

INSPECTION REPORT

SNOWFIELDS PRIMARY SCHOOL

Bermondsey

LEA area: Southwark

Unique reference number: 100811

Headteacher: Ms Denise Rogers

Reporting inspector: Ms Frances Forrester
11590

Dates of inspection: 17 – 20 October 2000

Inspection number: 224489

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Kirby Grove Bermondsey London
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Appropriate authority:	The governing body
Name of chair of governors:	Robert Smeath
Date of previous inspection:	May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Frances Forrester	Registered inspector	Areas of learning for children in the foundation stage. Religious education.	The characteristics and effectiveness of the school. The school's results and pupils' achievements. English as an additional language. The autistic unit. Teaching and learning. Equal Opportunities. How well the school is led and managed.
Glenda Spencer	Lay inspector		Pupils' attitudes, values and personal development. Pupils' welfare, health and safety. Partnership with parents and carers.
Margaret Lygoe	Team inspector	English. Art.	Special educational needs.
Edmond Morris	Team inspector	Science. Information technology. Geography. Music.	Quality and range of opportunities for learning.
Maxine Slater	Team inspector	Mathematics. Design and technology. Geography. Physical Education..	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Snowsfields Primary School is an inner city school in a disadvantaged area of Bermondsey. It is part of an Education Action Zone. The school is slightly smaller than average and although it is getting larger, many pupils do not join the school from the very start in the nursery. There is an imbalance of boys and some classes have very few girls. There are a number of refugees who are temporarily housed in the area. Some are experiencing emotional problems as a result of their past experiences. At the time of the inspection, four pupils from travelling families had also been admitted. Over a third of the pupils are entitled to free school meals which is above the average. The percentage speaking English as an additional language is very high. Forty-four pupils are at an early stage of English. The main other languages which are spoken in the school are Bengali, Yoruba, Twi and Spanish. Over a quarter of the pupils have special educational needs, and 22 pupils have educational statements, all but one in the autistic unit, which is well above average for a school this size. The school provides a specialist unit for 21 autistic pupils. Classes are arranged in different ways according to the different year group sizes. Some classes are organised to cater for one year group, while others cater for two years.

HOW GOOD THE SCHOOL IS

Snowsfields Primary School works very hard to raise its standards of education. It has a number of very good features. The leadership and management of the headteacher, deputy head, head of the autistic unit and other key members of the teaching staff are having a significant impact on its work. The school's strengths outweigh its weaknesses and it gives good value for money.

What the school does well

- The school's provision in the Tim Jewell Unit for Children with Autism is outstanding.
- The quality of the teaching is good, with almost half of the lessons very good.
- Governors and staff have a shared commitment to improvement and a very good capacity to succeed.
- The community and its many volunteers make a very good contribution to pupils' learning.
- Relationships are very good: pupils are enthusiastic about their school and behaviour is often very good.
- Cultural development is very good and a great strength.
- The National Numeracy and Literacy Strategies are well implemented and they are having a positive impact on the school's results.

What could be improved

- The raising of standards in reading is hindered because pupils' choice of reading books is often too broad. Many older pupils have difficulty understanding the text of the stories they read.
- Handwriting standards are not high enough and vary because they are not consistently applied across all subjects.
- The pupils do not have sufficient access to computers and the resources are barely adequate. This is having a detrimental impact on the standards pupils attain and computer skills are poor.
- In mathematics standards not high enough: there are limited opportunities for pupils to learn how to collect and analyse information.
- The school's budget is not sufficient to sustain the support for the high number of pupils with learning, language or behavioural difficulties.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since it was last inspected in 1998. All the important areas for improvement have been dealt with successfully because the school evaluates its work very well. The school strives for the best results possible, despite low achievement in the national tests.

STANDARDS

The table shows the standards achieved by 11 year olds in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	Year 1998	Year 1999	Year 2000	Year 2000
English	E	E	C	A
mathematics	E	E*	E*	E
science	E	E*	E	D

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

In the national tests for 2000 the results of 11-year-olds pupils were much improved in English: they were average but much higher than those in similar schools. In science, results were well below average but higher compared with similar schools. Mathematics results were very low and in the bottom five per cent of all schools in the country. Again, results look better when compared with similar schools but remain low. However, pupils do not all enter the school at the same time, and consequently the numbers of 11-year-olds who have attended the school since they were five varies from year to year. The results are also often distorted because they include pupils who attend the autistic unit. Over the last four or five years results have improved at about the same rate as the national picture although results fluctuate each year. The school has set appropriate targets for further improvement, however, the fluctuating number of pupils from year to year, and high proportion of pupils with learning and behavioural difficulties, seriously impede its progress.

Children who start their school life in the nursery or Reception classes are very well supported and they achieve well because the teaching is good. By the time they are five, the most able children will attain appropriate standards in all the nationally agreed areas of learning for this age group. However, many children who are learning English as an additional language, and those who have special educational needs, will remain below average for their age group. By the age of seven pupils have made appropriate progress but test results remain very low.

The inspection confirms that standards in lessons are similar to the test results. By the time pupils are 11-years-old, the standards of information and communications technology (ICT) are too low. Although the school has a computer suite, there are limited resources and some staff lack confidence. In religious education 11-year-olds achieve appropriate standards for their age group. Pupils' achievements in history, music and physical education are also appropriate for their age. In art, the seven-year-olds attain appropriate standards: there was limited evidence for pupils aged 11 but based on pupils' work and teachers' plans standards are also appropriate. There was also limited evidence for geography and design and technology but, again, pupils' achievements are broadly satisfactory. The school has successfully implemented the National Literacy and National Numeracy strategies and these are helping to raise standards. The school has already successfully identified what it still needs to do to raise its standards further, for instance, improving

the presentation of pupils' work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	In the best lessons, pupils try hard to concentrate on their work. Most are enthusiastic about school and they show interest in their work.
Behaviour, in and out of classrooms	Behaviour is good, and often very good, in most lessons and in school assemblies. Any natural boisterousness is quickly controlled once pupils return to their classes.
Personal development and relationships	Relationships are very good at all levels. Pupils' personal development is very good and is a priority for the school.
Attendance	Pupils' attendance is below average but the school works hard to improve the rate of attendance: pupils do all they can to arrive on time for the start of the school day.

In the best lessons, where the teacher has very good class management, pupils concentrate carefully and they work hard. They have very good attitudes and their behaviour is very good. In just a few lessons when the work is not well matched to pupils' individual levels of ability, there are occasional noisy outbursts. They are noticeably polite to visitors and they willingly volunteer to show them which way to go.

TEACHING AND LEARNING

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

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

Good teaching is successfully promoting pupils' learning. Out of 54 lesson observations, 94 per cent were at satisfactory or better and 72 per cent were good, very good or excellent. Twenty-two per cent were satisfactory and six per cent were less than satisfactory. Good teaching, and often very good teaching, takes place in the nursery and Reception classes with children who are under five. Throughout the school, teachers are skilled at asking probing questions. Most manage their classes very well and have high expectations of behaviour and productivity. When the lessons are good, teachers make topics interesting. For instance, in English pupils write about national issues such as the arguments for and against fox hunting. The teachers effectively link subjects such as art, design and technology and mathematics. The weaknesses in less successful lessons are in the quality of class management. In these lessons, teachers find it difficult to control troubled pupils with behavioural difficulties, or else the topic lacks interest. In the few unsatisfactory lessons, the more able pupils are not challenged while less able ones find the work too hard. Mathematics and science teaching is consistently good.

The standard of teaching in the autistic unit is very good and care assistants help the teachers to give outstanding support to the pupils. Throughout the school, pupils with special educational needs, and those who are learning English as an additional language, are appropriately supported. The school effectively meets the needs of these pupils. The headteacher and her deputy give good support to individual groups of pupils with special educational needs within their lessons. Together with bilingual support staff, the deputy headteacher and class teachers give sound support to pupils who are learning English as an additional language. However, having an important management role, the deputy head is often too stretched. If she has to leave her work to support other pupils with behavioural difficulties, this affects the quality of the available support for pupils learning English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate curriculum, except in IT. Other rich opportunities are successfully provided to extend pupils' life experiences.
Provision for pupils with special educational needs	The pupils who have special needs are appropriately supported. In the autistic unit, teachers and care assistants give excellent support.
Provision for pupils with English as an additional language	The school makes appropriate provision for supporting pupils who are learning English as an additional language. Teachers provide support in lessons by adapting work to individual pupils' needs and abilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Cultural development is very good and a great strength of the school's provision. Moral and social development is good. The school provides satisfactory spiritual development.
How well the school cares for its pupils	Pupils' well being is a priority for the school's provision. The school takes great care of its pupils.

The school has an appropriate partnership with parents. It values pupils' different cultural backgrounds and covers the National Curriculum appropriately, except for information technology that does not meet statutory requirements. In the autistic unit and throughout the school, very good procedures are in place for child protection and staff show great care for the pupils in their class.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school management is a great strength. The headteacher and her deputy work successfully together and, with the head of the unit, make a very good team that ensures clear educational direction for the school.
How well the governors fulfil their responsibilities	The governors are very enthusiastic and they offer good support to the school. They willingly contribute ideas and regularly observe the school's work.
The school's evaluation of its performance	The procedures for monitoring the school's performance have proved very effective and resulted in good quality teaching.
The strategic use of resources	The school uses its available resources well. It uses its extra staff very effectively to support the many pupils with special educational or language needs.

The school's budget for the autistic unit is inadequate: the unit has to be subsidised from other allocated funds in order to maintain the high level of care which is necessary to help pupils make good progress. The school only balances its budget by deploying the deputy head and class assistants who happen to be bilingual to support the many pupils who are learning English as an additional language. In many subjects, the standard of resources is barely adequate and teachers often bring their own possessions to lessons to compensate for gaps in the resources. The premises officer willingly decorates classrooms in his own time. The governors, headteacher and staff are totally committed to working hard to help troubled pupils to remain in school and to promoting racial equality. Pupils who attend the unit are often successfully involved in school activities. Older pupils are successfully integrated into mainstream classes. The school

management is rightly very proud of the autistic unit and its excellent provision. The headteacher and deputy willingly support pupils with learning difficulties or anti-social behaviour in class. However, the school's budget is increasingly stretched. The school rightly recognises that if it is to sustain its very good improvements it will need to seek further funding. The school applies the principles of best value within its limited funding, and staff work very hard to give pupils the best education possible.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Staff effectively promote good attitudes. ▪ Children make good progress in the nursery. ▪ Pupils have effective help and guidance. ▪ The Parents' Forum is very successful. ▪ They like having a school uniform. 	<ul style="list-style-type: none"> ▪ Communication could be improved. ▪ Reading standards. ▪ Behaviour and the supervision of children. ▪ Concerns about hygiene, specifically not washing their hands before meals.

Inspectors judge the communication with parents could be improved, but note that the school's management is often very busy giving support elsewhere. During the inspection for instance, the headteacher ran the breakfast club. Reading standards are improving but inspectors judge book-boxes need careful monitoring to ensure pupils choose books that are better matched to their individual ability. There are a high number of pupils with potentially challenging behaviour. The school successfully supports them and helps them to behave well in order to make progress. The school does its best to keep the toilets clean; however; toilet facilities are out of date and they are urgently in need of refurbishment.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the nursery and Reception classes, the children who are under five make good progress and they achieve well according to their individual ability. This is a great improvement since the last inspection when the Reception class was unsatisfactory and standards were below the national expectation. Children enter the school with very different levels of attainment. Some are above average, speak well and they are mature enough to mix well socially. Others find it difficult to take turns and mix with other children. There are also some children who have no understanding of English as an additional language.

2. Despite these differences, children quickly settle into the school's daily routines and learn successfully. They settle in well and they quickly become increasingly sociable. The very good provision in the nursery followed by good provision in the two Reception classes is having a positive impact on children's learning. Children's development is in line with the expectations for their age group in social, creative and physical development. Most, willingly, take turns and readily play with other children, but some lack confidence or else they speak very little English so they are reluctant to talk in a group. Some find it difficult to hold a pencil or to recognise their own name; they have little understanding that writing communicates meaning. The oldest develop a good understanding of number and they accurately count to 10 and beyond. New, very young entrants find it difficult to recognise many numbers. By the time they are five, most children achieve well. They count confidently and, in their play, recognise 'more' and 'less', 'longer' and 'shorter', 'heavier' and 'lighter'. They solve mathematical problems as they balance, for instance, a small teddy bear, comparing its weight to a number of plastic cubes.

3. The consistently good quality teaching in the nursery and Reception classes is having a very successful impact on children's attainment. The teachers have very high expectations of the children. For instance, they expect them to behave very well and to be polite to each other. By the time they move to Year 1, most children will benefit from the very good provision and attain very well in emotional, personal, social and physical development. Teachers provide a very good range of activities, which motivate the children to work hard. This means that, on transfer to Year 1, the children are well prepared for the National Curriculum and some more able children will already attain above average standards in some areas such as in personal, social and emotional development and physical education. They meet the national expectations for this age group in language and literacy, mathematical and creative development and have an appropriate knowledge and understanding of the world. By the time they are six, children have a good knowledge and understanding of the world and they confidently use a computer. Children with special educational needs are well supported and they make similar progress to their peers and achieve according to their individual ability. The teachers very effectively support the children who are learning English as an additional language. They try to ensure they provide good quality pictures that attract children's attention, as well as other visual clues to aid their understanding. However, despite this good support, the children who are learning English as an additional language and those who have special educational needs are likely to remain below average for their age group. The early work children cover in the nursery and Reception classes provides a very good foundation for their future education.

4. Unfortunately, not all pupils attend the nursery and thus do not benefit from this good start. They start school at different times and consequently the number of 11-year-olds who have had the advantage of consistent education throughout the school varies from year to year. Some pupils, such as refugees, join the school with severe emotional problems and they need a great deal of support if they are to settle and achieve as well as they can.

5. The school strives for the best results possible, despite low achievement in the national tests. In the last inspection, the national test results were below average but the school's improvements were recognised. In the national tests for 2000 the results of 11-year-olds pupils were much improved in English: they were average but much higher than those in similar schools. In science, results were well below average but higher when compared with similar schools. Mathematics results were very low and in the lowest five per cent nationally. Again, results look better when compared with similar schools but remain low. The school has already successfully identified what it still needs to do to raise its standards further. For instance, teachers are clearly working on improving the presentation of pupils' work, and this is proving successful. The school has successfully implemented the National Literacy and National Numeracy strategies, and these are proving helpful in the school's endeavours to further raise standards. Trends show that standards have improved slightly and they are similar to the national trend, although they remain low.

6. One of the reasons for the low national test results is that they include the results of pupils who attend the autistic unit so the percentages are often distorted. The school has agreed appropriate targets for its further improvement and with good quality teaching it should prove successful. However, the fluctuating numbers on roll, high numbers of troubled pupils and many with learning difficulties impede its progress. In the last inspection, seven year olds' standards in information technology and history were criticised as being too low. Evidence from lessons shows that the school has effectively raised the standards in history, but little progress has been made in raising the standards of pupils' computer skills. By the time pupils are 11-years-old, the standards of information technology are still too low. Although the school has a computer suite and it recently appointed a teacher to develop the subject, there are only limited resources and some staff lack the confidence to suitably teach computer skills.

7. The school meets the requirements of the locally agreed syllabus for religious education, and 11-year-olds achieve appropriate standards for their age group. By the age of 11, they have an appropriate knowledge of the Muslim, Buddhist, Sikh and Jewish faiths, and effectively learn the principal values from these religions. The school standards in history, music and physical education are satisfactory. In art, the seven-year-olds attain appropriate standards: there was limited evidence for pupils aged 11 but based on pupils' work and teachers' plans standards are also appropriate. There was also limited evidence for geography and design and technology but, again, pupils' achievements are broadly satisfactory.

8. Throughout the school, pupils who have special educational needs and those who are learning English as an additional language make sound progress because teachers and class assistants effectively support them in class. In addition, the headteacher and her deputy work very hard to give additional support to help pupils to achieve as well as they can. For instance, the headteacher provides good support in older classes to help small groups of pupils with emotional problems to learn. The headteacher has successfully introduced a Bengali group, using a bilingual class assistant to help promote the pupils' mother tongue and to give Bangladeshi pupils an awareness of poetry from their own culture. Pastoral support is offered to Black Caribbean pupils through a local Caribbean mentoring scheme. These initiatives are proving most successful, but both the headteacher and her deputy's time is very stretched and this limits their ability to improve the provision further.

9. Pupils in the school's autistic unit achieve well according to their individual ability. The school works very hard to give pupils access to all subjects of the National Curriculum, which has been effectively adapted to meet individual needs. By the age of 11, many of the pupils are confident to read aloud and to write independently. They have a basic practical understanding of science and they are beginning to use a computer for simple word processing. In other subjects, such as history, geography and art, pupils achieve as well as they can, because of the excellent support from teachers and carers who give patient but challenging support which allows them to learn at their own pace and in their own way.

Pupils' attitudes, values and personal development

10. The vast majority of pupils have very good attitudes in school. They are keen and concentrate well in most lessons. They listen attentively and eagerly contribute their ideas and opinions to class discussions. Pupils are self disciplined and well disposed to helping each other; this is exemplified in physical exercise and design technology lessons where pupils readily help those who are less confident. Most pupils persevere with tasks and take pride in their work. Pupils who speak English as an additional language try very hard to acquire new vocabulary. They listen carefully when adults explain the work. Throughout the school pupils are eager to take part in the good range of activities that the school provides, including clubs and sporting activities and school visits, especially the residential visits.

11. The quality of behaviour is good and it is a strength of the school. Pupils are clear about the school's Code of Behaviour, they understand the rewards and sanctions used. Pupils respond to the school rules well, and they are courteous. They spontaneously enter into conversation with visitors and talk about their work. At playtime and lunchtime, pupils play well together. They show respect for school property and this is clearly reflected in the way the school environment is well cared for.

12. The good attitudes and behaviour have mainly been brought about through the successful implementation of the positive behaviour policy supported by parents. The school's good working relationship with outside agencies, such as "The Place 2 Talk", where pupils are referred by an adult, and gives the chance to talk over issues. Similarly "The Place 2 Be", gives pupils 10 minutes at lunchtime to talk over any private concerns in confidence. The Behaviour Support Group also effectively supports children with severe behaviour problems and is proving to be a success. The school provides a calm learning environment for all pupils. Although there have been a high number of exclusions over the last two years, the inspection team found that these decisions were justified.

13. There are opportunities as pupils move through the school to take on responsibilities appropriate to their age and abilities. Each class has a monitor, and even in the youngest classes, pupils take registers to the school office. Older pupils are given opportunities to show visitors around, and two children from each class are selected to act as representatives on the school council. The school plans to increase the responsibilities it gives to older pupils.

14. Relationships between individual pupils and adults are very good in the majority of cases. Members of staff provide good role models. Although pupils come from a diverse range of ethnic backgrounds, there was no hint of any racial disharmony and no evidence of bullying or oppressive behaviour during the inspection. The oldest pupils in the Tim Jewell Unit attend assemblies and they are made to feel welcome by all in the school. The vast majority of parents who responded to the questionnaire and those who attended the parents' meeting said their children liked school.

15. Pupils with special educational needs form good relationships with staff and other pupils. They feel supported and respond well when they receive additional help. Overall, they have positive attitudes to school. Some troubled pupils need much individual support to have positive attitudes to school. When the teacher's class management is not good, these pupils lose their concentration and prod and poke each other; in one poor lesson they badly treated school resources and became out of control. At other times the headteacher or her deputy successfully intervene and calm them down, encouraging them to complete their work.

16. Attendance at the school is satisfactory. Holidays during school term are very few and the school works very hard to maintain this good practice.

HOW WELL ARE PUPILS TAUGHT?

17. The good, and often very good, quality teaching of children who are under five in the

nursery and Reception classes is having a very positive impact on children's learning and providing a good foundation for the future. This is much improved since the last inspection, when the teaching in the Reception class was only sound or better, and some unsatisfactory teaching was noted in a Reception /Year 1 class. Teachers have very high expectations and the children quickly learn that only good behaviour is acceptable. Teachers plan their lessons well to include topics that are interesting, and this captures the attention of the children. For instance in the nursery, before telling the story of 'The very lazy ladybird', the teacher insisted on silence by saying 'Lets put on the magic cream!', as the children pretended to smear cream over their lips. In a science lesson in a Reception /Year 1 class, the teacher established a calm learning environment before she began to demonstrate the effect of forces such as wind. She skilfully linked the activity to the story of the three little pigs.

18. The good quality teaching throughout the school is having a significant impact on pupils' learning. Out of 54 lesson observations, 94 per cent were at satisfactory or better and 72 per cent were good, very good or excellent. Twenty-two per cent were satisfactory and six per cent were less than satisfactory. Only one lesson was judged poor: here, pupils became increasingly out of control. This is a great improvement since the last inspection.

19. The noticeable strengths of the good teaching are:

- Interesting topics
- Good relationships with pupils
- Probing questioning
- The quality of planning for lessons
- Effective classroom management
- Good links with other subjects
- Strong knowledge of the subject

20. Most teachers are skilled at asking probing questions and this shows their strong subject knowledge. In a very good lesson in Year 5/6, for instance, the teacher had a very good understanding of the pupils' limited experience of investigation. She reinforced pupils' learning by asking questions about previous work that successfully refreshed their memory and which prepared them to make a fair test. Most teachers manage their classes very well, have high expectations of behaviour and productivity, and establish good relationships with pupils. When lessons are good, teachers make the topic interesting. For instance, in English, children write about national issues such as the arguments for and against fox hunting. The teachers effectively link different subjects together, such as art, design and technology and mathematics often because of the quality of planning. In less successful lessons, the quality of the class management is often weak. In these lessons, the teacher finds it difficult to control pupils with behavioural difficulties or else the topic lacks interest. In unsatisfactory or poor lessons, the activities are not matched to pupils' abilities, which means that the more able are not challenged while less able pupils find their work too hard. The quality of teaching in mathematics and science lessons is consistently good: this is beginning to have a positive impact on standards in lessons and pupils' learning. In infant classes the teachers' marking is supported with 'well done' stickers to encourage pupils to try hard. In older junior classes the quality of the teachers' marking is often very good with helpful comments and guidance. However, in other junior classes marking is less consistent.

21. The quality of teaching in the Tim Jewell Unit is very good and the very good support from care assistants help the teachers to make the provision outstanding. For instance in a very good music lesson with the oldest pupils, the teacher successfully developed the lesson to promote pupils' confidence to play percussion instruments alone and in a group. Even the least confident pupil was encouraged to play a few notes alone and, when the whole group played together, the pupils were delighted with their efforts.

22. Throughout the school, pupils with special educational needs, or those who are learning English as an additional language, are appropriately supported. The headteacher and her deputy give very good support to individual groups of pupils with special educational needs within their

lessons. Teachers are generally effective in managing the many pupils with emotional and behavioural difficulties. Where teaching is best, the teachers are skilful in ensuring that a confrontation is avoided, incidents are dealt with quickly and firmly, and the school's behaviour policy is effectively followed. Learning is best in lessons where teachers plan tasks that closely match pupils' levels of attainment. Lower attaining pupils are given additional help and guidance, for example by using bricks to help them with their number work. However, in general, there is not enough class support for the high number of pupils with special educational needs. Together with other members of staff, the deputy headteacher gives appropriate support to pupils who are learning English as an additional language. Effective use is being made of bilingual class assistants in an attempt to introduce activities to develop pupils' awareness of their family cultures. However, as the deputy head has an important management role, this often means the time available for such initiatives is too stretched. If support is needed to manage challenging behaviour in another class, this affects the quality of the school's overall provision.

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

23. The school provides a broad and balanced curriculum for its pupils. All National Curriculum subjects and religious education are taught throughout the school and, with the exception of information and communication technology (ICT), statutory requirements are met. The lack of full coverage of some aspects of the ICT curriculum such as control, monitoring and data handling means that pupils are not receiving their full entitlement in the subject. The school has concentrated on teaching literacy and numeracy more effectively over the past few years and has, through successfully implementing the national strategies in these subjects, raised standards. This focus since the last inspection has caused some concern in the school that other important curricular areas might be neglected. Subject co-ordinators and class teachers, therefore, have worked hard to find ways to enrich the curriculum for pupils through many planned visits and visitors to the school. This has led to pupils being given the opportunity to take part in many worthwhile events, which have interested them and fired their imaginations. A good example of this is the recent work in the school garden with a visiting scientist who worked with pupils studying habitats, food chains and discovering how animals adapt to their surroundings. Pupils were most enthusiastic about the work and learned a great deal from this provision. There are schemes of work in place for all subjects and these are being used successfully to plan work for pupils. Recent changes to the National Curriculum are being addressed by subject co-ordinators who are making suitable changes to the provision to meet the new requirements. The curriculum is planned using a two-year cycle designed to meet the needs of all pupils, including those in mixed age classes, and ensure they are being given work appropriate to their age and ability.

24. The school provides a good range of activities in its educational programme to promote the nationally agreed early learning goals for four-year-olds in both the nursery and the Reception classes. The school's programmes for emotional, social, personal and physical development are very good. Communication, language and literacy, and mathematical development are good and teachers effectively plan their work on a simplified version of the National Literacy and Numeracy Strategies. The school's programme for promoting physical and creative development is also good. The school's provision gives the children good opportunities to develop an appropriate understanding of the world. Physical and creative development is good. Children benefit from regular hall activities when skills such as dance and gymnastics are successfully promoted. The school has appropriate outdoor activities for this age group. However, the nursery play area is limited in size and the storage of play equipment requires staff to lift the equipment over a fence to store in two adjacent sheds. The school effectively compensates for this by providing timetabled activities in the school hall.

25. Pupils in the main school with special educational needs have full access to the curriculum. Most additional support from classroom assistants takes place in the classrooms. Many pupils have been identified with emotional and behavioural problems and they are generally

well supported by class teachers and other adults including the headteacher. There are, however, not enough support staff to give good support across the school. Individual education plans set targets, but those written for pupils with learning difficulties are not always precise and easily measurable. Statements of special needs are appropriately reviewed each year.

26. The pupils who are learning English as an additional language have appropriate access to a full and interesting curriculum along with their peers. Teachers try hard to give pupils effective support and to help them to understand their work and to learn. The school is eager to promote pupils' mother tongue languages in school. The headteacher has recently introduced a Bengali group so that Bengali speaking pupils can have the opportunity to learn about the famous Bengali poet, Rabindranath Tagore. Using a bilingual class assistant to introduce and read the poem, the deputy head joined in the activity to demonstrate her commitment to the group. Some pupils had learned poems at home with their families and one girl could successfully read and translate the poem for the group. This type of activity is very important, so that pupils have the opportunity to learn about their family cultures; however, although the school hopes to extend this type of activity to other nationalities, it has very limited resources to make it successful. The school's curriculum is enriched by topics that focus on pupils' different cultural backgrounds. For instance, in a focus on Black history, African Caribbean pupils are encouraged to recognise famous successful Black personalities, rather than seeing their ancestors negatively as victims.

27. Overall the school makes good provision for spiritual, moral, social and cultural development. The provision for cultural development is particularly strong and is a good indication of the importance the school puts on this aspect of its pupils' learning.

28. Spiritual development is mainly fostered through assemblies and religious education lessons. Pupils appropriately reflect on spiritual matters in assemblies and they study the spiritual values of Christianity and other major world religions. It is also developed through other subjects such as science, art, music and dance. Their work in the school garden gives pupils an insight into the beauty of the natural world and the great diversity of life found upon it.

29. The provision for pupils' moral development is good. In all its work, the school actively promotes strong moral values. The behaviour policy is implemented in a consistent and caring manner. The school rules are understood by pupils, as are the rewards and sanctions used to encourage good attitudes and behaviour. Pupils value highly the certificates they receive in assembly for good work, being helpful and behaving well. Adults provide good role models in their dealings with each other and their interactions with pupils. Older pupils are given the opportunity to consider moral dilemmas in the wider world such as the arguments for and against testing products on animals. They considered all points of view carefully before making their own judgement.

30. The good relationships in the school support pupils' social development well. Pupils willingly take responsibility and perform a number of jobs around the school such as setting up the hall for assembly and taking registers to the office. The school council, with elected representatives from all classes, meets regularly to discuss issues that concern them such as toys in the playground and school meals. The pupils learn useful lessons as to how the democratic process operates. The annual school journey helps pupils to learn valuable lessons in living together in harmony. Year 6 pupils successfully organised the school fun day after complaining that the previous one hadn't been a lot of fun! They also wrote and produced a very well received concert for the end of term that involved drama and many songs. Pupils visit and work with other children who are long-term patients in Guy's Evelina Hospital school that is of great benefit to both parties. Older pupils are given the responsibility of showing visitors around the school, which they do with pride. The school has plans to extend the range of opportunities for older pupils to take responsibility for and help younger pupils.

31. The provision for cultural development is very good and a strength of the school. Pupils learn about their own and other faiths and cultures through a planned programme of religious

education, visits, visitors and events. The Black History month included many interesting and informative displays around the school showing the many achievements of black people, including recent successes in the Olympic games in Australia. This will culminate in an international evening to be held in the school, to which parents and friends are invited, and will celebrate the rich cultural diversity of the school's pupils. Pupils learn an Indian dance for a performance and worked on a version of La Boheme with professional singers and musicians. The school values highly the cultures and traditions of its pupils and the wider community in assemblies, displays and in class lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Many aspects of the school's provision for the care of its pupils are good. The staff in the Tim Jewell Unit for Children with Autism offer excellent care. The vast majority of pupils are known well by the staff that do their best to ensure all work and learn in a stimulating atmosphere. Informal relationships between the majority of staff and pupils are very good. Pupils throughout the school are well supervised at all times of the day and they feel secure and well looked after. Many children are confident and cope well with everyday life in the school. Most of the teachers in the school respond well to individual needs.

33. Procedures for assessing pupils' attainment and progress are noticeably good in the nursery and in English. In other subjects, the quality of assessment is satisfactory. Lesson plans do not always include information about the provision for differing levels of ability. In the nursery, children are given many opportunities and guidance to develop their independent learning skills. For example, they are given choices when they choose a partner and they are encouraged to tidy up after each activity.

34. Procedures for promoting pupils' attendance are good. For example, the school will phone parents if they are not informed as to why a child is absent. The school discourages parents from taking pupils on extended holidays and they are reminded how important it is for their children to attend school regularly and punctually. Procedures for completing registers meet legal requirements. However, the school's attendance figures show that pupils' unauthorised absence rate is higher than average.

35. Pupils with special educational needs are well integrated into the life of the school. Teachers know pupils and their individual circumstances very well. Pupils with special educational needs are identified at an early stage. Appropriate records are kept, and pupils' progress is monitored and recorded. The school is active in seeking additional support and advice from outside agencies. For example, the behaviour support team is now working with pupils with emotional and behavioural difficulties. When the targets for pupils refer to behaviour, the school provides a calm and supportive atmosphere in which they can be successfully achieved. The school has appropriate contacts with external agencies such as the school nurse, the educational psychologist and social services, and outcomes are carefully monitored. Procedures for monitoring and promoting good behaviour are very effective. The behaviour policy is well written and it successfully promotes positive behaviour from the vast majority of pupils. These pupils are aware that the rules are there to protect them, and many classes display their own class rules. Support staff are very complimentary about the behaviour of the pupils. Most staff successfully apply the school systems of rewards and sanctions. In most classes, the school procedures for promoting good behaviour are successful.

36. Procedures for child protection are good. The designated person, responsible for child protection, has received appropriate training. All staff are aware of child protection procedures and know what action to take if they have any concerns. A copy of the procedures is in each class register. A caring and hard working site manager makes regular checks of the premises. He readily turns his hand to decorating or improving the appearance of, for example, outside play equipment. Procedures for the administration of medicines are good. Accident procedures are

effective with trained staff available. Procedures for health and safety are satisfactory. The school is waiting for fire doors to be fitted in order to comply with statutory requirements. In the school toilets the use of roller towels, though regularly changed, is hazardous.

37. In the autistic unit, pupils have excellent care. The school makes it a priority to have extra staff so that pupils can make as good progress as possible despite their specific learning difficulties. The staff have excellent assessment procedures in place which identify individual targets in all subjects of the National Curriculum. An example of the school's excellent care is the inclusion of pupils in school assemblies and musical events. In their lesson planning for instance, unit staff have done their utmost to adapt the history and geography curriculum so that they have equal access and opportunity. The teachers approach these subjects in a practical way with pupils making Roman pots and laurel wreaths in a history project and sharing the experiences of one member of the class who had visited St Lucia, in a geography lesson.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The previous inspection report found that the school was making a good attempt to involve parents and carers in their children's learning, and the links with the community were very good. This is still the case. Social events are well organized, for example, the organization of fashion shows with a local shop and other fund raising activities. The well-organized Breakfast Club that opens at 7 am provides pupils with a safe place to stay and hot or cold meals. It is especially a bonus for working parents. The club offers a variety of activities for children such as reading books, finishing off homework, watching television and free play. The home/school worker, employed by the school, helps to promote an awareness of the school rules. At present he is working with the school to improve attendance and has made a successful impact on the school's attendance figures. The Parents' Forum works hard to bring to the school's attention any concerns parents might have. It is a positive force for the school. Parents meet regularly to share concerns or to make suggestions. The Forum has been instrumental in bringing about the introduction of the school's uniform, the homework policy and the improvements to security. Social events are well supported. The Black History Month provided an opportunity to experience a range of different foods and traditional dress with music, dance, drama and poetry from visiting professional and pupils.

39. The quality of information provided to parents is satisfactory. A few parents disagree, because they feel they are not kept well informed. The school tries hard to keep parents informed and to involve them in their child's education. For example, the school's weekly curriculum is displayed on a special parents' notice board. A monthly newsletter is sent home to all parents. Letters are sent out from the school and, although they are often in English, some are translated for parents. There are helpful induction meetings for parents of new children, both in the nursery and Reception classes. Parents are actively encouraged to become involved in their children's learning through workshops. A number of parents disagree that the school works closely with parents. The inspection team's judgement was that the headteacher and deputy work very hard and their time is fully occupied supporting pupils in a variety of ways. Their leadership is very good, despite some parents thinking it otherwise. Parents are encouraged to help in school with activities such as hearing pupils read and helping teachers with class activities. They also help on educational visits. A reasonably high number of parents think that pupils' behaviour is poor. The inspection team agree that some troubled pupils have challenging behaviour but generally behaviour is good unless there is insufficient support or the quality of the teaching is weak. During the inspection inspectors were impressed with behaviour in school assemblies and in the best lessons.

40. There are good links with the local community, secondary schools and outside agencies. Charitable events are well supported. Visitors to the school include artists, music groups and a theatre company. All these make a rich and valuable contribution to the curriculum and provide pupils with opportunities to learn about people who live in the locality and further afield.

41. Parents of pupils with special educational needs are appropriately supported. If parents have to provide formal assessment submissions, they are welcome to attend meetings with visiting specialists. All educational plans are reviewed with parents and the school takes advantage of this opportunity to discuss ideas for further parental involvement at home. Homework is regularly set, once a week, and good communication in a home/school book takes place.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership and management of the headteacher, deputy head and head of the autistic unit are very good. These three key members of staff successfully ensure that there is a clear educational direction for the school's development. This is significantly improved since the last inspection when, despite having an enthusiastic and conscientious governing body, the lack of procedures for evaluating the school's effectiveness was criticised. At that time, the appraisal system had lapsed, whereas now governors have already agreed a policy for performance management. The school is especially energetic and committed to ensuring racial equality among pupils. A number of subjects were not appropriately co-ordinated and the school gave only satisfactory value for money; both these aspects have now been improved.

43. The school's evaluation of its action plan is good. This effectively describes the way the school has addressed the key issues from the last inspection. It includes good procedures for monitoring the outcomes of this action, and details of the evaluation of the school's results. The school's development plan successfully dovetails into this action plan and names priority initiatives, such as the appointment of a curriculum co-ordinator with specialist knowledge. It also appropriately identifies the criteria for success that will be needed to monitor improvements. The school development plan successfully specifies the impact of the school's action on the overall raising of standards of attainment. The school has taken positive action to address the key issues from the last inspection, except for fully implementing appraisal of teachers, which was then a legal requirement and has now been superseded by new requirements. The school has appropriately met the new legislation for performance management. The school recognises it still needs to improve its targets. The deputy head efficiently analyses the results of National Curriculum tests and the school's improvements, however small. She monitors the numbers of pupils who have entered the school in recent years and analyses the impact of this turbulence on the overall school results.

44. The school has a good governing body. The curriculum committee meets regularly to approve policies, discuss strategies and monitor the school's provision. There are suitable link governors for some subjects who regularly visit the school, observe classes and liaise with the co-ordinators. It is commendable that subject co-ordinators take it in turn to attend the curriculum committee meetings to report on their subjects, show pupils' work and inform governors of any new initiatives. The governors have adopted appropriate policies for sex education and drug awareness, and parents are fully consulted about this provision. Personal, social and health education is included in the curriculum and all classes successfully use circle time to deliver this aspect. The school has an equal opportunities policy in place to ensure that all pupils are fully included in the life of the school. Any withdrawal from lessons for additional support is carefully monitored to ensure that pupils do not miss learning opportunities. For example, if pupils are withdrawn during a literacy lesson then the tasks they are given will be closely matched to the work being done by their classmates.

45. The headteacher has recently taken over the role of special needs co-ordinator, and she has been focusing on improving the provision for the many pupils in the main school with emotional and behavioural problems. Currently, the school's budget is inadequate and it cannot meet the cost of providing enough support staff to ensure that these pupils learn well, while not disrupting the learning of others.

46. The management of English is particularly good. The quality of teaching and learning is

regularly monitored and positive action is taken to raise standards. Appropriate assessment procedures are in place and the results of annual tests are analysed thoroughly to identify areas for improvement. The management of mathematics by the co-ordinator has improved significantly since the last inspection. Where previously mathematics was not taught on a daily basis, the numeracy strategy has been successfully introduced to the school and the subject now has a much higher profile. The Southwark Maths Challenge also contributes to the pupils' interest and involvement in the subject. There is a realistic action plan that provides well for systematic training and experiences for teachers across the whole school. The mathematics co-ordinator has also acted as an effective mentor for three newly qualified teachers and provided them with a sound basis on which to build good classroom practice. The deputy head and the mathematics co-ordinator analyse results. They accurately pinpoint gaps in the teaching and learning through finding where most errors occur. This is mainly in data handling, and plans are being drawn up to address this shortfall. The management of the classroom assistants by teachers in mathematics lessons is variable and there are plans to address this through training outlined in the action plan. This will enable assistants to understand the numeracy strategy and their role in the different parts of the lesson. Mathematics resources have been audited and there are plans to further improve resources for the subject. However, the costing of the resources is not explicit in the action plan.

47. The science co-ordinator gives good leadership in the subject. He has worked hard to raise standards, particularly in investigation skills, through improving resources and involving a commendable number of outside agencies and individuals to enhance and support the curriculum. He has monitored teachers' planning to ensure full coverage of all aspects of the subject, analysed pupils' work and has appropriately identified the use and understanding of scientific vocabulary as an area for further development.

48. The new subject co-ordinator for information technology has produced a useful action plan and is fully aware of the developments needed to raise standards. He has talked to teachers and to outside advisors and intends to develop the computer suite and improve the quality and quantity of resources so that all aspects of the subject can be taught successfully throughout the school. There is no monitoring taking place at present of the teaching or the provision and no assessments made of pupils' attainment to help monitor the progress of individual or specific groups of pupils as they move through the school. The school recognises the need to address these weaknesses as soon as possible.

49. The school's budget for the autistic unit is inadequate for three classes. The unit has to be highly subsidised from other allocated funds in order to maintain the high level of care necessary to help pupils make good progress. The school only balances its budget by deploying the deputy head and class assistants who happen to be bilingual to support the many pupils who are learning English as an additional language. In many subjects, the standard of resources is barely adequate and teachers often bring their own possessions to lessons to compensate for gaps in the resources. The governors, headteacher and staff are totally committed to inclusion. For instance, they admit pupils that have been excluded from other schools. Pupils who attend the unit are often successfully integrated into school assemblies and other school activities. Older pupils are successfully integrated into mainstream classes. The school management is rightly very proud of the autistic unit and its excellent provision. The headteacher and deputy willingly support pupils with learning difficulties or anti-social behaviour in class. However, the school's budget is increasingly stretched. The school rightly recognises that if it is to sustain its very good improvements it will need to seek further funding. The school applies the principles of best value within its limited funding and staff work very hard to give pupils the best education possible. It gives good value for money.

The Tim Jewell Unit for Children with Autism

50. In the last inspection, the management of the autistic unit was judged to be very good. Teachers promoted pupils' progress satisfactorily at Key Stage 1 and well at Key Stage 2. Since

that inspection, the unit has successfully improved and it now offers excellent provision with consistently very good teaching in its three classes. Pupils are making very good progress throughout the unit and, although their attainment is often very low, they are successfully learning and developing the confidence to involve themselves in daily activities.

51. The special features which are a strength of this very good teaching are as follows;

- Sensitivity and a kind approach to pupils
- Very good class management
- Firm instructions to determine eye contact
- Signing when necessary
- Practical adaptation of the National Curriculum
- Very good attention to basic skills
- Excellent target setting in all subjects
- Very good support from the care assistants.

52. Throughout their time in the school, pupils successfully develop differing forms of communication, including signing. Members of staff make it a priority to help pupils to develop self-control and to raise their self-esteem. The soft play room for instance, provides a useful place for frustrated pupils to take time out of class to calm down. Members of staff successfully encourage pupils to reflect quietly at the start of the day by providing sufficient care assistants to give pupils individual support as they listen to a variety of music, in silence. A 'good morning' song is repeated daily and, over time, pupils become increasingly able to repeat the response depending on their individual ability. For instance in Pink class, while some of the group find it difficult to respond at all; others repeat the word 'good'. One boy could already quietly and accurately sing the whole chorus out loud to his group, which shows he has made very good progress.

53. Daily routines are effectively planned to give pupils equal access to a broad curriculum and to involve them in stimulating and varied ways. For instance in Lavender class in an art lesson, every opportunity was given to help pupils draw large pictures using bright coloured paper and crayons. When one boy found it very difficult to do this, the teacher sensitively took his hand in hers and drew large sweeping lines to help to promote his confidence.

54. In Mauve class, the teacher's imaginative approach allows pupils to communicate by picking up a sign to indicate for instance, if they wish to have five minutes to think by themselves. The oldest pupils in the class, have an increasing understanding of multiplication and they are learning their 7, 8, and 9 times tables. They have a simple understanding of the 12 and 24-hour clock. They recognise the date and one older boy imaginatively included a drawing of a crescent moon as he wrote the date numerically. In English, the lesson follows the National Literacy Strategy and, by the age of 11, several pupils can read confidently and write unaided. Pupils read appropriate materials at a simple level, for instance 'Stranger Danger'. Integration into a mainstream class is working well with the older more able autistic pupils.

55. The unit teachers have very good assessment procedures. Targets are identified in a range of different subjects, including literacy and numeracy. Pupils' individual education plans [IEPs] state the number of times the target will need to be assessed to be truly certain that objectives are met. The IEP also specifies whether pupils have to achieve the target unaided. Parents are kept fully informed and they have copies of the IEP so that they can continue to work with their children at home to ensure good progress is made. In this way, the parents are fully involved in their child's learning. Pupils' academic work is built into the day as 'box time'; this effectively ensures that daily activities are matched to pupils' individual targets and that they are taught for increasing amounts of time as pupils develop improved concentration.

56. Members of staff have a very good relationship with the parents. Home visits are made unless parents prefer to meet the staff in school. There is a successful support group for parents

and a clinical psychologist, together with the head of unit, gives practical support and counselling to parents. Home-school books are a very good form of communication and teachers effectively establish a good dialogue with pupils' families that effectively promotes a good partnership.

57. The staffing establishment is high but very necessary in order to sustain the very high quality provision, which is presently offered. The resources are of good quality and the storage of equipment is well away from pupils in order to reduce distractions. The unit accommodation is well arranged with small bays to allow individual pupils to work alone with an adult, undisturbed. A local supermarket generously funded the soft playroom. Members of staff enhance the walls with attractive displays.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to continue to raise the school's standards, and to sustain the excellent provision in the Tim Jewell Autistic Unit, the governors, headteacher and staff should:

- i) Raise the standards of English and mathematics by:
 - improving reading skills by introducing a more structured approach to teaching;
 - increasing mathematical opportunities for data handling;
 - improving the standards of resources.(paragraphs 5, 6, 66-68, 83)

- ii) Raise the standards of information technology by:
 - ensuring the legal requirements are fully met;
 - providing training for teachers to improve their skills and raise their confidence;
 - introducing systems for monitoring pupils' attainment and progress;
 - ensuring the resources are of good quality and sufficient to support the curriculum.(paragraphs 6, 48, 107, 108)

- iii) Analyse the budget to identify the additional expenditure required to cover the full cost of supporting pupils in the unit and those who are learning English as an additional language.
(paragraph 49)

- iv) Seek further funding to ensure the school's very good capacity to improve can continue to be successful. (paragraph 49)

Minor issues for consideration

- Continue to work with parents to discourage pupils taking time off from school. (paragraph 34)
- Fit fire doors as a matter of urgency. (paragraph 36)
- Replace roller towels in school toilets. (paragraph 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	39	30	22	4	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)	30	209
Number of full-time pupils eligible for free school meals	6	94

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	22
Number of pupils on the school's special educational needs register	0	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	92

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	38

Attendance

Authorised absence	%
School data	3.9
National comparative data	5.4

Unauthorised absence	%
School data	7.8
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
	2000	22	5	27

<u>National Curriculum Test/Task Results</u>		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls	4	5	5
	Total	15	15	17
Percentage of pupils at NC level 2 or above	School	55 (53)	56 (53)	62 (60)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	5	5	5
	Total	17	17	19
Percentage of pupils at NC level 2 or above	School	63 (53)	63 (73)	70 (60)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to 1999.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	2	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	2	5
	Girls	2	2	2
	Total	7	4	7
Percentage of pupils at NC level 4 or above	School	78 (46)	44 (23)	78 (38)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	4
	Girls	1	1	2
	Total	6	5	6
Percentage of pupils at NC level 4 or above	School	67 (61)	55 (46)	67 (61)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to 1999.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	74
Black – other	5
Indian	1
Pakistani	1
Bangladeshi	22
Chinese	2
White	82
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	7	
Black – African heritage	2	
Black – other		
Indian		
Pakistani		
Bangladeshi	1	
Chinese		
White	12	
Other minority ethnic groups	3	

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)	13
Number of pupils per qualified teacher	15
Average class size	19

Education support staff: YR -Y6

Total number of education support staff	20
Total aggregate hours worked per week	495

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	65

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

Financial information

Financial year	1999
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	£
Total income	766,223
Total expenditure	779,378
Expenditure per pupil	4,213
Balance brought forward from previous year	-4,245
Balance carried forward to next year	-17,401

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	24	5	0	0
My child is making good progress in school.	57	30	8	0	5
Behaviour in the school is good.	49	22	8	11	11
My child gets the right amount of work to do at home.	46	32	11	5	5
The teaching is good.	57	32	0	0	11
I am kept well informed about how my child is getting on.	46	32	8	14	0
I would feel comfortable about approaching the school with questions or a problem.	68	16	5	8	0
The school expects my child to work hard and achieve his or her best.	51	27	8	5	8
The school works closely with parents.	62	16	3	19	0
The school is well led and managed.	38	32	8	19	3
The school is helping my child become mature and responsible.	54	22	5	11	8
The school provides an interesting range of activities outside lessons.	46	22	14	11	8

Other issues raised by parents

There were concerns about the school using the playground as a car park.
Concerns about the general state of school toilet facilities.

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

Personal, social and emotional education

59. The school's development of children's personal and social skills is a great strength of the provision. The school successfully encourages children at all times to be socially confident and independent. In the nursery, the oldest children eat their dinner in a very congenial manner. Tablecloths and individual place mats, together with a quiet family atmosphere, successfully promote good table manners. In the Reception classes, children benefit from participating in lessons with older children. The nursery and Reception classes successfully join in school activities such as assemblies. Children also enjoy a weekly singing session with Year 1 pupils. Most children develop mature attitudes to school and develop good social skills. They behave very well and try hard to please their teachers. Children settle quickly and easily into school routines. They behave very well and most have good attitudes to their work. The very good quality teaching successfully establishes a calm atmosphere, and teachers are sensitive to the needs of young children. Support staff successfully enhance the provision by promoting a warm, friendly, supportive approach which encourages children to feel safe. Children are very well managed and carefully handled when they have difficulty playing with other children. Any bad behaviour is promptly dealt with. Consequently, most children play together well, share their equipment and choose their activities responsibly. They make up their own games. Their behaviour is good and they are aware of right and wrong. They become increasingly more confident and many have a good self-esteem. Children have a developing confidence and increasingly responsible attitudes. For instance, they take class registers to the school office and, in the nursery, carry out other simple tasks such as laying the table with a class assistant. Children's moral, social and spiritual development is effectively promoted throughout the day through imaginative stories and poems and lesson topics. Children visited a local church and drew pictures of the font and other special features of the building. Joining in school assemblies and other activities further enhances this aspect of their education.

Communication, language and literacy

60. The school's programme for language and literacy successfully promotes the nationally agreed early learning goals for young children. In the nursery, children enjoy listening to stories and story tapes. They listen well, and they particularly enjoy sharing a book in a large group. In both the nursery and Reception classes, children join in with a simplified literacy hour and they are developing good attitudes to books. Children appreciate the importance of books, and they try to recall events and characters in the stories they hear. They are successfully encouraged to take books home regularly to read with their parents. The school's good provision ensures that, by the end of the year, many children in the nursery and the Reception classes will begin to learn to read. Many children will also have appropriate standards in writing for their age group. Although the children who have special educational needs, and those who are learning English as an additional language, are very well supported in the nursery, in the Reception classes where there is less class support most find it difficult to write more than a few words unaided. Although these children recognise that print and pictures convey meaning, they have only limited individual support in small groups to develop language skills. Teachers provide a good range of activities to help the children to develop suitable writing skills, and often work sheets are used to promote letter recognition. For instance in Red class, large books have been made based on the stories they read, for example, 'Not now Red class' based on one of their favourite books 'Not now Bernard'. However, the limited additional support in class impedes the progress children make. In both classes, although the class assistant and teacher work well as a team and volunteer help is enlisted, there are too many children who are in danger of falling behind because they have specific learning needs. By the end

of the school year in both the nursery and in the Reception classes, children communicate well and become increasingly confident in talking in a large group, and they regularly contribute their ideas or speak clearly to the whole class. A few less confident children, or those who do not understand English, find it difficult to express their thoughts or answer questions. Regular discussion, skilled questioning and role-play, allow the children to make up their games and to pretend. This effectively encourages those who only respond with one-word answers to talk confidently. Children listen well at story time and in school assemblies.

Mathematical development

61. The school provides a good programme for promoting children's mathematical development for this age group. By the time they are five, most can count to 10 or beyond. Regular counting songs and number games develop their knowledge of number. The teachers and support staff are skilled at promoting mathematical language. They take every opportunity to enhance children's understanding and to promote their learning. For instance, in a printing activity in the nursery, the teacher asked the children to name the shapes they used. At the same time, a nursery nurse effectively promoted children's mathematical awareness by asking probing questions as they balanced a small teddy bear and made simple comparisons with other objects. She also successfully encouraged the children to explain the process they had used to other children. This effectively reinforced their learning as they repeated the mathematical language they had been taught. Children know the names of shapes and they know the difference between three-dimensional and two-dimensional shapes. They know the names of colours and make patterns in a sequence. They count to themselves as they pretend to give out cups of tea in their play. Children solve simple problems when they build with construction equipment. They use simple mathematical language such as 'circle' or 'bigger than'; to describe the size of different shapes. In the Reception classes, they readily compare 10 green bottles of different sizes.

Knowledge and understanding of the world

62. The school's provision for knowledge and understanding of the world is good and it effectively promotes the nationally agreed early learning goals for this area. Children achieve well and, by the time they are five, most will reach the expected standard for this age group. Children have a developing understanding of growth and change. In the nursery, they draw simple maps of the school's immediate environment. They went on a walk and the teacher photographed specific features such as signs and 'For sale' boards outside houses. In the Reception class, they explore the different sounds they make as they blow across bottle tops. They have a developing awareness of time and they know that people's appearance changes over time. They have a developing knowledge of the different parts of their body. They look at their environment and curiously explore how things work. They have regular access to a computer and, as they mature, develop an early understanding of simple programs. They also confidently use a tape deck. In both the nursery and in the Reception classes, children confidently use simple tools and a good range of construction equipment. For example, they make 'Crispie' cakes and model houses out of boxes.

Physical development

63. The school makes good provision for physical development. By the time they are five, children in all classes achieve well and move confidently in hall activities. They dance with enthusiasm and eagerly move to the rhythm of the music. In the nursery, they confidently control tricycles with skill and accuracy. In the nursery and Reception classes, children have a developing confidence in climbing and balancing, and an awareness of space in physical education lessons in the school hall. They balance on apparatus and jump, skip and climb with increasing skill. They skilfully avoid bumping into each other. In the Reception classes, the more agile achieve above average standards for this age group. They balance along a beam and land with good control. Children have increasing control of tools such as scissors and paintbrushes.

Creative Development

64. The school provides a good programme for creative development, which promotes the early learning goals. Most children achieve appropriately so that, by the age of five, they attain the nationally agreed standards for five-year-olds. They paint and draw, in detail. They look carefully at nature and make detailed observation pictures. They make prints with leaves and mathematical shapes. They use different textiles and create pictures with waste materials. In a group singing session with Year 1 pupils, they learn a range of songs that they sing from memory and many sing in tune. They clap to a simple rhythm and willingly perform to the group using simple untuned percussion instruments. By the time they are six, they have an appropriate understanding of mixing colours and of shade.

ENGLISH

65. In the 1999 national tests the proportion of pupils reaching the expected level in English at age 11 was well below the national average, and well below the average found in similar schools. No pupils attained the higher level. However, the school's detailed analysis of progress shows that most of the pupils who had been in the school since they were seven had made at least average progress. Results in 2000 showed a significant improvement, with some achievement at the higher Level 5. The percentage of pupils who attained the expected standards for 11-year-olds was above average this year. The number of pupils in each year group is small, and comparisons are difficult because of the high levels of pupil mobility and of special educational needs. Inspection evidence indicates that standards in the current Year 6 are below average, but that the school is likely to meet its agreed targets. Overall standards in English are improving in line with the national trend.

66. In 1999 the proportion of seven year olds achieving the expected standards in the national tests in reading and writing were very low compared with the national average, and well below that found in similar schools. No pupils achieved at the higher level. There has been a steady improvement in test scores since 1997, and this trend continued in 2000, with some pupils achieving the higher level. However, overall the results remain well below those found nationally. Inspection evidence indicates that standards in the current Year 2 are below average in all aspects of English.

67. From the time they begin school, pupils learn to listen carefully to the teacher and to each other, although the attention of many pupils readily wanders if they are not firmly managed. There is a high percentage of troubled pupils with emotional and behavioural special needs in some classes. Many of these pupils find it difficult to sustain concentration for long. Most pupils in Years 1 and 2 listen closely to the teacher, and to each other, although some pupils find it difficult to wait their turn to speak. In the best lessons, the teachers use their voices very effectively to hold pupils' attention. In Years 3 and 4, although some pupils try hard to listen to the teacher, a few quickly become restless and find concentration difficult. In the Year 5 and 6 class, most pupils listen attentively, because the teacher maintains a good pace and her presentation skills are good. In most lessons, pupils are encouraged to answer questions and to express their ideas and opinions. Most pupils in Year 2 speak audibly and answer questions quite clearly. However, many pupils, including those who are learning English as an additional language, have a limited vocabulary. Most pupils speak confidently to visitors and take part in conversations with increasing assurance. By the time they reach Year 6, average and higher attaining pupils explain their ideas and opinions thoughtfully but few use Standard English. They gain sufficient confidence, however, to write and perform in an end of year production.

68. The school has worked hard to promote reading, encouraging pupils to use local library services as well as reading in school. Pupils take books home daily and many read regularly to parents and carers. There are good opportunities to read and to enjoy books during the school day, and pupils enjoy hearing stories and poems. Teachers are particularly successful in promoting a love of poetry, with Year 2 pupils thoroughly enjoying reading familiar simple poems and enjoying

the rhyme and rhythm as they recite amusing rhymes. Year 6 pupils also choose to read poetry aloud and begin to understand different effects produced by the poets. A few higher attaining pupils in Year 2 read accurately and with expression, achieving a good standard. Although most other pupils begin to read simple text, many need prompting to use their knowledge of sounds to tackle simple words. Some pupils use letter names instead of sounds and are not able to work out words for themselves. Pupils choose from boxes of books which have been roughly graded by the teachers. At present this arrangement does not provide a sufficiently structured system so that pupils can build on existing learning. Many average and lower attaining pupils in Years 1 and 2 choose books that are too difficult and some pupils find this very frustrating. This reflects comments made by some parents, who find it difficult to help their children.

69. By Year 6, most pupils read independently and they develop preferences for different authors and types of book. While some pupils have a good understanding of themes and characters, others have a more superficial understanding. Pupils do not readily use dictionaries, or ask for meanings when they come across unfamiliar words or phrase and some pupils do not pay enough attention to punctuation. As a result they do not always understand what they are reading. They gain a good understanding of books covered in depth by class teachers, and Year 5 and 6 pupils benefit from thorough work on, for example, "The Lion, the Witch and the Wardrobe". Pupils with special educational needs make sound progress across the school, with some individual examples of good gains in learning to read. Older pupils in the unit enjoy sharing books together and several older pupils can confidently read simple text.

70. Pupils gain a sound understanding of how books are organised. Younger pupils can identify the title and author, and they understand the difference between storybooks and books containing information. Older pupils begin to develop satisfactory research skills. They use the library index, contents and index pages competently and most locate information quite quickly using their alphabetical knowledge. They are less familiar with using information technology for research. The school has already identified the need to improve the classroom book areas. Some teachers have created attractive reading areas, but at present there are not enough books for general use or for pupils to take home. Some reading books are in poor condition and there are not enough suitable dictionaries for pupils in Years 1 and 2.

71. The school has identified the need to improve standards in writing across the school. Handwriting is being taught as a separate lesson and there is some evidence that this is beginning to have an impact on standards. "Best" work, displayed in corridors and classrooms, is generally tidily presented and carefully written. Written work in exercise books varies in quality and good habits have not yet been firmly established. Some pupils use capital letters in the middle of sentences or even words, others are unclear where to position letters such as "p", "y" and "g" and a number of older pupils do not yet join their writing. Learning is best in classes where teachers mark work regularly.

72. Pupils learn to sequence their ideas well in writing as they move through the school. By the time they reach the end of Year 2, most pupils write short stories or accounts. Pupils begin to apply their knowledge of phonics in their spelling and learn to spell some of the more frequently used words. A few pupils write fluently and use a good range of vocabulary for their age. In general, however, most pupils use a limited range of vocabulary. There are examples of good teaching leading to significant improvements in Year 2 books, where pupils begin to vary their sentence structure and become increasingly aware of punctuation. Older pupils begin to plan their writing, and some redraft and improve their writing. Progress through Years 3, 4, and 5 is sometimes slow, and some classes have been affected by frequent staff changes. Although marking is often very good at the top of the school, with helpful comments and guidance, the quality of marking in other junior classes is less consistent. Basic errors in spelling and punctuation are not always corrected and consequently are repeated. This leaves much to be done at the top of the school in order to reach the expected standard. Pupils make significant progress in Year 6. The teacher has a clear focus on learning and tasks are carefully planned to move all pupils forward. By the end of Year 6, pupils write for a range of purposes and generally organise their writing to suit the

audience. However, few pupils use imaginative or adventurous vocabulary, and their imaginative writing is not as well developed as their factual writing.

73. Pupils with special educational needs take a full part in lessons. They usually make sound progress when they are given additional help and when tasks are suitably adapted. For example, in a Year 5 and 6 class the teacher had carefully matched texts to the reading levels of different groups to ensure that all pupils could begin writing stage directions. Lower attaining pupils worked very well and with concentration. In some classes, and particularly in the lower junior age group, there are too few support staff, and additional help is not always targeted effectively. The teachers have to spend too much time dealing with challenging behaviour and this affects the quality of learning and the pace of the lessons. In Year 3, not enough time is spent on word and sentence building for pupils of below average attainment and as a result these pupils are not given the structure they need to write independently. Pupils in the unit benefit from very carefully structured teaching and support. For instance, Year 6 pupils in Mauve Class write simple sentences unaided and in pen. They use their knowledge of letter sounds to spell simple words.

74. Additional support is given in some lessons to pupils learning English as an additional language. There are some examples of effective support particularly where pupils enter the school, with little or no experience of school, and at the very early stages of learning English, for example, in junior classes. Overall, the school gives satisfactory support for pupils who speak English as an additional language and they make sound progress. Teachers generally ensure that pupils understand the task, and explain new vocabulary clearly. They use pictures and other visual aids to aid understanding.

75. The quality of teaching is satisfactory overall. Three quarters of lessons seen in Years 1 and 2 were very good, and the remainder was satisfactory. The quality of teaching in the junior classes was less consistent. Teaching in the oldest classes of the school is good, and it is satisfactory in Years 4 and 5. In Year 3 the teaching has shortcomings and the one lesson seen was poor. In this lesson, the class management was poor and pupils did not listen during the whole class sessions. Scant attention was given to developing basic literacy skills in reading or writing, and the teacher did not have enough understanding of supporting the many low attaining pupils.

76. In the best lessons, work is planned effectively to match the needs of different pupils. In Years 1 and 2 there is a suitable focus on teaching letter sounds and spelling. There is scope for teachers to further develop the teaching of letter sounds to ensure that pupils use the knowledge of these in reading as well as spelling. Teachers generally have a good subject knowledge enabling them to give clear explanations using appropriate technical terms. Where teachers model writing, they do so very effectively giving pupils a good example to follow. Teachers throughout the school offer good models of speech, and most listen attentively to pupils. As a result, pupils are confident that their efforts are valued. Relationships are generally good, and in almost all classes, teachers manage the most challenging pupils patiently and calmly. In Years 1 and 2, and in the two oldest classes, the classroom organisation is good and pupils generally settle down to group activities quickly. In Years 3, where there is not enough support for pupils with special educational needs, many pupils are slow to settle to their work and disrupt others. The literacy hour has been successfully introduced across the school, and standards in reading and writing are improving. Even the unit has successfully adapted the literacy hour so that pupils have the opportunity to read a shared text. There are examples of written work in most subjects including design and technology, religious education and art. For example younger pupils wrote about Eid and about a visit to an art gallery. Older pupils recorded their impressions of their visit to the opera when they watched "La Boheme", they designed and wrote magazines and wrote about their residential trip. Teachers use a good range of classic and modern children's stories and poetry, making a good contribution to pupils' cultural development. Moral and social development is also promoted well as pupils learn how to debate and argue about an issue. They consider current moral and social issues such as fox hunting.

MATHEMATICS

77. Standards in mathematics are very low but are showing a slow improvement. There are small numbers of pupils entered for the National Curriculum tests at the end of Key Stage 2 and this has a fluctuating effect on the results. Pupils' attainment is low in mathematics when they enter school. By the time they are seven years old, attainment has improved though the number of pupils reaching the national average is still very low. By the time 11-year-old pupils take tests at the end of Key Stage 2, the percentage achieving the national average remains very low: however, the fluctuating numbers on roll, high numbers of troubled pupils and many with learning difficulties impede progress. Inspection evidence, based on those pupils currently in Year 6, shows that standards remain well below those found nationally.

78. Teachers work hard to improve pupils' knowledge and the impact of good teaching is beginning to be effective. Pupils' recall of basic number facts is satisfactory in Key Stage 1. For instance, in Reception and Year 1 most can count to 30 and take one or two away. Pupils that are more able can say what half of a number is and those who are less able can carry out practical activities in learning to count to five. Pupils are also able to use some of the language associated with space and shape but are less confident with this than number facts. Pupils in Year 1 and 2 classes are developing good mental mathematics skills for instance, counting in 10s. Pupils are also beginning to transfer their number knowledge to other problems such as money addition and subtraction and finding out important information in word problems. In the Tim Jewell Unit, pupils appropriately learn to count and they do practical activities to promote an understanding of matching and sorting. They fit pieces of a puzzle together and in this way make good progress at their own level of ability. Where work is carried out in books, pupils' presentation is untidy and marking is not used effectively to plan next steps for individual pupils or inform them of how well they may be doing.

79. Teaching is always satisfactory or better. Three quarters of the teaching observed was very good. Where the teaching is very good teachers plan work carefully, drawing on their good subject knowledge. They communicate the objectives of lessons to pupils and link these effectively to previous teaching. Teachers have high expectations of pupils' behaviour and use very good strategies for keeping pupils interested and working hard at their tasks. There is a mixture of practical and written activities with extension activities for those who finish quickly. The structure of the numeracy strategy is followed well, with whole-class lessons moving briskly to maintain pupils' motivation. Questions are used well to ensure that all pupils get a chance to show what they know and work is designed so that the necessary steps to consolidate and increase understanding are in place. Pupils who are learning English as an additional language, those with special educational needs and those who are more able are all given work that is demanding, and they work at appropriate levels because work is matched to their individual needs.

80. Where teaching is weaker, classroom management is inconsistent. Behaviour management methods are not fully carried through. Pupils are frequently stopped in the lesson for teachers to reduce noise levels and deal with distractions. Pupils' inappropriate behaviour impedes the flow of the lesson and reduces the pace of learning. They are less likely to be given reminders about how much work is expected of them and how much time they have to complete it. Resources are not thought out, resulting in improvisation because there is too little equipment.

81. In all lessons, pupils make at least satisfactory progress. In more than half the lessons observed pupils make good progress. Pupils concentrate well and show what they know. A Year 1 and 2 class demonstrated difficulty at the beginning of a lesson with mathematical problems written in words, for example, 'I have five marbles'. 'I find another marble'. 'How many marbles do I have altogether?' By the end of the lesson, most pupils could remember the operation to use addition, could write it down and answer in a full sentence. Progress was made because of accurate use of questions to pupils, followed by appropriately matched work and recapped at the end to test their understanding. Where pupils' progress in learning is not as good, some pupils' inattentive

behaviour prevents concentration for the majority. Frequent use of strategies for bringing pupils back to attention impedes learning because of interrupted teaching.

82. Behaviour overall is usually good and at least satisfactory. Pupils respond well to consistent routines and management strategies and consequently behaviour is then at its best. Good relationships are fostered not only between adults and pupils but also with each other by showing respect for answers in whole-class lessons. In the final part of a lesson, for instance, pupils listen patiently when someone needs help to form an answer. Where behaviour is less good, sometimes a pupil's inappropriate action is allowed to pass unnoticed by the teacher.

83. Pupils in Key Stage 2 understand the basic number facts and symbols and use these accurately. When working on multiplication and division facts not all pupils know these well enough in some classes. By the time pupils reach 11 years old most pupils are secure in what they have been taught. In Years 3 and 4 not all pupils recall what previous work was about, for instance, work on angles and shape. There is very little evidence of data handling as only simple bar charts are shown in some workbooks.

84. In Key Stage 2, teaching is satisfactory or better in all lessons and approximately three-quarters is good or very good. The best teaching features calm delivery and high expectations of behaviour. Basic concepts are taught very well, including those for pupils with special educational needs. There is very good use of appropriate praise and reminders about how much work pupils are expected to complete within time limits. Teachers plan demanding work for all ability groups, which is well matched to their needs. For instance, pupils who are more able can solve complex problems by noting all the operations and steps required to obtain the two answers needed. Less able pupils can work on similar simple problems. In the unit, older pupils have timetabled box work when they work independently towards their individual mathematical targets. Daily routines are used as good opportunities to encourage mathematical understanding. For instance, noticing the shapes of the windows on the school bus, learning about money through actual shopping and developing a good understanding of weighing and measuring through cooking.

85. Weaker teaching results in pupils being less secure in their basic skills; for instance some pupils were unable to recall how to do work from further back in their books. In some lessons there is a lack of structure to lessons. What is taught in whole-class lessons is not followed up by the appropriate group activities; for instance, a 100 number square was used to count forwards and backwards, but activities to 20 were given for the group task. Insufficient questions for pupils in whole-class lessons lead to confusion about the subject.

86. Overall, most pupils make satisfactory progress in Key Stage 2. For example, pupils can explain and demonstrate in simple but accurate language about how the process of problem solving is carried out. Pupils who are more able can explain the process using technical language, but can also solve complex problems with several steps involved. Where pupils do not make satisfactory progress, they have been given undemanding work and group activities do not match the whole-class lesson. Pupils that are more able do not make sufficient progress because there are no extension activities and less able pupils likewise because they are confused about the work in general.

87. The pupils in most classes are very interested in their work and concentrate well. The noise level does not rise significantly and pupils work well together. Where behaviour is good, teachers explain the behavioural boundaries to pupils, use a consistent approach and outline how much work is expected of them within the time allowed. In some cases, work is not matched to pupils' abilities and this leads to poor behaviour during the lesson. Pupils who are below average cannot complete the tasks, and their attention-seeking behaviour disrupts the rest of the class. Noise levels and wasting time is apparent when pupils finish quickly and no extension activities are available.

SCIENCE

88. Attainment in science is below that found nationally for pupils at age seven and 11. In 1999, the attainment of pupils aged seven, based on teacher assessment, was well below the national average. The more recent assessments in 2000 show a rise in attainment and the inspection evidence bears this out, although standards are still below average. The picture is similar for pupils aged 11 with a significant improvement in 2000 by the small group of Year 6 pupils who took the test. Again, inspection evidence, based on those pupils currently in Year 6, shows that standards remain below those found nationally. The school has correctly identified investigational skills as an aspect of science that needs improvement throughout the school and is currently working hard to give pupils more opportunities to carry out their own experiments and learn scientific principles through a more practical approach. This is working well to improve their knowledge and understanding of the subject as well as making the work more interesting, enjoyable and relevant.

89. By the age of seven pupils can identify living and non-living things and understand the growth cycle of animals with a main focus on human development. They know the difference between pulling and pushing forces through their experiments with toy cars. Pupils investigate different habitats such as the playground and the school garden and list the animals found in each. They can identify some of the reasons why certain animals or plants live in a particular habitat through their knowledge of the conditions needed for life and growth. Pupils are able to record their findings in a variety of ways. For example, a Year 1/2 class studying the visible differences between class members such as eye and hair colour, were able to make a tally chart and then display the results as a block graph. Some pupils then entered the information into a computer and printed out the computer-generated graph. At the age of 11 pupils have a good understanding of the need for fairness in their scientific investigations. This was clearly seen in a Year 5/6 class conducting an investigation into the effect of the length of wires used in a circuit on the brightness of the bulb. They fully understood that only one thing could be changed at a time if the experiment was to be fair. Pupils have been taught all aspects of the science curriculum by the time they leave the school and, with the recent focus on more practical activities, are becoming more questioning and have a deeper understanding of the subject. The work by a Year 4/5 class this term with a visiting scientist in the school's garden, which is a superb resource for scientific investigation, was of a good quality and pupils learned a lot about food chains and how different animals adapt to their environment. Another visiting scientist worked with the Year 5/6 class and they conducted an experiment to quantify the amount of vitamin C found in a range of commercial fruit juices. This experiment further reinforced their understanding of fair testing and was a worthwhile and well-planned experience. Older pupils in the Tim Jewell unit also learn through practical work and were seen making a body from boxes and then, with adult support, they were able to construct a simple electrical circuit inside to make the eyes light up.

90. The quality of teaching is always satisfactory and often good or better. Teachers plan their lessons carefully and share the lesson objectives with pupils to enable them to focus on the learning intentions. They manage their pupils well and create a good working atmosphere in the classroom that enables pupils to concentrate on their work without interruption. A good example of this was seen in a Reception / Year1 class investigating the wind force required to blow down a house made from twigs compared to one made of bricks. They all sat quietly on the carpet while the teacher explained the activity, listened well and took turns to try to blow down the houses. Pupils of all abilities made good progress during this lesson and could explain and record their conclusions. Behaviour in lessons is always appropriate and often good or better. Pupils enjoy their work and have a positive attitude to their learning. They are proud of their successes and willingly discuss their findings with each other and adults.

91. The science curriculum is effectively enhanced for instance, by having scientists visiting the school to work with classes. Pupils have worked with the Thames Explorer Trust to investigate the Thames foreshore and there are visits to the Royal Institution lectures. The school has fully

utilised its wildlife garden to make science lessons come alive. The profile of the subject is being constantly raised throughout the school and this is having a positive impact on the standards attained.

ART

92. Standards achieved in art by the end of Year 2 are broadly in line with expectations. This is an improvement since the previous inspection. There was limited evidence for pupils aged 11 but based on pupils' work and teachers' plans standards are also appropriate by the end of Year 6. Pastel drawings of flowers produced by a class last year were of a sound standard, but paintings produced at the beginning of this year indicate that pupils in Year 5 and 6 have generally below average skills in drawing and painting.

93. Only two lessons in art were observed. The quality of teaching was good in one and satisfactory in the other. Where teaching was best there was a very high level of adult support, and this ensured that all pupils had support and guidance. However, at times, in both lessons, classroom assistants did too much for the pupils. There is scope for the school to ensure, through training, that teachers' assistants understand the need for pupils to acquire skills such as drawing and cutting for themselves. Teachers link work very effectively with other aspects of the curriculum. For instance, pupils in Years 1 and 2 listened to a story and then made collage pictures for a blind person to "see", using different materials and textures. In Years 5 and 6, pupils used tissue paper to create pictures to illustrate poems they had written. Some used layers of paper very effectively to create flames and waves in the sea. Teachers plan and prepare their lessons carefully, although they do not give pupils enough opportunity to exercise independence in getting out tools and materials. Relationships and behaviour are very good, and pupils enjoy the practical activities. Two pupils from the unit worked very successfully in a Year 6 group. Following the teacher's very clear explanation they worked with others without additional support.

94. Pupils generally have an appropriate range of experiences. Pupils in Years 1 and 2 created pictures using concentric circles, inspired by Kandinsky. They learn block-printing techniques and produce colourful pictures with paint and string. Year 3 pupils explore printing techniques to make leaf prints. In the unit they use clay to make 'Roman' pots. However, there is little evidence of three-dimensional work. Pupils in the unit have good opportunities to explore colour, texture, shape and pattern. A lively display of work by pupils in Pink class brightens the lower hall. Pictures created by marbling and marble rolling, work using Matisse as a stimulus and models of wasps and butterflies are evidence of good provision.

95. Since the previous inspection, the school has, of necessity, focused on implementing the literacy and numeracy policy. Even so, good progress has been made in terms of the key issue related to art. Pupils' progress is monitored as they move through the school. Each year, all pupils, including those in the nursery and in the unit, produce a self-portrait. These are very effectively displayed in the corridors and provide an interesting talking point for visitors and pupils. The school has a good policy on display, and classroom displays are carefully monitored. Displays around the school are very effective in improving the environment and encourage pupils to value each other's work. For example, pictures created by nursery and Reception pupils are displayed on the top floor outside the two oldest classes.

96. A very good feature of the school's art programme is a commitment in the art policy to providing regular visits to art galleries. Pupils also have good opportunities to work with visiting artists and take part in community events such as the "Southwark in Bloom" competition.

DESIGN AND TECHNOLOGY

97. There was limited evidence for design and technology but based on pupils' previous work and teachers' plans pupils' achievements are broadly appropriate for their age. Teachers use

locally available features such as the Thames Festival to stimulate ideas for design and technology. Links with other curriculum areas are developed as far as possible; for instance art, design and technology and mathematics opportunities were all followed up after a visit to the Horniman Museum. Year 1 and 2 pupils produced pictures for art, repeating patterns for mathematics and developed designs for models design and technology. In the unit, pupils made laurel wreaths using green card and bay leaves, as part of a topic on the Romans.

98. Pupils use a framework to design their models and to evaluate them. They describe what processes they went through to make the model. In the one lesson observed, pupils demonstrated good manipulative skills in making models, through safe and accurate use of tools; for instance scissors, glue and materials. This is partly because teachers have appropriate knowledge and partly because planning is sound.

99. Resources are limited; pupils are restricted to junk boxes, glue, adhesive tape and some coloured paper with a few additional pieces such as a length of polystyrene. The range of ideas that pupils had, involved some items that were ambitious, but in general not out of the ordinary.

GEOGRAPHY

100. Based on the limited evidence available, pupils' achievements are broadly satisfactory. In the one lesson observed, attainment was judged to be broadly average in a Year 1/2 class. However, it is possible to gain some insight into pupils' knowledge by the displays, the opportunities provided and their written work. Local geography is used well and there are many displays using nearby features. Much of this is also used for other curriculum subjects as the area provides a rich cultural mixture of opportunities. For instance, the youngest pupils develop ideas on 'Where we live' and older pupils go further afield to take in such features as the Tower of London and the 'London Eye'. The work in the pupils' exercise books is scarce and of variable quality. The visits and community links that have been displayed and documented around the school are not fully exploited in pupils' individual written work.

101. All pupils have the opportunity to go to a 600-acre dairy farm and rural crafts centre and some experience residential visits to Dover. There is an appropriate scheme of work and geography is the focus for one term in three. Staff are beginning to explore ways of linking into literacy and numeracy to provide further opportunities. Now that there are Internet connections, the pupils are able to use e-mail and they have sent messages to Australia. Pupils in the Tim Jewell Unit have also been able to follow a geography theme through the visits of two pupils to the West Indies who could relate their experiences to the class. They have collected pictures and made a display to stimulate speaking and listening skills. In other classes, pupils' personal history is linked to geography, for instance, pupils from Ecuador and Vietnam talk about family origins overseas. Taken together, the evidence shows that teaching is at least sound and has a positive impact on pupils' achievements.

HISTORY

102. Attainment in history is in line with expectations for pupils aged seven and 11. Standards are typical of those found in the majority of schools. This is a broadly similar judgement to that of the last inspection although there has been some improvement in the standards attained by pupils aged seven who were judged to be reaching standards below those expected for their age.

103. At an early age, pupils are introduced to the idea of past and present through looking at old and new artefacts and discussing the observable differences. For example, in a Reception / Year 1 class, the pupils were looking at weighing scales and were able to use terms such as plastic and metal to describe the differences. They could identify the old scales and were able to suggest ways to find out about the past, such as digging up old objects, showing a developing knowledge of archaeology. Pupils in Year 2 know their family trees and can identify changes in the lives of

themselves and their immediate family. They have a sound understanding of where they were born and, in many cases, where their parents or grandparents came from.

104. By the age of 11 pupils have studied a range of periods in history in this country and abroad and have a good sense of chronology. In the unit, pupils are encouraged to develop a sense of the past by examining photographs of themselves when they were much younger. Throughout the school, pupils know about living conditions for ordinary people in this country during the Second World War and they have developing understanding of the cause of the war. This they use to make moral judgements about wars and their impact on the world today. They study Benin in depth and research such aspects as court life, the lives of the people, religion and customs. They have a good understanding of how life has changed in Southwark over the years. This was clearly seen in the Year 5/6 class using a good range of source materials including old and modern maps, photographs, census returns and books to compare present day life with Victorian times. They studied aspects of education, health, housing and entertainment in some depth. The pupils were fascinated by the resources they used and learned a great deal during the lesson. They were able to make mature judgements about their research and worked well together in groups to record and present their findings to the rest of the class. Pupils in Year 4/5 also study the local area and walked to the Thames foreshore during the inspection to work with a representative of the Thames Explore Trust to study changes since Roman times. They showed a sound understanding of the history of the area, knowing about changes since the birth of the city through Roman, Tudor and Victorian eras to the present day. The celebration by the school of Black History month has been most successful with all pupils involved in learning about the lives of famous people such as Martin Luther King, Jesse Owen and Mary Seacole as well as high achieving black athletes in the recent Olympic games. History makes a good contribution to pupils' moral, social and cultural development.

105. The quality of teaching and learning is good. Teachers have good subject knowledge and present the work in a most imaginative way. They use a good range of resources to make the subject come alive and give pupils an interest in history from an early age. Teachers manage their pupils well and this enables pupils to concentrate on their work and learn effectively. All work is carefully planned and explained well to pupils so that they are able to focus on the learning intentions and make good progress.

106. Subject planning in the long and medium term makes effective provision for the development of both knowledge and skills throughout the school. History is appropriately planned using a two-year cycle to avoid repetition of work in the mixed age classes.

INFORMATION TECHNOLOGY

107. Attainment in information and communication technology (ICT) is below that expected nationally for pupils at age seven. This is a similar judgement to that made in the last inspection. At the age of 11 pupils are still below national expectations and this indicates a fall in standards since the last inspection when attainment for such pupils was judged to be satisfactory. The subject fails to meet statutory requirements, as all aspects are not taught to pupils as they move through the school. Apart from basic word processing and graphics, simple data handling, some research and control work with a Roamer for younger pupils, very little other ICT work is evident. A number of important aspects are neglected such as control technology for older pupils; more advanced data handling using spreadsheets; monitoring external events such as temperature changes; research work to support learning in other subjects and learning more complex word processing skills to create good quality finished work. The school has appropriately identified ICT as an area in need of immediate improvement and it has firm plans, backed by sufficient funds, to make such improvements to the provision in the near future.

108. At present, pupils in Years 1 and 2 can use a computer to write simple text and to create a picture using a graphics program. They can, with support, enter data they have collected in other subjects. For example, in science where pupils collected class data about hair and eye colour and entered it into the computer to successfully make a block graph. Pupils in the unit have regular access to a computer and, in Mauve class, older pupils are beginning to do simple word processing. In Years 3 and 6 in the main school, pupils write stories and poems on the computer and they edit, save and print out their work. Pupils of all ages have underdeveloped typing skills that prevent them from entering text at a reasonable rate. This often frustrates them and limits their output in the time allocated. The computer suite is rarely used for class lessons as the computers are not linked in any way and are now old and unable to cope with the growing demands of the ICT curriculum. All classes have a working computer and colour printer to be used during other lessons. Two of these have Internet access and pupils have been able to learn how to send e-mails. The absence of resources to support learning in many areas of ICT is having a serious detrimental impact on learning and, apart from those pupils with computers at home, confidence in using ICT equipment is low.

109. Very little direct teaching of ICT was observed during the inspection, and pupils' work using ICT was rarely evident in displays or books. By talking to pupils, it was clear that they had only a very basic understanding of the subject, but all were keen to improve their skills and use computers more in school. Some younger pupils were not aware that the school had a computer suite and had only a vague idea about how technology is used in the wider world. However, in one very good Reception / Year1 lesson, pupils made rapid strides in their learning when working with a programmable Roamer to follow a sequence of instructions. The teacher had planned the lesson most carefully matched to the prior attainment of the pupils. It was imaginatively presented and linked to their work in literacy about the three little pigs with the Roamer as the wolf having to visit the three houses. The pupils sat spellbound watching it obey their instructions and all waited patiently for their turn to program the device. Older pupils in Year 6 have some understanding of ICT and its impact on our world and know about the Internet and e-mails although they have had few opportunities to learn the skills necessary to raise their levels of competence in many areas of the subject.

MUSIC

110. The standards pupils attain in music are as expected for their age group. Most of the lessons observed during the inspection were singing lessons taken by the music co-ordinator in the school hall. These lessons involved large numbers of pupils with support from the headteacher to enable the co-ordinator to concentrate on introducing the songs and accompanying the pupils on the piano. No class music lessons were observed in Years 3 to 6 to see pupils composing or listening to music so no judgement can be made on the standards attained in these areas of study.

111. Pupils in Years 1 and 2 sing with obvious enthusiasm and generally are able to sing in tune and from memory. They sang 'Shalom' with feeling for the mood of the music and in a reverent manner. Other songs, such as 'The Wheels on the Bus', were sung with great gusto and thoroughly enjoyed by all pupils. In a class music lesson pupils were able to use percussion instruments to help illustrate a story initially told by the teacher and then carried on by the pupils. Pupils were able to suggest suitable instruments to accompany a particular event such as a monster moving, a horse trotting and a heart beating. They played the instruments correctly showing good control and with due regard for the dynamics required. Older pupils in Years 3 to 6 also sing with enthusiasm and with sound pitch. They sing a range of songs, many from other lands, with good diction and controlled breathing. During the inspection they were practising the song 'Oh Freedom' for an assembly linked to the school focus on Black History month. This, and other songs in the pupils' repertoire, make a good contribution to their moral, social and cultural development. Pupils from the Tim Jewell Unit join in the singing lessons and also have their own music sessions where they can successfully follow a given rhythm using percussion instruments. There is an after-school music club in which about twenty pupils learn to play the keyboard and the

guitar as well as improve their singing. The Education Action Zone funds this good provision this term and the school hopes to continue the club in the future, if further funding can be found.

112. The teaching of music is at least satisfactory with some being good or better. The group singing lessons give all pupils an opportunity to improve their choral singing. However, the large number of pupils in each lesson limits the opportunities for individuals or groups of pupils to be actively involved in playing an instrument to improve their skills in accompanying a song. Pupils are managed satisfactorily and behave appropriately in lessons, which enables them to make sound progress in the allocated time.

113. Of particular note is the school's involvement in a good range of other musical activities and events. These include singing with professional singers and musicians from the National Opera in a version of the opera 'La Boheme' and in the Annual Civic Ceremony in Southwark Cathedral where they were the first ever to stage a music and drama production. In an excellent assembly led by the headteacher, the background music on entry to the hall was a love song from La Boheme. Not only did pupils listen very well, the oldest recognised the song and they could name the character singing it. Year 6 pupils wrote their own successful end of term play and chose the music for it. Year 4/5 pupils learn about music from India through their involvement in a dance project. The co-ordinator has an action plan to improve the resources and the teaching of music throughout the school to ensure that the provision meets the requirements of Curriculum 2000.

PHYSICAL EDUCATION

114. Pupils throughout the school benefit from regular physical development lessons. At Key Stage 1, they use climbing apparatus well and balance with accuracy and control. Pupils start their activities carefully and they are aware of the need for safety. In the one lesson which took place during the inspection, pupils attained appropriate standards and some very agile members of the class attained standards which were good. Pupils benefit from a regular hall timetable and, in good weather, outdoor games activities. At Key Stage 2, pupils have a good knowledge of the rules of ball games such as football and netball. Eleven year olds also have regular training in the martial arts to develop good self-control. Pupils seem to enjoy their lessons and they have appropriate attitudes. Older pupils, including unit pupils, participate in regular swimming sessions and many swim 25 metres or more. Other physical activities include Indian dance and circuit training.

115. There is insufficient evidence to judge the quality of teaching in the very few lessons observed, although lesson planning is good. During the inspection inclement weather meant that no outside games lessons could be observed. One lesson was unsatisfactory because the activity was unsuitable for the age group and it resulted in poor behaviour. Photographs are displayed in the hall that remind pupils about movement and exercise benefits, and there is a topical display on the Olympics.

RELIGIOUS EDUCATION

116. There was limited evidence of religious education being taught during the last inspection, but pupils attained appropriate standards. The school has maintained an appropriate standard of work in this subject, and pupils of seven and 11 are on course to attain the standards required by the Southwark Agreed Syllabus. By the time pupils are seven years old, they have a basic understanding of Judaism. Pupils in Year 2 know about the holy books and they have an appropriate awareness that different faiths have traditional festivals. They recognise that celebration is an implicit part of worship. For instance they understand why Jewish people eat Cholla bread at Shabbat. They recognise that religious buildings are important and that, in the Christian faith, a font is used for baptism. As they get older, pupils have a developing understanding of the Sikh faith and they draw on their own and others' experiences of different faiths. They feel that others value their views and beliefs.

117. By the time pupils are 11 years of age they know the important Christian festivals such as Easter, and why the symbol of a cross is the most important symbol of Christianity. They know some Buddhist stories and have a clear understanding of what is important in life to Buddhists. They consider what would make the world a better place. They effectively relate the Buddhist faith to their own lives by considering the cause and effect of their actions. They relate this to everyday affairs such as hurting a friend or being too greedy, and consider the consequences of these. For instance, the right view, intention, action, effort and mindfulness. In the autistic unit, pupils listen to spiritual music such as 'Morning has broken' as part of their early morning reflection, and they know it is a time to be silent.

118. Only two lessons were observed during the present inspection, but they were both at least satisfactory. The teaching in the oldest class was good. Teachers successfully create a climate in which pupils feel secure to reflect on, share and develop their thoughts and ideas. Questioning is effectively used to remind pupils of previous work. Teachers listen carefully to pupils and build on their answers. Lessons are well planned. Teachers try hard to bring in additional objects to make the topic more interesting. For instance, in a Year 2 lesson on Judaism, the teacher had unleavened bread for pupils to taste.

119. Religious education makes an effective contribution to pupils' spiritual development by encouraging them to reflect. Pupils visit local churches and they have regular opportunities to meet and interview religious leaders from the locality as part of their course of study.