quality of teaching has improved significantly and standards are improving. Teaching is monitored well by the headteacher, the assistant headteachers and the subject co-ordinators. The school has recently been awarded innovative training school status by the Department for Education and Employment (DfEE).

65. The governing body has a clear structure with appropriate terms of reference. Regular meetings of the governing body and its committees have clear agendas and are well minuted. Governors are very supportive of the headteacher who reports to them monthly keeping them well informed about the work of the school. They visit the school regularly and have a clear strategic overview of the performance of the school. However, some statutory requirements in terms of the information provided in the school prospectus and the governors' annual report to the parents are not fully met.
66. The school has a very positive ethos which is well reflected in the harmony within the school across lines of gender, race and disability. The aims and values of the school are reflected well in its practice. It is clearly committed to high achievement and actively promotes equal opportunity in all areas of school life. The school development plan is an effective document for guiding school improvement. It is based upon a realistic evaluation of what needs to be done in the school in order to take it forward.
67. Provision for pupils with special educational needs is good. It is managed very efficiently by the special educational needs co-ordinator. She provides effective support and works closely with the class teachers in planning, assessing and monitoring pupils' achievements. Effective links are maintained with outside agencies and regular contact is maintained with parents.
68. Provision for the pupils who speak English as an additional language is good. The English as an additional language co-ordinator has secure knowledge of language development strategies and ensures that pupils are effectively supported within the mainstream provision alongside their peers.
69. The number, qualifications and experience of teachers and classroom support staff match the demands of the curriculum. All teaching and support staff are conscientious and work very effectively as a team, contributing to the good quality of education provided. The classroom support staff are well qualified and experienced and make a very significant contribution to progress made by pupils, especially the pupils with special educational needs. Arrangements for the professional development of all staff are very good and always linked effectively to whole-school needs identified in the school development plan. Appraisal is up-to-date.
70. The induction programme is very good and consistently applied. There are three newly qualified teachers in post since September 2000. These teachers and the new members of staff receive very good support. In addition to the local authority training, newly qualified teachers are well supported by the headteacher and their mentors. Teachers and classroom assistants have undergone training in literacy and numeracy. Arrangements for a systematic programme of training in information technology for all staff is due to take place very soon.
71. The accommodation, as at the time of the last inspection, remains extremely poor and continues to deteriorate. Although staff and pupils cope admirably in the most difficult of conditions, the current accommodation and facilities are not conducive to a modern quality of education. There is no disabled access. There are significant

health and safety risks that are totally unacceptable. The governors and headteacher feel that 'an accident is waiting to happen.' The internal accommodation is described as 'quaint' by staff, and they find it difficult to teach in. Classes on the top floor can only be accessed through other classes so that lessons are continually disturbed. Noise from classrooms, even during quiet lessons intrudes, making concentration and listening difficult. The headteacher is unable to have any private conversations because he can be overheard in classes on either side of his room. Even the reception children have to go outside to reach the toilets or get to the school hall. The adult toilets are sited within a teaching area. The narrow treads and steep staircases are dangerous and a tragedy could occur if a child was to stumble. The increasing pupil numbers make all these difficulties far more acute. Most classrooms are too small and movement around them is often a challenging obstacle course. The use of the church hall for lunch is unsatisfactory, with no advantages and many disadvantages, such as the distance from the school. There is no separate play area, as is required for the reception children in the school. It is difficult to deliver physical education effectively because the hall is too small. Aspects of food technology cannot be taught. The school has refurbished a very small library from former external toilets, but it still smells musty and there is no space for pupils to study independently.

72. A positive improvement is the partial refurbishment of the junior playground, with 'tyre' flower tubs, picnic benches and tables where pupils can eat packed lunch if it is warm enough. Work has started on a large mural and this area is now a much brighter environment.
73. Despite annual requests over many years, and the submission of bids and plans, through the Diocese to the DfEE, to totally refurbish the school's interior, the school has always been refused funding. It is a most urgent priority that this situation is rectified by all means possible and available to the headteacher and the governing body, before the accommodation deteriorates any further.
74. Learning resources are generally sufficient to meet the needs of the curriculum and of the pupils. The resources for information and communication technology are a particular strength. Laptops are available for pupils to use and there is a good range of software that enhances computer and reading skills. Resources for art are unsatisfactory. They are of poor quality with only basic materials available in classrooms. Water is still unavailable in top floor classrooms. Outside resources are used effectively to support the curriculum, for example visits to museums, and galleries. However, the children in the reception class still have no large play equipment to develop their physical skills, nor a separate play area. The school is aware that progress needs to be made in these areas. There is a good range of resources reflecting diverse cultures and positive images of ethnic minority pupils.
75. The school has a thorough approach to financial planning. The governors have a strategic overview of budget management. The chair of the finance committee, manages financial planning efficiently, in collaboration with the headteacher. The school, as a part of planned savings, has accumulated the amount of money they are required to pay towards the building costs, if the grant for building work is made available by the DfEE.
76. School administration is efficient. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school development plan. Grants for pupils with special educational needs are used appropriately and effectively monitored. The deployment of the Ethnic Minority and Travellers Achievement Grant

is appropriately targeted to support pupils. The governors apply the principles of best value in all spending decisions and monitor its impact on financial planning closely.

77. The deployment of teaching and support staff is effective and ensure efficient management of the school. Resources are used effectively to enhance pupils' knowledge and understanding in most areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to raise standards further, the governors, headteacher and staff should now :
- improve pupils' attainment in English, mathematics, science and art in both key stages by implementing the recently established effective planning and assessment procedures consistently across the key stages, with particular reference to marking;
 - improve accommodation which is in urgent need of repair and renovation;
 - improve attendance and punctuality by applying the existing procedures more rigorously;
 - ensure that all statutory requirements are met in the school prospectus and the governors' annual report to parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

58

Number of discussions with staff, governors, other adults and pupils

28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	10	35	43	5	2	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	265
Number of full-time pupils eligible for free school meals	n/a	92

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	n/a	5
Number of pupils on the school's special educational needs register	n/a	58

English as an additional language

	No of pupils
Number of pupils with English as an additional language	53

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	1.8
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
	1999	18	20	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	7
	Girls	14	16	13
	Total	21	25	20
Percentage of pupils At NC level 2 or above	School	61 (68)	66 (57)	53 (64)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	13	11
	Girls	15	19	20
	Total	24	32	31
Percentage of pupils At NC level 2 or above	School	63 (68)	84 (82)	82 (96)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1997	17	21	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	9
	Girls	15	15	15
	Total	24	25	24
Percentage of pupils At NC level 4 or above	School	63 (60)	66 (49)	63 (43)
	National	71 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	13	11
	Girls	15	16	17
	Total	22	29	28
Percentage of pupils At NC level 4 or above	School	58 (57)	76 (49)	74 (51)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	56
Black – African heritage	93
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	114
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	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 - Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	25
Average class size	29.4

Education support staff: YR - Y6

Total number of education support staff	9
Total aggregate hours worked per week	176

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	571,264
Total expenditure	571,116
Expenditure per pupil	2,172
Balance brought forward from previous year	26,195
Balance carried forward to next year	26,343

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	265
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	0	0	2
My child is making good progress in school.	71	24	2	2	0
Behaviour in the school is good.	53	29	13	2	2
My child gets the right amount of work to do at home.	36	36	13	16	0
The teaching is good.	56	40	2	0	2
I am kept well informed about how my child is getting on.	47	40	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	0	0
The school expects my child to work hard and achieve his or her best.	73	22	4	0	0
The school works closely with parents.	38	44	13	2	2
The school is well led and managed.	51	36	4	2	7
The school is helping my child become mature and responsible.	56	38	4	2	0
The school provides an interesting range of activities outside lessons.	33	36	13	7	11

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

79. The school's last inspection judged provision for the under-fives to be unsatisfactory. The findings of this inspection differ considerably. There have been significant improvements to the teaching and standards of provision in the reception class which have impacted positively on the development of the Early Learning Goals for children in the foundation years.
80. Attainment on entry to the school is below the national average. Many children enter school able to communicate their needs and ideas using their home language and are at an early stage of expressing themselves well in English. Some are able to communicate fluently in English and most children indicate that they understand what is said to them. All children make very good progress and are well on course to meet the Early Learning Goals in all of the areas of learning by the time they reach statutory school age. This is due to very good teaching in the reception class.

Personal, social and emotional development

81. Children under five make very good progress with personal, social and emotional development. This reflects the skilful teaching in the class. Well-established routines allow all children to feel secure and happy in their environment. They are learning to become independent when making choices for which activity to engage in. They listen to the adults' instructions and are eager to please. Social skills, such as co-operation, are being well developed as children learn to take their turn. They work and play alongside each other well, sharing resources, helping each other with tasks and tidying up.
82. The adults provide very good role models for the children, always treating each other and the children with respect and courtesy. In circle time the children are encouraged to be polite, kind and helpful towards others, to say 'please' and 'thank you', and to take responsibility for their own behaviour. During registration, all children respond to a greeting from the teacher. Time and care are given to an autistic pupil who is always encouraged to make a response.

Communication, language and literacy

83. Many children enter the reception class coming from different cultures and communicating in languages other than English. They are well supported by the class teacher and the specialist teacher, both of whom work in partnership to develop the language skills of the children. Children enjoy listening to stories and rhymes told to them by the teacher and make up their own stories along similar lines to the plot and act out stories in the role-play area. They read books with enthusiasm, using pictures to extend imaginative language. Some of the higher ability children can recognise script and read simple sentences. In writing, children learn to recognise shapes of letters. Pencil control, in general, is satisfactory and most children can write their names with upper and lower case letters. Very good support is provided by the nursery nurse and classroom assistant who work alongside the teacher with special educational needs children individually or in small groups. They provide children with the opportunity to practise fine motor skills in writing and encourage children to talk about their work.

Mathematical development

84. Children are learning to count securely to five. Some count well beyond and up to at least 20. A good variety and wide range of practical activities are provided for the children to explore and develop their mathematical language. They are beginning to recognise simple two-dimensional shapes such as squares, circles and triangles and can differentiate between flat and solid shapes. They use a range of apparatus to match and build new shapes, and become excited when they discover new shapes which have a name, such as hexagons. Teaching and learning are particularly good in this area as children are given opportunities to develop a delight in mathematical exploration and investigation.

Knowledge and understanding of the world

85. Children enter the reception class with a wide and differing range of general knowledge. They are provided with many opportunities to build on this knowledge to understand more about where they live and what has happened to them since they were babies. Photographs showing changes in their appearance are displayed in the classroom. The children who are learning English as an additional language respond well to the wide range of experiences provided. They use their senses to describe the smell and taste of different foods and can name a range of different fruits, vegetables and other foods that are required for healthy living. Children develop computer skills by practising at a keyboard using a mouse to drag and click. They respond confidently to the instructions given on the screen.

Physical development

86. Although opportunities for physical development have improved since the last inspection the provision of large equipment for outdoor play is still unsatisfactory. Due to limited storage space there is still a lack of wheeled toys and balancing and climbing apparatus. Unless the situation is rectified, this will seriously hamper the otherwise good progress in meeting the Early Learning Goals for physical development. The teacher makes the best use of the equipment that is available and the quality of teaching in this area is excellent. Her expectations of behaviour and performance are high. She allows children the freedom to explore different ways of moving and uses her knowledge of the children's capabilities to raise standards. As a result the children work hard at the activities and strive to improve on their own performances.

Creative development

87. The children achieve well in the artistic aspects of their creative development. They are taught how to use a range of pencils, paints, crayons and pastels to create very good representational drawings and pictures. Excellent observational drawings of flowers and faces are displayed outside the classroom making an attractive environment for children and parents to enjoy. The role-play area is being developed to provide further opportunities for impromptu drama and acting out stories. Children enjoy singing and simple rhymes and songs which are often used as a valuable learning tool. Overall, the quality of teaching and the quality of learning are very good and all staff plan for and provide a wide range of valuable experiences for the children.

ENGLISH

88. Results in the 1999 National Curriculum tests at Key Stage 1 showed that standards attained by seven year olds in reading and writing were well below the national average and equally so when compared with similar schools. At Key Stage 2, standards were below the national average and broadly in line when compared with similar schools. Over the last three years, results have remained low but have improved substantially in 2000, notably at Key Stage 1, with reading improving by approximately 20 per cent and writing by ten per cent. Evidence from the inspection reflect these outcomes and shows that the majority of pupils are making satisfactory progress.
89. By the ages of seven and 11, pupils' attainment in speaking and listening is below the national average. Whilst high attainers listen and speak confidently in response to teachers' questions and in plenaries, there are few planned opportunities for pupils to talk for a range of purposes particularly opportunities for work in groups and presenting work to different audiences. This is because activities specifically focused on speaking are not systematically planned and supported by a scheme of work to ensure progression and enable the school to assess outcomes over time. By the age of 11, pupils engage well in speaking and listening activities when given the opportunity. This was well exemplified in a Year 5/6 class where the whole class was divided into mixed ability groups and invited to draft a poem. Because the task was designed as a collaborative activity, pupils engaged in exploratory talk to negotiate a topic, title and sharing ideas about the style of writing. However, in another lesson where the learning objective was specifically focused on shared discussion and building on the views of others, little interaction occurred between pupils and the discussion consisted only of an open ended question about how a poem is structured, which the majority of pupils struggled but failed to answer effectively. Very little in this lesson was focused on enabling pupils to share and discuss their ideas of structure.
90. Attainment in reading by the end Key Stage 1 and 2 is below the national average for the majority of pupils. By the end of Key Stage 1, above average pupils enjoy reading and are able to talk about the plot. They read with confidence and expression. Average pupils can talk about the content of what they read and make good use of phonic clues but many including lower attainers read hesitantly and are much less forthcoming when invited to comment on the plot, characters or their preferences. Several pupils have poor library skills and do not know how to use classification systems to look for a book on a specific subject. At Key Stage 2, pupils use a range of strategies to help them in their reading and discuss a variety of texts. They use these well when they read independently. Higher attainers predict what might happen using their knowledge of the plot and characters and justify their predictions. However, few pupils recall in clear detail the range of books they may have read. Reading is well managed with increasingly improving provision for guided reading and positive use of information and communication technology to motivate lower attainers or reluctant readers. There were many examples of pupils using their 'thought book' to record their comments about what they read and good records kept by teachers as part of ongoing assessment. These improvements are beginning to have a positive impact on standards and pupils make satisfactory progress in reading. It is regularly monitored through regular tests. Volunteers are used to assist with hearing pupils read. Library facilities are restricted and opportunities to use books for independent research are limited. However, the school makes good use of one of the local libraries to which pupils are taken as well as the loan facility of the Southwark library.

91. Attainment in writing by the end of Key Stage 1 and 2 is below the national average. By the end of key Stage 1, higher attainers develop their ideas in sequence and use capital letters with most words correctly spelt and use joined writing. They choose vocabulary imaginatively and some start reviewing books and comment on story structure. However, whilst many pupils manage to communicate meaning, the majority do not write in sentences, sustain ideas and develop them sufficiently. By the end of Key Stage 2, higher attainers write extensively and produce a variety of narrative and non-narrative texts. However, a high proportion lack confidence and understanding to produce work using vocabulary that is rich or is arranged in a way that captures and holds the readers' attention. Spelling is not always accurate. There are many examples of pupils' written work which is not marked for long periods although from this September, this is changing with much of the current work being effectively commented on and pupils being given guidance of how to improve their work. Standards in handwriting for a number of pupils are unsatisfactory.
92. Pupils' attitudes in English are positive in most lessons. The majority of pupils are keen, well focused and engage well with activities. The exceptions to this largely depend on the quality of teaching and the ability to manage pupils' learning. In some instances, pupils' behaviour and knowledge of the basic ground rules of classroom routines are lacking in the lower end of Year 1 and to a much lesser extent among a minority in Year 4/5 where pupils lack the self discipline and initiative to settle quickly especially when expected to work independently on group tasks. Pupils in Year 5/6 collaborate effectively during group activities and behave in a mature way, for instance when expected to read quietly.
93. The quality of teaching is mainly good or very good in one quarter of the lessons observed, satisfactory in over half and less than satisfactory in the remaining quarter. Where teaching is good or very good learning objectives are thoroughly rehearsed with the pupils to focus their attention and revisited at the end to check their understanding. Effective questioning is used to consolidate understanding of text features, for instance, the use of pictures in a non-fiction text and the layout of instructions about how to make a cup of tea in one Year 1/2 class. In this instance, the teacher used a puppet in the role of a friend and praise to motivate pupils and involve all of them in the process. The use of clear illustration of how letters combine to make sounds was fully grasped by pupils including those with special educational needs who were ably assisted by the classroom assistant. Very good use was also made of information and communication technology during independent group tasks with the work being closely linked to the main focus of the lesson. Where teaching is less than satisfactory, this was mainly due to inexperience and a lack of match of the work to pupils' learning needs or the mismatch between an appropriate learning objective and the inadequate method used to implement it. Behaviour management is a particular weakness in these lessons.
94. The school uses the National Literacy Framework effectively and strategies for continuous development and improvement have led to more focused provision for guided reading. Very effective assessment procedures have been developed and are well used to inform how pupils are grouped and to focus on individual pupil achievement. The school carries out detailed analysis of tests and has already identified underachievement among pupils of African Caribbean origin and other groups of pupils in specific year groups. Action has been taken to support the pupils through the Ethnic Minority and Travellers Achievement Grant as well as the purchase of laptops and books to motivate reluctant learners or low attainers. The co-ordinator has good expertise and works hard with other colleagues to secure improvements which are beginning to impact on standards. A thorough audit of the curriculum is used to inform development planning and appropriate priorities being

identified with clear timescales, success criteria and arrangements for monitoring and evaluating outcomes. Whilst the literacy framework is thoroughly followed, since the last inspection, there still has not been any development of schemes for listening and speaking to ensure clear progression. Individual pupil targets to enable them to improve and the tracking of their progress over time, have not been developed.

MATHEMATICS

95. Pupils' attainment in the 1999 end of Key Stage 1 national tests was very low in comparison with the national average and with similar schools. The 2000 national tests show a significant improvement over the previous year as a result of the teaching which is generally good, and the successful implementation of the National Numeracy Strategy. Although pupils' attainment in the 1999 end of Key Stage 2 national tests was below the national average, it was above average when compared to similar schools. The 2000 national tests show that attainment has risen since the previous year and is in line with the 2000 national average. However, current inspection findings indicate that attainment by the end of Key Stage 2 is just below average. The school is aware of this and has appropriate strategies in place to improve the standards in mathematics.
96. Pupils in Key Stage 1 make and record number stories with confidence. They are able to recognise the names of coins and use these to make imaginary purchases of objects of different values. Pupils in Key Stage 1 recognise common two and three-dimensional shapes and they are able to describe some of their properties. Most pupils are provided with many opportunities to work in pairs or independently. However, because of a lack of confidence in their mathematical understanding, pupils in some classes rely heavily on their teachers to select appropriate strategies to adopt. These are generally well supported by assistants working alongside teachers in every class.
97. At the end of Year 6 pupils develop a good grasp of subject specific vocabulary and are able to explain their mathematical thinking. Most pupils have a good knowledge of the multiplication tables. As a result their mental recall is quick and accurate. In investigating lengths of various classroom objects, they develop skills in measuring straight and curved lines using metric and other traditional units. Pupils understand the equivalence of fractions and can convert simple fractions into decimals. They apply their numeracy skills in practical, problem-solving situations. These skills are also used to support work in other subjects, for example number patterns and symmetry have been used to produce attractive repeat patterns in art. Pupils in Years 5 and 6 use their information and communication technology skills soundly to produce graphs and charts with the aid of computers.
98. Pupils' attitudes to learning are positive in both key stages and they generally sustain concentration and interest well. They can work well together in pairs and small groups.
99. The quality of teaching is generally good in both key stages and this is having a positive impact on standards. Teachers plan their daily lessons well, and because lessons are usually driven by clear learning objectives, they have a sense of shape sequence and direction. Plenary sessions at the end of each lesson vary in quality. The most effective sessions recap and reinforce learning, allow pupils to reflect on what they have learnt, and inform them how the topic will develop. This gives pupils a sense of understanding and purpose in what they are doing. Several teachers make sure that pupils fully understand key learning points before moving them on.

Many teachers have high expectations of pupils' behaviour and the standards of work they produce. They try to relate mathematics as much as possible to everyday life to make it more relevant to pupils and to develop their mathematical understanding. Pupils in these classes make good progress. Those pupils for whom English is an additional language are making good progress and are frequently amongst the higher attaining groups. Pupils with special educational needs are well supported by trained, experienced assistants and make good progress.

100. The co-ordinator has made a very positive start to implementing the National Numeracy Strategy and offers effective leadership for the subject. She has produced a comprehensive policy and a good action plan to raise levels of achievement in both key stages. Assessment is based on the QCA scheme and assessment is ongoing in all classes. This feeds into the medium and long-term planning so that all gaps are covered. The co-ordinator uses non-contact time effectively to monitor teaching provision throughout the school. Having identified areas of weakness she has led training for colleagues on the National Numeracy Strategy through twilight sessions or giving demonstration lessons in class. She has worked hard to ensure that every class has a good range of learning resources and that these are put to good use in lessons. The results of national tests and other assessment data are analysed carefully, in order to note how pupils from different gender or ethnic groups perform. The setting of regular homework is now in place and parents are actively encouraged to support their children's learning and development in mathematics. The subject fully meets statutory requirements.

SCIENCE

101. The 1999 teacher assessments for pupils at the end of Key Stage 1 were below the average for similar schools. In 1999 Key Stage 2, the standards reached in the National Curriculum tests in science were well below the national average. In 2000 national tests, standards in science had greatly improved in both key stages. In Key Stage 2, 78 per cent of pupils attained Level 4 or above of which 21 per cent of pupils attained Level 5. The results in Key Stage 2 have 'caught up with' and are in line with the 1999 national average. However, the standards are still below the national average for 2000 which has risen by seven percentage points from last year. Using the Key Stage 2 SATs results, the basic trend of attainment in science since 1996 has been upward. From the work seen during the inspection of pupils currently in Year 2 and in Year 6, many are attaining standards in line with national expectations. This is similar to the finding in the last inspection when the attainment was judged to be in line with the national expectations.
102. By the time pupils are seven years old, they develop their knowledge and understanding of health and growth, and they study the importance of balanced meals, and the role of medicines to help us get better when ill. Pupils respond positively to the 'surprise' visit of a hospital nurse who answers their questions about her work as a radiologist, and the hospital she works in. They are fascinated to see some of the X-ray films she has brought, including that of the coin swallowed by a child. Most Year 2 pupils can recognise how different living things are found in different places; they can describe similarities and differences between materials. Many pupils can also demonstrate an understanding of the basic forces of push and pull. They can also investigate objects which are attracted to a magnet (clip, pin, bolt) and others which 'do not stick' (peg, paper, Lego) and record these findings simply. Sound progress is made at Key Stage 1 as pupils extend their knowledge and develop simple recording skills.

103. Eleven year old pupils extend their previous studies on humans as organisms, as a model of a human skeleton is used as a key resource. Many demonstrate a sound knowledge of the names and location of bones, and of major organs in the body. The lungs - 'breathe in oxygen, breathe out carbon dioxide'; brain - 'memory', 'tells your body what to do'; and bladder - 'stores water', 'urine'. They understand how the skeleton provides support, and protection for the body. Many know the three types of joint - hinge, ball and socket, and sliding joints - and can name examples of these in relation to the human body.
104. By the end of the key stage most pupils have made sound progress in their knowledge and understanding of various science topics, such as life processes relating to humans and plants, materials, and the forces of attraction and repulsion between magnets.
105. In the work and activities observed in Key Stage 2 there was less evidence of pupils engaging in investigations, and older pupils had only limited appreciation of the practical applications of fair testing. It is recognised in the school that, with the emphasis upon revision for the Year 6 national tests, there is the danger of reducing the opportunities for pupils to develop their investigational and recording skills.
106. At both key stages literacy is developed well. Pupils label their diagrams accurately. Many respond confidently, and are encouraged to express their ideas clearly and fully when answering questions posed by their teacher. There was less evidence of the application of numeracy skills in the work seen during the time of the inspection.
107. Pupils with special educational needs make good progress. They have good support and staff are aware that although some pupils may have poor literacy skills, they can succeed in the practical aspects of science.
108. Pupils' attitudes to learning are positive in both key stages and they generally sustain concentration and interest well. They can work well together in pairs and small groups, and such collaborative work contributes to their social development.
109. The quality of teaching is satisfactory, and this helps to sustain the satisfactory progress of pupils. Lessons are planned thoroughly, and clear learning objectives are highlighted for pupils at the start of each lesson. In the most successful lessons, there is good management of pupils and of resources and skilful questioning techniques are used to encourage pupils to think. A brisk pace is maintained in these lessons. The learning of pupils was enriched last year by the decision to double the amount of time for the teaching of science in Key Stage 2 after the disappointing results of 1999, and by the additional booster classes run after school in preparation for the summer term national tests.
110. The science co-ordinator provides sound guidance for colleagues. The science policy has been reviewed recently, and new procedures for the regular assessment of pupils' progress are being implemented. At present pupils have insufficient opportunities to engage in independent investigations and enquiries. The school recognises the need to develop a coherent overall curriculum map for science as the QCA guidelines are evaluated and adapted. The cross-curricular links which are made in science lessons to other subjects such as design and technology and art, are a valuable aid to pupils' learning. Resources are adequate.

ART AND DESIGN

111. Standards in art are below average for the age of the pupils at both key stages. Whilst this reflects the standards attained at the last inspection, plans are in place to improve the provision throughout the school. This judgement takes into account the three Key Stage 2 lessons observed during the inspection, an examination of the pupils' work, discussion with the headteacher and analysis of the teachers' planning. The school has recently adopted the QCA scheme to provide curriculum mapping for the subject so that the expectations and experiences given to pupils enable clear progression as they move through the school. A two-year cycle is planned which will involve each class doing a block of two-dimensional work every term.
112. Observational drawings on display show that pupils in both key stages are learning to represent accurately what they see. The quality of such work is very good in the reception class but progression is not so evident elsewhere. Sketch books are not appropriately used to teach basic skills in drawing and improving techniques in line, tone and perspective. The work in these books is often disjointed and untidy. Pupils enjoy working with a range of media, there are striking examples of paintings of 'The Great Fire of London' displayed around the school. In another class impressive examples of tie-dying are on display. There was an insignificant amount of three dimensional work to be seen.
113. In one of the lessons observed, pupils enjoyed mixing paint to produce colours which represented emotional effects such as 'sad' or 'happy' in the style of Van Gogh. Good links were made with the history topic on World War II. Higher up the school, pupils made observational sketches depicting patterns of movement. Although some reference is made to the work of famous artists such as Van Gogh, this aspect of art teaching is still underdeveloped. There is limited evidence to show that the work of other artists has been used to encourage pupils to explore and investigate different techniques and media.
114. The teaching of art is satisfactory in two of the three lessons seen. In these lessons teachers have a secure knowledge of the subject which enables them to explain and demonstrate different techniques to be acquired. There are clear objectives for learning which build successfully on the previous work. Teachers use the work of pupils effectively to illustrate effects. Appropriate feedback is given and pupils are praised for trying hard.
115. The subject is co-ordinated by the headteacher at present and is in the early stages of development and resources are inadequate and are not easily accessible. The headteacher monitors teaching provision on a half-termly basis and has organised training for all staff to develop confidence in using the newly adopted QCA scheme. The school has organised art appreciation visits, for pupils, to the National Portrait, Tate, Dulwich and Horniman Galleries. There are plans to enhance the aesthetic appearance of the school by painting murals in and outside the main building.

DESIGN AND TECHNOLOGY

116. Standards attained in design and technology are in line with those normally found at the end of both key stages. This is a marked improvement since the last inspection report when attainment was below national expectations and the provision did not meet the statutory requirements. Skills are now taught so as to give more emphasis to design, and to evaluation, rather than simply developing manipulative skills.

117. At Key Stage 1 pupils learn basic skills of design, and as part of their work on food, they design a fruit salad or a vegetable salad. Year 2 pupils choose which items to include, and create a list. They use simple tools for cutting, peeling and slicing, and evaluate their product by asking questions about it. They build upon the skills developed in Year 1, such as scissor skills for cutting paper to compose a fish mobile. Pupils, including those with special educational needs, make satisfactory progress through the school. The development in evaluation skills is illustrated by Year 4 pupils as they plan, assemble and then evaluate lever operated toys. These are made from card and use split pin mechanisms. They produce a variety of ideas for their scenes including cottages, playgrounds, beaches and football grounds. Pupils consider the suitability of materials and their fitness for the purpose they wish to put them to. An example of this is considering the materials to be used when designing slippers for young or for old people. The friction of the soles is one example of where useful links are often made between design and technology and other subjects. Year 5 pupils make effective use of labelled sketches in their design of a musical instrument. Year 6 pupils can recount how the design process was followed in the way they made masks. They recall the reasons for their choices of the materials used, and show that they appreciate the role of evaluation. They also can identify features which work well, and what can be improved. Although pupils make some models involving wheels, they have insufficient experience of using technical construction equipment and of controlling models using information technology.
118. Only two lessons in Key Stage 2 were observed. The quality of teaching is satisfactory and very often good. The teachers show enthusiasm for the subject and this encourages good attitudes from the pupils, who work very well together and keep engaged in their activities throughout the lesson. Teachers also give appropriate emphasis to aspects of health and safety issues, such as in preparing food. The school has recently adopted the QCA guidelines for design and technology as a basis for planning, and is in the process of developing a more regular and consistent pattern of assessment focusing on skills progression. Resources are accessible and provide a basic minimum for supporting work in this subject.

GEOGRAPHY

119. Attainment by the end of both key stages is in line with what would be expected of pupils of this age. In Key stage 1, in Year 2, pupils identify and draw landmarks they see on their way to school and show an awareness of some of the features of the school vicinity. In Key Stage 2, pupils in Year 3 identify their country of origin on a world map and pupils in Year 4 demonstrate a satisfactory level of knowledge of countries that they identify on a map while studying Francis Drake's journey. By the end of the key stage, pupils show good knowledge and skills when they study different features and services within Southwark and write cogent pieces on the causes of pollution. Much of the writing at this stage by high attainers is based on pupils using research skills to find out their own answers.
120. The majority of pupils apply themselves well to geography. They are keen to participate in lessons and show interest and curiosity about places. Where tasks are carefully designed, pupils are engaged and keen to participate. In other instances, where either the method of teaching is inadequate or behaviour management is weak, pupils lack self discipline and are too noisy to be able to learn effectively.
121. The quality of teaching is mainly satisfactory except in one out of the four lessons observed where it was poor. Where lessons are satisfactory, the teacher builds on

pupils' previous knowledge and uses good examples of work to guide other pupils. In one good lesson, the teacher used oral questioning effectively and kept pupils alert by throwing a paper globe to those volunteering answers about continents and countries. In this lesson, pupils' knowledge and use of geographical vocabulary were consolidated and pupils' motivation increased as she focused on pupils' countries of origin. Where the lesson was poor, the teacher was unable to command the attention of pupils as the noise kept rising and, as a result, very little learning took place. The lesson was not appropriately structured to enable pupils to develop their knowledge, nor were they clear about the purpose of the lesson.

122. There is currently no co-ordinator for geography and the school is currently piloting the QCA scheme. The school has successfully managed to provide a broad and balanced curriculum by using time judiciously for a balance of light touch and in depth study of aspects of the Programme of Study. There is no formal monitoring of standards of teaching and learning at the moment. However, plans are in place for using learning targets as part of the assessment process.

HISTORY

123. At Key Stage 1, pupils in Year 2, demonstrate knowledge and understanding of the events and conditions prevailing during the Crimean War. They use their viewing of a video documentary to describe conditions like the wounding of soldiers, shortages of food and medicine and the lack of modern amenities like electricity. In their study of World War II, pupils in Year 4 ask their own questions, based on their reading about the war, to find out about evacuees. They identify sources of information and consult, including a black perspective, through interviews with a member of staff.
124. The majority of pupils show positive attitudes towards the study of history. They are keen to answer questions and find out information. Pupils in Key Stage 1 show curiosity and enjoy the opportunity to view video documentaries which adds to their motivation and eagerness to ask and answer questions. A minority of pupils in Year 4 and 5, however, are easily distracted and lack concentration and motivation to learn.
125. The quality of teaching is excellent in one out of five lessons observed, good in one other lesson, satisfactory in two and unsatisfactory in the remaining lesson. Where lessons are good or better, effective links are made to pupils' previous learning and good use is made of learning objectives which are shared with pupils to focus their attention. Good use is made of visual aids like video programmes to bring history alive and the highlighting of specific subject vocabulary. This enables all pupils to be involved, including those with special educational needs who are well supported through the classroom assistant. Where the teaching was unsatisfactory, learning objectives are unclear and pupils do not have sufficient opportunities to focus on historical skills. Pupils simply copy from the board.
126. There is no co-ordinator currently for history and the school is currently piloting the QCA scheme. The school has successfully managed to provide a broad and balanced curriculum by using time judiciously for a balance of light touch and in depth study of aspects of the Programmes of Study. There is no formal monitoring of standards of teaching and learning at the moment, although plans are in place for using learning targets as part of the assessment process and to ensure progression in learning.

INFORMATION and COMMUNICATION TECHNOLOGY

127. Standards of achievement in information technology by the ages of seven and 11 are in line with national expectations. This is a significant improvement since the last inspection when standards were judged to be below expectations throughout the school, with many pupils underachieving. The school has made marked improvements to the provision over the past few months enhancing the provision for information and communication technology considerably. These developments have included the setting up of updated computers, two in each class and 20 laptops, linked to the Internet and with suitable software to improve the teaching and learning of information technology skills as well as supporting many other subject areas of the curriculum. The staff will receive thorough training to teach computer skills during the autumn term, 2000. During the inspection the pupils had access to classroom-based computers, laptops and projectors, which were carefully timetabled by teachers to give all pupils equal access. There has been considerable improvement in this area since the last inspection, both in provision and standards.
128. By the age of seven, pupils can use a computer for word processing and have a developing knowledge of the keyboard and its functions. They can use toolbar functions to change the font to improve the presentation of their work and can edit using the delete and arrow keys. By linking their work in information technology to other subjects, such as literacy and numeracy, they improve their skills in reading and writing effectively. For example, in a Year 1/2 class, a very well-planned lesson ensure that pupils learn to use the laptops and appropriate software in order to enhance their reading skills. Here, they also had a very good opportunity to develop their independent learning skills. At the age of 11, pupils can word process with confidence. They use the school website to write about their field trip and their work in English and history. They use CD-ROM to research information about a range of subjects such as 'Egypt' in history. They have a good understanding of the uses of technology in the world and its impact on our daily lives. Some of the pupils from present Year 5 learnt to build computers in school, supported by the information and communication technology consultant. These computers are now used in classrooms. Pupils in Year 6 are, at present, preparing a presentation of their work at an assembly, using the programme 'power point' and projectors.
129. Only one lesson involving direct teaching of information technology was observed during the inspection, in addition to the teaching in computer club. However, pupils are observed to use computers in most lessons to support their learning by finding relevant information in various areas of the curriculum. On the basis of this evidence, scrutiny of teachers' planning and pupils' work and discussion with pupils, it is judged that the quality of teaching is good and improving further. Teachers plan information technology work very carefully in all subject areas and ensure that the classroom computers are used efficiently by ensuring that all pupils have access to the computers. Links with other subjects are effective and serve to enhance the provision across the National Curriculum.
130. Pupils thoroughly enjoy all work in this subject and work with great interest and enthusiasm. They concentrate well and treat all the equipment with great care. They respond positively to this opportunity for developing independent learning skills.
131. The new assistant headteacher has considerable expertise in this subject and co-ordinates the subject very efficiently. He, supported by the headteacher, has made marked improvement in the provision for and learning opportunities for all pupils to acquire knowledge and skills in information and communication technology, within a very short period. In the computer clubs, parents are encouraged to join their

children and to learn how to support their children's learning. The school has employed a very knowledgeable and helpful consultant, also a parent, to run the computer club, repair and maintain the computers and, in collaboration with the co-ordinator and external trainers, to train staff. This is due to begin in the week following the week of inspection. The school is involved in a teacher training project in information and communication technology with the South Bank University. This involves the use of the school network by students of the university's teacher training courses to explore teaching techniques with pupils. Large groups of students from the university have already visited the school to gain experience of the use of information and communication technology in the classroom to support the National Curriculum. All these recent initiatives have a very positive impact on the pupils' attitude to learning and the standards. The school uses the scheme of work by QCA to support teaching and is carefully tailoring it to the needs of the pupils. Planning is closely monitored to ensure that information technology is successfully taught in all classes. At present there is little assessment or recording of pupils' attainment, matched to National Curriculum levels, taking place but there are firm plans to improve this. The exciting developments taking place and the enthusiasm of all the staff and pupils are an indication of how the school is committed to raising standards in the subject to the highest possible level.

MUSIC

132. In both key stages standards in music are broadly in line with those found in most schools for pupils of this age. This is a similar picture to that reported in the last inspection.
133. Most of the music lessons are led by the music instructor working closely with the class teacher. In Key Stage 1, pupils sing action songs, and even when learning a new song, show their ability to sing and to maintain the beat in a simple pattern. While singing 'Pat-a-cake' they extend their skills of controlling pulse and rhythm. When they are clapping the beat, most can accentuate the first beat of 1 - 2 - 3. Their enjoyment of music is readily apparent, as is the full involvement of pupils with special educational needs.
134. In Key Stage 2, pupils are able to listen carefully to music, such as Gospel music with Gaelic origins. They can recognise ways in which sounds are used expressively to communicate different moods such as happiness. They are able to develop their appreciation of music from other countries and cultures. Older pupils, before learning to sing 'You had no money O', have the context of the Caribbean dialect clearly explained for them. They then continue to learn about phrase structures as one of the ways in which sounds are organised in simple forms. Performance skills are developed as some pupils use tuned and non-tuned percussion instruments when these are introduced to accompany the singing.
135. Pupils enjoy music and remain well behaved even when the tempo or rhythm is 'lively'. They enjoy playing instruments and listen attentively to other pupils demonstrating sounds and patterns using percussion instruments. These good attitudes are shown in assemblies, as well, when pupils through the school sing clearly, enthusiastically, and in tune.
136. The quality of teaching of music is good overall, and this reflects the successful team teaching approach evident in many lessons. The pace of the lessons, the good organisation of instruments as required, and the cheerful manner of much of the teaching, encourage all pupils to take a full and active part in the proceedings. A

similarly lively approach is adopted in the Music Assembly, when a high quality of singing is maintained throughout. Skills, such as breathing correctly, are also developed on these occasions.

137. There is good curriculum leadership in music. The guidelines from the QCA are being introduced as a basis for planning. The school recognises that the music policy is due for review. There are assessment procedures in place which are based on the progress pupils make in skill development. Pupils' learning in music is enhanced by visits from music groups, and by opportunities to participate in the recorder groups, and in the school choir. Resources are satisfactory overall. However the acquisition of additional resources, such as pan drums, would broaden the musical experiences for pupils.

PHYSICAL EDUCATION

138. Standards of attainment by the end of Key Stage 1 and 2 are in line with national expectations. In Key Stage 1, In Year 2, pupils explore skills of throwing a ball, using different techniques and discover the effect of distance. The majority of pupils repeat such action with a reasonable amount of accuracy and control. However they are not involved in evaluating their performance and suggesting improvements. In Year 5, pupils explore throwing quoits into hoops and develop their ability to choose and use simple tactics to improve accuracy by repeating actions. However few can articulate why certain techniques work better than others. By the end of Key Stage 2, in football, pupils in Year 6 pass the ball accurately and use tactics of dribbling and defending. They practise these actions and gain in fluency and accuracy. They use the teachers' interventions well to improve their techniques, but do not analyse their own and others' work themselves.
139. Overall, pupils achieve well against their prior attainment in both key stages. In Key Stage 1, progress is enhanced by the guidance and clarity in expectations as well as the time given to pupils to practise and improve their performance. In Key Stage 2, progress is often good. This is reflected for instance in a Year 6 lesson where pupils are given opportunities to explore and refine their skills through the teachers' interventions.
140. The quality of teaching is sound in two thirds of lessons observed and good in the other. Teachers' planning is detailed, well structured and identifies clear objectives. Where teaching is good, pupils are briefed about the skills to be practised and the teacher uses effective demonstrations and interventions to enable pupils to improve their performance. Time and pace are effectively used in a number of lessons where pupils are divided in groups to practice activities with good and well timed interventions by the teacher. In some instances skills are not actively developed through demonstrations and pupils are left to discover for themselves what works and what does not.
141. Pupils respond generally well in physical education lessons. They understand the importance of listening and following instructions. They work well individually and with a partner. They change quickly and help willingly in carrying equipment at the end of sessions. Pupils are enthusiastic and show keen interest and motivation when working with a partner. A minority of pupils come to school without a kit and a few do not always follow instructions.
142. The co-ordinator shows a lot of enthusiasm and commitment to the subject and liaises well with external providers to enhance provision. Pupils are involved in a

range of extra-curricular activities including a dance club, football and gymnastics competitions. The co-ordinator has identified priorities for developing the subject, but there are no success criteria and targets are not sufficiently focused on raising standards. At the time of inspection there was no clear arrangement for the provision for adventurous activities and no monitoring for standards in teaching and learning.