

# INSPECTION REPORT

**ST. MARGARET'S CE PRIMARY SCHOOL**

Plumstead, London

LEA area: Greenwich

Unique reference number: 100170

Headteacher: Mr. J. Lunnon

Reporting inspector: Brian Holmes  
15215

Dates of inspection: 11<sup>th</sup> – 14<sup>th</sup> September 2000

Inspection number: 224685

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	St. Margaret's Grove Plumstead London
Postcode:	SE18 7RL
Telephone number:	020 8854 3924
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. P. Carlisle
Date of previous inspection:	7 <sup>th</sup> – 10 <sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian Holmes	Registered inspector	Information and communication technology	What sort of school is it?
		Science	School's results and achievements
		Geography	How well are pupils taught?
			What should the school do to improve further?
Brian Silvester	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
			How well does the school care for its' pupils?
Gordon Longton	Team inspector	English	How well is the school led and managed?
		Special Educational Needs	
		Music	
		Physical Education	
Carol Cressey	Team inspector	Areas of learning in the Foundation Stage English as an Additional Language	
		History	
Edmond Morris	Team inspector	Mathematics	
		Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
		Art	
		Design Technology	

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St. Margaret's CE Primary School, Plumstead is a larger than average primary school with 296 pupils between the ages of 3 and 11. The pupils come from a range of socio-economic, cultural and racial backgrounds. This mix contributes positively towards the climate and ethos of the school. The number of pupils entitled to free school meals is in line with the national average. The number of pupils with English as additional language, as well as those with special educational needs, is above the national average. Most pupils with English as an additional language are of African or Caribbean heritage. Pupils with special educational needs have different learning needs, which range between specific needs, moderate learning needs and communication difficulties. Four pupils have a statement of special educational need. The proportion of these pupils is in line with the national average. Pupils' attainment level on entry to the school matches what is expected for most pupils at the age of five.

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

This is an effective school, where pupils are taught well and achieve good standards in relation to all other schools. It is a caring school, where the pupils are happy. The school sets pupils high standards for their behaviour and their work. Pupils show very good attitudes towards school, and achieve very good standards of behaviour and of attendance. The school is very well led and managed by the headteacher, staff and governing body and, as a result, gives good value for money.

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

- Standards of attainment are above the national average in English, mathematics and science at the end of Key Stage 1 and in English at the end of Key Stage 2.
- Pupils achieve well throughout the school, including those with special educational needs and English as an additional language.
- The quality of teaching is good throughout the school. It is very good for children in the Foundation Stage. This results in pupils achieving well and making good progress in English, mathematics and science.
- The pupils achieve very good standards of behaviour, show positive attitudes towards school, and form very good relationships in a happy, caring environment.
- Pupils' level of attendance is very good and well above the national average.
- The headteacher, supported well by the governing body, and a conscientious staff, provides a very good standard of leadership.
- Very good provision is made for pupils' personal development, particularly for spiritual, moral and social aspects.

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

- The use of Information and Communication Technology throughout all subjects of the curriculum.
- Pupils' access to computer facilities.
- The role of subject co-ordinators in non-core subjects and Information and Communication Technology in developing procedures for assessing pupils' progress and monitoring standards in their subjects.
- The use of target-setting procedures by teachers to set pupils clear targets for improvement.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996 and has made very good progress since then. A key factor in this improvement has been the very good leadership and management of the headteacher, key staff and governors, which has improved significantly. Pupils' standards of attainment in English, mathematics and science have improved steadily, particularly by the age of seven. The overall quality of teaching has improved significantly, with an increased proportion of very good teaching being observed. There has also been good improvement in pupils' attendance, in their attitudes towards school and in their behaviour, both in class and around school. The curriculum now meets statutory requirements, with significant improvement in provision for design technology and satisfactory improvement in information and communication technology. There has been good improvement in developing subject policies and schemes of work. Subject leaders now have a more clearly defined and involved role in managing their subject areas, although in some subjects there is still a need for further development. Assessment procedures have improved markedly and are good for children under five and in the core subjects. A system of evaluating the quality of teaching and learning has been implemented and the outcomes of this process have been used well to improve this area of the school's work. Improvements have been made in the school's accommodation and there is also improved provision for pupils' cultural experiences. There are satisfactory systems for giving parents information about their children's performance. The school now provides good value for money.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	C	C	B
mathematics	E	B	C	B
science	E	C	C	B

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

Results in English, mathematics and science at the end of Key Stage 2 are in line with the national average when compared to all schools and above the national average when compared to schools with pupils from a similar background. Trends over time show an overall improvement in the last three years in English, mathematics and science. Inspection findings agree with this. Standards of attainment in English and mathematics are above what is normally expected at eleven and in line with it in science. In reading, standards are well above the average for most pupils at the age of eleven. The results of the 1999 national tests for seven year-olds show that results are well above average in reading and above average in writing and mathematics. When the school's results are compared with similar schools they are very high in reading, and well above average in writing and mathematics. Inspection evidence shows that standards in reading are well above the average for most pupils by the age of seven and above in writing and mathematics. Pupils achieve well and make good progress in the three core subjects. The impact of the literacy and numeracy strategies is helping to raise standards. In information and communication technology, by the ages of both 7 and 11, pupils' attainment broadly matches that expected nationally. Across the school, pupils achieve appropriately in most subjects. This shows that standards have improved since the previous inspection. No major differences in the achievements of boys and girls were seen during the inspection. Pupils with special educational needs, and those for whom English is an additional language make good progress towards their targets. The school is making good progress towards achieving the targets it has set itself, which are suitably appropriate and challenging.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils show very positive attitudes, and enjoy school. They are keen to learn and show interest in their tasks.
Behaviour, in and out of classrooms	Behaviour, both in lessons, and in and around the school is very good.
Personal development and relationships	Relationships at all levels are very good and are a strength of the school. Pupils' personal development is very good, and they show very good levels of responsibility.
Attendance	Attendance is very good. The school effectively promotes and monitors pupils' attendance and punctuality.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
61 lessons seen	Very 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.*

The quality of teaching is good. Teachers successfully meet the needs of most of their pupils. Across the school, 100 per cent of teaching is satisfactory or better, with 72 per cent good or better and 22 per cent very good. No unsatisfactory lessons were seen. The quality of teaching of English and mathematics is good throughout the school. The skills of literacy are well taught, while those of numeracy are satisfactorily taught. Pupils are well motivated by the tasks teachers prepare. Teachers have a good knowledge of the subjects they teach and plan well. They have high expectations of pupils' work and set them challenging tasks. They manage pupils particularly well, and foster good relationships. Time and resources are used well, which sustain a good pace and develops pupils' interest, concentration and independence. Pupils acquire skills and knowledge at a good pace and talk with confidence about their learning. The quality of teaching for pupils with special educational needs, and those with English as an additional language is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and meets statutory requirements. Planning ensures that all pupils are provided with work suitable for their age and ability.
Provision for pupils with special educational needs and pupils with EAL	Good provision for pupils with special educational needs and English as an additional language. Work is well planned to meet needs and help pupils to achieve their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' spiritual, moral and social development and good provision for cultural development. Adults provide very good role models. Pupils have a good sense of citizenship.
How well the school cares for its pupils	The school provides a close-knit, secure and happy environment. Assessment in core subjects is good and is beginning to be used to plan pupils' future learning. Child protection procedures are good.

The school's partnership with parents is good. The quality of information provided is good and parents effectively support pupils' learning both in school and at home. Parents' views are strongly supportive of the school.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides high quality leadership and has a clear vision of the direction the school needs to follow. The senior management team are committed and effective.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school's management. It makes a very good contribution to the leadership and management of the school, and fully acts as a 'critical friend' of the school.
The school's evaluation of its performance	The school evaluates its performance very well. Where areas have been identified the school considers and implements ways to improve them.
The strategic use of resources	The school uses the money it receives well and deploys its resources well.

The quality of the school's accommodation is good. The levels of appropriately qualified staff and learning resources are satisfactory. The school applies the principles of best value well in purchasing equipment and resources.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and they would feel comfortable approaching the school.</li> <li>• The high standards of behaviour the school promotes and the ethic of hard work which the school successfully promotes.</li> <li>• The school is well led and managed and the quality of teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities offered to pupils outside the planned curriculum.</li> <li>• The amount of homework which pupils receive.</li> <li>• The extent to which the school works closely with parents.</li> </ul>

Inspectors' judgements support parents' positive views. Inspection findings show that homework is used effectively in all classes to support pupils' learning and that the school does work closely with parents on a whole range of issues linked to pupils' lives in school. Inspectors judged the range of extra-curricular activities offered by the school to be satisfactory but that they are mainly restricted to older pupils. The school might consider offering extra-curricular activities to a wider range of pupils.

## **PART B: COMMENTARY**

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

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

- 1 In the 1999 national tests the proportion of pupils achieving the expected level 4, and above, by the age of eleven was close to the national average in English, mathematics and science. The proportion of pupils achieving the higher level (Level 5) was above the national average in mathematics, but below it in English and science. Trends over the past three years show a consistent rise in standards. This represents good progress. The indications are that this trend has continued with the latest set of test results. In English, mathematics and science, pupils' performance was above the average when compared with schools who have pupils from similar backgrounds. Test results over time indicate that boys attain higher standards than girls, although inspection evidence shows no significant differences between the two. In 1999, the proportion of pupils reaching the expected level (Level 2) and above, by the age of seven, was well above the national average in reading and above it in writing and mathematics. The proportion of pupils achieving the higher level (Level 3) was well above the national average in reading, above in mathematics, and close to the national average in writing. The results in 1999 were an improvement on the previous year in reading, writing, and in mathematics. Trends over time show a consistent rise in standards in all three areas since 1996. Indications are that this improvement has been maintained with the latest set of test results. Inspection findings show that standards are rising throughout the school and that attainment is above average by the ages of seven, and eleven in English and mathematics. In reading, pupils' attainment is well above average. The impact of the Literacy and Numeracy Strategies is helping to raise standards, as is shown by the consistent rise in standards across the school. The improved use of assessment information and the impact of monitoring the quality of teaching and learning have also contributed to the raising of standards in the school.
  
- 2 The overall attainment levels of most of the children entering the nursery are in line with those expected nationally. However a significant number of children enter the nursery learning English as an additional language and a significant number of children have special educational needs. By the time children enter the reception class assessments show that the majority are achieving standards above those of similar schools in the area. Teaching in nursery and reception is of a very high standard and this has a very positive effect on children's learning. As a result most children achieve well and are in line to reach the early learning goals in all six areas of learning by the end of the reception class, with a significant number reaching them well before they move into Year 1.
  
- 3 Standards of attainment in English are above the national average at the end of both key stages. Pupils achieve well in English and make good progress throughout the school. By the age of seven, pupils answer questions carefully and contribute well in class. By the time they are eleven, their listening skills are reinforced, and they talk with confidence about a range of issues. In reading, pupils' attainment is well above the national average at both seven and eleven. By the age of seven, many pupils are fluent and accurate readers. They use expression well and self-correct their mistakes. By the age of eleven, pupils have an impressive knowledge and understanding of books, expressing their preferences for different genres of literature. In writing, by the time they are seven, pupils sequence stories correctly and show knowledge of full stops, capital letters and question marks. By the age of eleven,

pupils develop their stories, and write in a range of styles and for different purposes. They develop good use of key skills, such as the range of their vocabulary and the ability to extend their ideas.

- 4 Pupils achieve well in mathematics. Their attainment is above average at the age of both seven and eleven. All pupils achieve well and make good progress across the school. By the time they are seven, pupils have a sound understanding of number and a good knowledge of place value to at least a hundred. They know the principles of simple multiplication. They measure accurately using standard and non-standard units, and recognise the properties of a range of two-dimensional shapes. By the age of eleven, most pupils demonstrate secure knowledge and understanding of the four operations of addition, subtraction, multiplication and division. They use mathematical vocabulary well in its correct context and have a good mental recall of number facts. They draw and interpret a range of graphs and have a good knowledge of angles.
- 5 In science, pupils' attainment is above the nationally expected level by the age of seven and in line with the national average by the time pupils are eleven. Pupils achieve well, and make good progress throughout the school. By the age of seven, pupils have good scientific knowledge and skills, and are developing a sound scientific approach in observing and communicating their findings. In Years 3 to 6, pupils carry out a fair test, and deepen their knowledge and understanding of scientific processes. By the age of eleven, most pupils have developed their scientific knowledge and skills appropriately, with good in-depth knowledge and understanding, and the ability to use scientific terms with accuracy.
- 6 In information and communication technology, at both seven and eleven, pupils achieve satisfactorily and their attainment matches the expected levels. By the time they are seven, most pupils are confident in using a computer and understand the basic functions of the keyboard and the mouse. They use a range of software for different purposes, and work well both independently and in small groups. By the age of eleven, pupils have a sound capability in most aspects of the subject although there is a weakness in pupils' data handling skills. They have appropriate word processing skills, save and retrieve their own work, and present their work well, taking the intended audience into account. Standards have risen since the last inspection and now need more development to improve still further.
- 7 By the time they reach the ages of seven and eleven, the standard of pupils' work is at the level expected in art, design technology, history, music and physical education. This shows that a steady rate of improvement has been maintained in all of these subjects since the previous inspection. Pupils achieve well, and in lessons progress was always satisfactory or better. It was good or better in approximately 70 per cent of lessons. Over time, pupils make good progress in the core subjects of English, mathematics and science, and sound progress in information and communication technology, history, physical education, art, music and design technology. It was not possible to make a judgement about geography because of a lack of evidence. No significant differences were observed in the progress made by boys and girls, although there is recorded evidence in differences between boys and girls over time. The school has made good progress towards achieving the targets it has set itself, which are sufficiently challenging. Significant factors affecting the improvement of standards of attainment in school have been the leadership and management of the headteacher and key staff which has provided a clear focus for raising standards of attainment and the improvements in teaching brought about by the system of monitoring and evaluating the quality of teaching, particularly in the core subjects of English and mathematics. Assessment procedures have been put firmly in place

since the last inspection and these too have had a significant impact. This would account for the gradual improvement in standards of attainment since 1997 in the core subjects. In addition, the positive impact of the Literacy and Numeracy strategies is also contributing to the raising of standards of attainment across the school.

- 8 Across the school, pupils' literacy skills are effectively developed through other subjects. There are sufficient opportunities to develop writing through other subjects. During the inspection, examples were observed in history and science. Pupils' numeracy skills are used effectively in a range of subjects across the curriculum, for example, to record measurement of temperature in science and in Year 6 where pupils use their numeracy skills to record the results of their scientific investigations using line graphs and tables.
- 9 Pupils with special educational needs progress well in all areas of the curriculum, in relation to the targets they are set in their individual education plans. Those who receive extra support make particularly good progress. Pupils make good progress over time and by the time they are eleven most pupils with special educational needs are achieving similar standards to other pupils. Of pupils with English as an additional language, about eight per cent are not fluent users of English and need additional support to access the curriculum. Pupils make good progress in becoming fluent in English and this has a positive impact on their attainment in all areas of the curriculum. By the time they are eleven, almost all pupils for whom English is an additional language are achieving similar standards to other pupils.

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

- 10 Pupils show very good attitudes to their work. They are keen to attend school and play a full part in its life, including extra-curricular activities. Pupils respond well to their teachers, show enthusiasm, are keen to join in and follow instructions well. They are quick to raise or answer questions. Pupils listen well, concentrate and persevere with the task given. Attitudes are very occasionally not as good where a few pupils, mainly boys, find it difficult to maintain their concentration.
- 11 The behaviour of the pupils, in class and around the school, is very good. Parents are very happy with the standard of behaviour achieved in the school. The very good behaviour of the pupils positively assists their learning. There was only one fixed-term exclusion in the last school year and this was the first one for over four years.
- 12 Relationships, between pupils and between pupils and adults, are very good and continue to be a strength of the school. Pupils work and play together well. They work in pairs and in groups and are willing to share and take turns. The pupils are friendly and polite and respect the feelings, values and beliefs of others. Pupils generally show respect for the feelings of pupils with special educational needs and often give them help and encouragement. The different ethnic groups in the school integrate together very well, both in the classroom and the playground.
- 13 The personal development of the pupils is very good. They are given a good range of opportunities to take responsibility. The School Council meets monthly. A boy and a girl from each junior class attend and report back to their peers. Older pupils help younger ones at dinner time, with playground games and shared reading. Pupils sing to local senior citizens at Christmas time. Pupils show initiative by deciding which charities they should raise money for and by initiating fund raising ideas.

- 14 Attendance in 1998/99 was 96.5 per cent, which is well above the national average and, therefore, very good. The level of unauthorised absence at 0.5 per cent was in line with the national average. Attendance in 1999/00 was 96.2 per cent. The very good level of attendance makes a very positive contribution to the pupils' attainment and progress. The level of punctuality was a concern expressed in the last inspection report. All parents new to the school are told of the importance of punctuality and there has been some improvement. However, there is a need to fully record all cases of late arrivals, so punctuality can be sufficiently monitored for the situation to improve still further.

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

- 15 The quality of teaching is good. Teachers successfully meet the needs of their pupils. Across the school, 100 per cent of teaching was satisfactory or better, with 72 per cent good or better and 22 per cent very good. These findings reflect those of parents. Ninety-seven per cent of parents who responded to the parents' questionnaire think the quality of teaching in the school is good. Teaching is a hundred per cent satisfactory or better. The quality of teaching has improved significantly since the school was last inspected. No unsatisfactory lessons were observed during the inspection compared to 18 per cent in the previous inspection. Twenty-two per cent of lessons observed were very good, which represents a significant improvement from 2.5 per cent last time. The quality of teaching has improved in all areas of the school and is now much more consistent than it was at the time of the previous inspection. For children who are under five, the quality of teaching is very good with over 80 per cent of lessons good or very good. In Key Stage 1 standards of teaching have improved with 65 per cent of lessons good or better, and between Years 3 and 6 over 70 per cent of lessons were judged to be good or very good. A number of factors have contributed to the improvement in the overall quality of teaching. Teachers' subject knowledge, their expectations of what pupils know, understand and can do, their planning of lessons and teaching of basic skills, have all improved significantly and become much more consistent across the year groups. Teachers' use of a range of effective teaching and learning strategies, their management of pupils and assessment of their work in lessons have all improved since the previous inspection. The introduction of a system for monitoring the quality of teaching and learning has also contributed significantly to the improvements.
- 16 The teaching in the early years is very good in all the areas of learning. It enables children to acquire new knowledge and skills. The nursery and reception class teachers have a good understanding of how young children learn. They form very good relationships with children and, along with support staff, promote very good standards of behaviour. Teachers' planning is very clear and ensures that children are provided with a range of stimulating, first-hand experiences, which builds their confidence and increases their understanding in the areas of learning. Activities are well organised to promote communication, language and literacy and mathematical development in particular. In a very good language and literacy lesson, staff gave a very high quality introduction focusing on new vocabulary and extending children's thinking. Children were challenged to evaluate their own work and improve it further. There were high expectations of children's work applied to a range of activities. In another part of the lesson children were challenged to use their vocabulary within a role play situation.
- 17 For pupils in Years 1 and 2, the quality of teaching is good. In the lessons seen teaching was always satisfactory or better, and is good or better in approximately 65 per cent of lessons. In 10 per cent of lessons, teaching is very good. The good quality

of teaching provides pupils with opportunities to apply their intellectual and creative effort in their work and to achieve well. Teachers plan well and use clear lesson structures that include sharing learning objectives with pupils at the start of lessons. They sustain the pace of lessons and use challenging questions that extend pupils' knowledge and understanding. They use a wide range of strategies to provide a stimulating range of activities such as letter and number fans and whiteboard activities. An example of very good teaching was in a literacy lesson when pupils were introduced to high frequency sounds and beginning to use sentences. The lesson was well planned with the learning objectives shared with pupils at the beginning of the lesson. Good use was made of the whiteboard and a rhyme to build up pupils' vocabulary and develop their reading skills. A good pace was sustained with pupils using word cards to create a sentence. The teacher developed very good relationships with the pupils and used praise and encouragement well to build up their confidence. A song was used to reinforce their understanding of capital letters and clear instructions given to pupils when working on independent tasks.

- 18 Between Years 3 and 6, teaching is good. The teaching was satisfactory or better in 100 per cent of lessons, good in approximately 70 per cent of lessons and very good in 17 per cent of lessons observed. In the best lessons, teachers sustain pupils' interest with lively approaches which include focused demonstrations to illustrate teaching points when needed. Teachers have good subject knowledge, which they use well to stimulate pupils' learning and increase their knowledge and understanding. They challenge pupils to think and develop their questioning skills through investigative approaches, such as in science. They use a wide range of methods to stimulate their pupils. These include writing for a range of different purposes, collaborative work in information and communication technology and mental activities in mathematics. An example of very good teaching occurred in a history lesson. The lesson was very well planned using a range of historical artefacts. The teacher encouraged careful examination of the artefacts by the pupils in order to engage them in the lesson and stimulate their interest. Questioning was used extremely well to challenge pupils to think for themselves and evaluate their own ideas about the artefacts. Subject knowledge was very secure and used well to develop pupils' historical vocabulary. The very good relationships that resulted led the pupils to work extremely hard and with interest and enjoyment, making very good gains in their knowledge and understanding of historical change since the 1940s.
- 19 Teachers have a good knowledge and understanding of the subjects they teach. Particularly well taught subjects are English, mathematics, science and all the areas of learning in the Foundation Stage. The introduction of the National Literacy Strategy has helped to improve the teaching of English through the use of a wide range of teaching strategies which include whole class work, paired, individual and group work. Pupils are challenged to develop their ideas through clear questioning and a variety of activities. They are taught literacy skills well. Basic skills are taught well by all teachers. The teaching of basic numeracy skills is good throughout the school. Teachers have a good understanding of the National Numeracy Strategy and are implementing it confidently and effectively. Lessons closely follow the recommended structure with appropriate amounts of time allocated to the different sections of each lesson. Every lesson commences with a brisk mental or oral mathematics session that, in the best lessons, fully involves all the pupils and gives them opportunities to explain and discuss the strategies they employed in finding the answer.
- 20 Homework is used effectively to support the work in classrooms. It is effective in promoting the development of reading and mathematics, and also in developing pupils' ability to work and research independently. Most parents are happy with the

amount of homework given, although a minority expressed some concern in the parents' questionnaire.

- 21 The teaching of pupils with special educational needs is good. The class teachers and the special educational needs co-ordinator, who teaches small groups, provide them with the extra help they require in order to complete the task set. In lessons the work is usually matched to the pupils' needs and abilities.
- 22 The quality of teaching for pupils for whom English is an additional language is good throughout the school. The specialist teacher offers effective support which is appropriately limited to those individual pupils who have very specific learning needs. All staff supporting pupils' for whom English is an additional language have high expectations of their pupils. They set clear and appropriate targets for pupils and as a result most are successful in moving to independent learning. The staff's effective grouping strategies provide a range of opportunities for pupils to develop effective listening, speaking, reading and writing skills. Emphasis is rightly placed on supporting pupils' development in literacy and to a lesser extent in mathematics lessons.

#### **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 are taught throughout the school and statutory requirements are fully met. This is a good improvement since the last inspection when the provision for information and communication technology and design and technology were judged to be unsatisfactory. In addition to the successful development of the literacy and numeracy strategies, the school has continued to provide pupils with a satisfactory range of learning opportunities in other subjects. The amount of time allocated to each subject is appropriate and is monitored by the headteacher. This ensures that there is sufficient teaching time available over each year to enable pupils to increase their skills and knowledge in all subject areas. There are useful schemes of work in place for all subjects and these are being used successfully by teachers to plan suitable work for their pupils. Subject co-ordinators have taken on board recent changes to the National Curriculum and they are making appropriate adjustments to their schemes of work in order to comply with the new requirements. The curriculum is carefully planned using a two-year cycle to meet the needs of all pupils in the mixed age classes and ensure that they are being given work appropriate to their age and ability. This also prevents pupils from repeating or missing work in subjects as they move through the school. The successful implementation of the national strategies for literacy and numeracy has had a considerable effect on raising standards. Literacy work is very well planned and effectively taught throughout the school, and planning for numeracy is also good.
- 24 The school makes good provision for pupils with special educational needs. The curriculum provided for these pupils meets statutory requirements. Pupils are placed on the register using sound criteria. The curriculum for pupils for whom English is an additional language is good. A high priority is given to teaching pupils to be confident and fluent users of English. Emphasis is placed on developing their communicative skills and the acquisition of appropriate language to help them access all the subjects of the curriculum.
- 25 The curriculum committee of the governing body is extremely active and meets regularly to approve policies, discuss strategies and monitor the provision. Individual



governors take responsibility for overseeing and supporting a particular subject. They visit the school and observe classes working; liaise closely with subject co-ordinators and some have been able to join teachers in training sessions to increase their understanding of new initiatives. The school improvement plan includes plans for improving the curriculum in all subjects and is a very useful working document that is proving most effective in raising standards. The governors have adopted appropriate policies for sex education and drug awareness. Parents are fully consulted about this provision. Personal, social and health education is included in the curriculum and is effectively planned and sensitively taught in all classes.

- 26 The governors have, through much discussion with staff, parents and pupils, produced a good equal opportunities policy that is most effective. It enables all pupils to benefit from the many learning and social opportunities provided. St. Margaret's is a school in which all pupils are valued and great care is taken to include them in every aspect of school life.
- 27 The curriculum is enhanced by a range of visits to local places of interest such as Charlton Village and the school has two annual residential visits for pupils. Pupils in Year 5 go to Wrotham in Kent and those in Year 6 to Swanage in Dorset. These visits include good quality educational and adventurous activities as well as giving pupils many opportunities to develop socially and live harmoniously in an environment away from home. There are a number of visitors to the school who talk to, and often work with, the pupils. Recent visitors have been an African storyteller, a Chinese puppet theatre, the London Broncos rugby league club and the Royal ballet. The parish priest is a regular visitor, supports the school in many ways and leads the school in worship each week. The school provides its pupils with a satisfactory number of extra-curricular activities in sport and music but these are predominantly for older pupils and the school should consider offering activities to a wider age range of pupils.
- 28 The school's provision for spiritual, moral, social and cultural development has improved further since the last inspection. The school's Christian values and principles are very apparent throughout the whole school and have a positive effect on the quality of the teaching and learning.
- 29 Provision for spiritual development is very good. Assemblies provide pupils with very good opportunities for reflection and prayer. Pupils are encouraged to think about other people's feelings and how they can contribute to the happiness and well being of their friends, families and the community in which they live. In an imaginative assembly for younger pupils, life size puppets were used very effectively to encourage pupils to consider how it felt to be a new pupil. Concerns and fears were expressed and children were able to recognise how they could help new children to settle into the school. Quiet times are provided in assemblies when pupils reflect on issues raised. Time when the pupils talk about issues together is often used well to encourage them to explore their feelings of anger, fear, disappointment, joy and pleasure. When given these opportunities pupils respond in a mature and sensitive way. During the inspection interesting discoveries in science and information and communication technology were greeted with excitement and delight.
- 30 Provision for moral development is very good. In assemblies, issues such as kindness, friendship and caring are taught well. Emphasis is placed on developing pupils' awareness of the differences between right and wrong and of treating each other fairly. Issues of bullying, racism and violence are discussed and pupils are made very aware of the codes of conduct. Adults in school provide very good role

models for pupils. A reward system supports these expectations and the whole school shares and celebrates in pupils' social and academic achievements during special assemblies. The school is effective in developing a harmonious atmosphere in which the pupils' different backgrounds, cultures and faiths are respected and valued. Welcome signs in different languages are displayed around the school. Books representing different cultures and ways of life are available in classrooms and in the library. Pupils are left in no doubt that racism is not to be tolerated.

- 31 Provision for social development is very good and minor weaknesses identified at the last inspection have been addressed well. Pupils now have very good opportunities to develop responsibility, self-confidence and independence. They are made very aware of their responsibilities to the school, their local church and community. The school council provides older children with opportunities to suggest ways of improving the school environment and providing care for younger children at playtime and lunchtime. A good sense of citizenship is now developed as pupils take part in local sport and arts festivals, visit senior citizens and collect money for local and international charities.
- 32 Provision for cultural development has improved and is now good. Pupils have opportunities to learn and appreciate the richness of their own culture through music, art, geography and history. Visits from ballet companies, African dancers and a Chinese puppet theatre all contribute well to developing pupils' understanding of the diversity of the community they live in. Through religious education lessons pupils study the major world religions. All pupils are made aware of each other's important festivals such as Christmas, Diwali and the Chinese New Year. However the school does not yet draw sufficiently on the experiences and skills of the parents to further develop pupils' awareness and appreciation of the similarities and differences of the ethnic cultures represented in the school and community. Visits to local places of interest bring culture alive for the pupils and stimulate their interest in traditions and events.

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

- 33 The steps taken to ensure the pupils' welfare, health and safety are good. The class teachers know their pupils well, recognise their needs and give them good support and guidance. They work hard to develop the school as a close-knit community where the pupils are happy. Parents see the school as a caring community. The school has a good, detailed health and safety policy. A regular inspection is completed of the buildings and grounds each term. The result of the inspection is recorded and action taken over any safety concerns. In addition, the headteacher and the premises manager do weekly walks of the premises to identify any safety hazards. Fire drills are held each term and the school's moveable equipment is tested annually. The school has an adequate medical room and two qualified first aiders. All the staff have completed emergency first aid training.
- 34 A good programme of personal, social and health education, has been developed by the new co-ordinator and is provided weekly. The school nurse visits weekly, carries out health checks, gives talks to pupils and parents and contributes to the personal, social and health education programme. Support and advice from agencies outside the school makes a sound contribution to the progress and welfare of the pupils. Outside specialists visit to assist pupils with speech, language and hearing problems. No other health and safety concerns were observed.
- 35 The school has a good child protection policy. The headteacher is responsible for its implementation. All staff, teaching and non-teaching, have received training to inform them of the procedures to adopt if they have any concerns about a pupil.
- 36 The school's procedures for monitoring and supporting the pupils' personal development are good. The personal development of the pupils is monitored by their class teachers. Significant personal development details are recorded. The pupils' annual reports contain a specific section on their personal and social development. Teachers and other staff have a caring approach to the personal needs of the pupils and this makes an important contribution to the ethos of the school.
- 37 The school's procedures for monitoring and improving attendance are also good. Attendance is monitored by the class teachers and the deputy headteacher. If the attendance of any pupil is a cause for concern, then the parents are contacted immediately by telephone or by letter. The school has access to an education welfare officer, who is called in for particular cases of non-attendance, if required. Good attendance is encouraged by the awarding of certificates at the end of the school year.
- 38 The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. There is a good behaviour policy, which contains an appropriate range of rewards and sanctions to encourage good behaviour. The anti-bullying policy was introduced after consultation with staff and the governing body. Annual questionnaires are used to identify the concerns of pupils about bullying. Incidents of bullying are infrequent. When they do occur they are treated seriously and dealt with speedily. The pupils concerned are interviewed and parents are informed.
- 39 The school has satisfactory procedures in place for assessing pupils' attainment and progress. This is a good improvement since the last inspection when the school had no assessment policy. The present procedures are particularly well developed in

English, mathematics and science but not nearly as strong in information and communication technology and other National Curriculum subjects. The successful implementation of the National Strategies for Literacy and Numeracy throughout the school has led to a greater awareness of the need for regular assessment to guide planning. Assessment procedures for children who are under five are very good. In subjects where assessment is less well developed, or not yet in place, the planning of work at suitable levels to help pupils make good progress is not as specific. The school is well aware of this situation and has firm plans to improve assessment in all subjects. These plans are clearly outlined in the school improvement plan.

- 40 The results of the end of key stage tests and the optional tests in English and mathematics, which are used in Years 3 to 5, are very carefully analysed to identify specific groups of pupils who may need additional support in their learning. The analyses are also used to identify areas of the curriculum in which pupils are underachieving so that the teachers can focus more on such areas in their planning. In mathematics, for example space, shape and measures were recently identified as needing further work, as was data analysis in science. The school took appropriate action to correct these deficiencies. Assessment data is used well to set targets for year groups but, as yet, not to set targets for individual pupils. The setting of targets for specific groups of pupils has been established in literacy and is to be extended to other subject areas, in consultation with the pupils.
- 41 Teachers know their pupils well. They carefully monitor the personal development of each pupil in their care and note significant points to share with parents in annual reports and to pass on to the next teacher. The assessment procedures for pupils with special educational needs and pupils for whom English is an additional language are good. The results of these assessments identify the deployment of support staff in order to support pupils with special educational needs and improve pupils' fluency in English in order raise their attainment across the curriculum. Detailed records are maintained indicating pupils' performance and their progress in the acquisition of English.

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

- 42 Parents are very supportive of the school and the links between the school and parents have a positive impact on the pupils' learning. The quality of information provided to parents is good and has improved since the last inspection. Regular information letters are sent out and good use is made of the parental notice board. The school provides two formal opportunities per year for parents to discuss their child's progress with the class teacher, in the Autumn and in the Spring. Parents are given annual guidance on what their child will study in literacy and numeracy and how they can help their child at home. Information is also sent to parents each term about topics in other subjects and in the Nursery the weekly planning is on display. Parents are involved in the entry profile and assessment and parental workshops are held. Parents can use the 'Contact Box' to pass concerns directly to parent governors. A newsletter is also sent to parents from the parent governors. A well-attended mathematics activity day was organised for parents. The pupils' annual reports tell parents what their child knows, understands and can do in all subjects. Some targets for improvement are given for personal development but not in all subjects of the curriculum.
- 43 The school's links with parents are effective and their involvement has a very good impact on the work of the school. The contribution of parents to children's learning, at

school and at home, is good. Parents are encouraged to help in school by hearing readers, going on school visits and assisting in the library. A number of parents help in school each week. Parents of pupils with special educational needs are appropriately involved in the reviews of their children. The school keeps them informed of their child's progress through informal meetings. The School Association is very active and organises a wide range of fund raising and social events. The money raised is used to buy resources for the school, to improve the fabric of the building and grounds and to provide leaving presents for Year 6 pupils.

- 44 The school has a good homework policy and the senior management team samples the provision in each class. The home contacts book acts as a line of communication between school and home in Years 1 and 2. There is weekly mathematics homework for the whole school and reading books go home regularly. Information sheets on areas of study and how parents can help at home are provided. There is a satisfactory home/school agreement and a high percentage of parents have signed it. Parents are consulted about its content.
- 45 In the parents' questionnaire 25 per cent of those who responded did not think that the school provides an interesting range of extra-curricular activities. The evidence from the inspection indicates that there is a satisfactory range of extra-curricular activities but that these activities are targeted mainly at older pupils, with limited access for younger pupils. Also, in the parents' questionnaire, 19 per cent of parents did not think that their child had the right amount of homework. The inspection evidence shows that provision of homework is good.

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

- 46 The leadership and management of the school are very good. The headteacher provides strong leadership and, with the support of the senior management team, gives a very clear direction for the development and improvement of the school. The improvement in the quality of education since the school was last inspected owes much to his leadership and the effective support of a hard working and committed team of staff and governors. Together they have succeeded in creating a learning environment where behaviour and relationships are very good and pupils feel secure and valued. The school's mission statement of "providing a happy, caring Christian environment, in which children enjoy learning, grow in self esteem and reach their full potential" is shared by all and underpins the work of the school.
- 47 The headteacher and senior management team monitor teaching in literacy and numeracy, recognising their priority, and the headteacher regularly monitors teachers' planning. These factors have contributed strongly to the considerable improvement in the quality of teaching and the standards pupils achieve. However not all curriculum co-ordinators have been fully involved in monitoring the planning or standards of pupils' work in their subjects and the school recognises this extension to the role of the co-ordinators as an area for future development. The headteacher delegates responsibility well to the senior management team who appreciate this partnership approach and readily accept and fulfil their roles. A suitable system of appraisal is in place and is linked very closely to staff development. Individual targets are agreed through discussion. Support is provided where necessary and relevant courses are made available to staff to develop their expertise. The school has made significant improvements in this area of its work since the previous inspection and has been very effective in raising the standard of teaching in the school. By monitoring and evaluating the school's performance on a day-to-day basis, the headteacher has a

clear view of the effectiveness of the school and the impact of new initiatives. Effective induction procedures have been established for new staff.

- 48 The school improvement plan has proved a practical and useful document. The plan is devised after a thorough analysis of the school's needs, taking account of the local and national initiatives. Governors are involved early in the process. The link to the school's budget is specific and sufficiently detailed. Although the plan provides the school with a sound document that summarises the next twelve months' improvements in enough detail, it would be even more useful if it covered a longer period of time.
- 49 The governing body fulfils its responsibilities effectively and all statutory requirements are met. It is very supportive of the school's management and fully acts as a 'critical friend' of the school. The governing body are fully involved in the school development plan and set the priorities for the school based on its prior achievements. The chair of the governing body has proved a hard-working and effective leader since the last inspection and she has been instrumental in raising governors' awareness of issues. She has supported the school effectively in the local community and remains positive about the priorities that are important for the future development of the school. The governors are effective in overseeing the finances of the school and are continuing to develop their strategic role. Although the amount of time given to the school by individual governors varies, systems are in place to ensure that their work is efficient, organised and for the benefit of the school. The governors with specific links to priority areas of the school's work, such as numeracy, literacy and special needs, are knowledgeable. Most governors visit the school regularly, but there is a need to create more formal opportunities during the day to see the school in action.
- 50 The school has an appropriate range of aims and policies, which are implemented very well. These provide suitable guidance on most aspects of school life and underpin the very good ethos of the school, which values each individual child. These aims are appropriately published in the school brochure. Almost all of the parents who returned a questionnaire to the inspectors consider that the school's values have a positive effect on their children. Recent results indicate that standards are rising and the school has a commitment to the highest possible achievement by each individual pupil.
- 51 The co-ordinator for special educational needs is experienced and knowledgeable. She is employed in the school for only two days per week. This means that her time for the management of the workload associated with the school is extremely tight. The senior management and class teachers make a good contribution to ensuring that the provision for special educational needs is good. There is a link governor for special educational needs and the governors' monitoring of this area of work is satisfactory. The school is working in accordance with The Code of Practice and meets requirements. The provision and the use of resources to meet the learning needs of pupils with special educational needs are good. The statutory requirements are met.
- 52 There is a designated member of staff appointed to co-ordinate the provision for pupils for whom English is an additional language. The effective deployment of this teacher has an important impact on the quality of pupils' learning. The school has a clear educational direction to ensure good provision for all pupils with English as an additional language. Assessment is used well to help identify pupils' needs and resources are carefully directed towards those pupils with the greatest needs.

- 53 The school's accommodation is good and is maintained to a high standard by the school caretaker and cleaners. Since the last inspection, volunteers, under the direction of a governor, have carried out a lot of work to improve classrooms, the library and the music room. When some classes used the newly refurbished music room for the first time during the inspection it was noted just how much both staff and pupils appreciated the improvements. The school has a good hall, which is used well for a variety of purposes. A ramp at the entrance to the school provides suitable access for disabled pupils and visitors. The school library has recently been refurbished and provides an excellent facility for all the pupils. Outside areas are attractively laid out with seating and quiet areas as well as markings for games, which all pupils enjoy.
- 54 Resources for the teaching of English and for the under fives are good. In all other subjects they are satisfactory although the provision of computer software for use in curriculum subjects is in need of improvement.
- 55 The financial planning is good overall and is linked to the school's educational priorities through the School Improvement Plan. The School Improvement Plan contains the cost of improvements, along with the success criteria and the time scale. It is monitored each term. There is a need now to extend the School Improvement Plan over a longer period than a year, to assist longer-term planning. Specific grants for the Standards Fund and for information and communication technology are used effectively for the designated purposes. All the recommendations of the most recent local education authority audit have been implemented. Effective use is made of new technology in the financial management of the school.
- 56 Financial control is good. At the time of the last inspection in 1996 a substantial accumulated deficit was discovered. Since then, through good housekeeping, the deficit has been substantially reduced and is planned to be eliminated in two years. The day-to-day running of the school's finances is good. Value for money for substantial purchases is ensured by obtaining competitive quotes. Financial advisors visit monthly to monitor the budget and report to the governors. The governors' finance committee monitors the budget and makes adjustments as necessary as the year proceeds to ensure the budget is met.

- 57 The school is successful in meeting its stated aims. The headteacher, governors and staff share a common purpose in providing the best education for the pupils and have this aim foremost in all considerations. They fulfil their statutory duties well and apply best value principles well. The capacity for further improvement is good and the school is well placed to continue the improvement in the quality of all that it does. Taking account of the level of pupils' attainment on entry; their good progress as they grow older; the good quality of education provided, the very good standards of behaviour and relationships found, the very good leadership and management of the school and the very good rate of improvement since the previous inspection, the school gives good value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 58 In order to continue the rate of improvement achieved over the last four years, and raise standards of attainment further, the governors, headteacher and staff of the school should:

- continue to raise standards in ICT by
  - developing the use of ICT in all subjects of the curriculum  
(paragraphs 93, 97, 99, 102)
  - developing a more strategic approach to the development of ICT resources in order to improve pupils' access to computers  
(paragraphs 54, 107)
- further developing the role of subject co-ordinators in non-core subjects and ICT, by:
  - improving procedures to assess pupils' progress  
(paragraphs 39, 99, 107)
  - developing clearer procedures for monitoring standards of pupils' work  
(paragraphs 89, 99, 102, 107)
  - further developing target setting procedures to enable teachers to set individual pupils clear targets for improvement  
(paragraphs 40, 81, 89)

### **Other issues which should be considered by the school**

- the school should consider offering extra-curricular activities to a wider age-range of pupils (paragraph 27)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	29

### **Summary of teaching observed during the inspection**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	50	28	0	0	0

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

### **Information about the school's pupils**

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	267
Number of full-time pupils eligible for free school meals		54

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	8	42

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	46

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	17

## Attendance

### Authorised absence

	%
School data	3.1
National comparative data	5.4

### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	20	18	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	18
	Girls	16	16	16
	Total	35	35	34
Percentage of pupils at NC level 2 or above	School	92	92	89
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	16	16	16
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	92 (83 )	92 (83 )	92 (82 )
	National	82 (80)	86 (85)	87(86)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	13	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	18
	Girls	9	6	11
	Total	22	20	29
Percentage of pupils at NC level 4 or above	School	67	61	88
	National	70 (65)	69 (59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	19
	Girls	9	6	7
	Total	23	22	26
Percentage of pupils at NC level 4 or above	School	70 (69 )	67 (72 )	79 (77 )
	National	68 (65)	69 (65)	75 (69)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	24
Black – African heritage	32
Black – other	2
Indian	12
Pakistani	0
Bangladeshi	0
Chinese	4
White	129
Any other minority ethnic group	25

This table refers to pupils of compulsory school age only.

**Exclusions in the last school year**

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

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



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

Total number of qualified teachers (FTE)	11.1
Number of pupils per qualified teacher	24.05
Average class size	29.7

**Education support staff: YR – Y6**

Total number of education support staff	5.0
Total aggregate hours worked per week	63

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	24.25

Total number of education support staff	3.0
Total aggregate hours worked per week	46.0

Number of pupils per FTE adult	6
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*FTE means full-time equivalent.*

**Financial information**

Financial year	1899-2000
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	£
Total income	592190
Total expenditure	571515
Expenditure per pupil	2071
Balance brought forward from previous year	- 41922
Balance carried forward to next year	-21247

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

**Questionnaire return rate**

Number of questionnaires sent out	217
Number of questionnaires returned	95

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	1	2	0
My child is making good progress in school.	60	36	0	1	3
Behaviour in the school is good.	51	45	3	0	1
My child gets the right amount of work to do at home.	37	44	16	3	0
The teaching is good.	62	35	1	0	2
I am kept well informed about how my child is getting on.	46	41	7	5	0
I would feel comfortable about approaching the school with questions or a problem.	78	17	4	1	0
The school expects my child to work hard and achieve his or her best.	67	29	1	0	2
The school works closely with parents.	44	43	12	0	1
The school is well led and managed.	60	36	1	0	3
The school is helping my child become mature and responsible.	51	45	3	0	1
The school provides an interesting range of activities outside lessons.	19	35	18	7	21

## **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**

#### **Under fives**

- 59 The school's provision for children in the nursery and reception classes has improved since the previous inspection and is now good. The curriculum for children in the nursery and reception class is based on the six areas of learning and provides the children with broad and balanced experiences. The school provides a wide range of challenging and focused experiences to promote the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. Particular attention is now paid to ensuring that children who learn at a faster rate are sufficiently challenged. At the time of the inspection a significant number of children had been in school for less than a week. The caring and supportive atmosphere enabled new children to settle well into the routines of the nursery and reception class.
- 60 The overall attainment levels of most of the children entering the nursery are in line with those expected nationally. However a significant number of children enter the nursery learning English as an additional language and a significant number of children have special educational needs. By the time children enter the reception class assessments show that the majority of children are achieving standards above those of similar schools in the area. Teaching in nursery and reception is of a very high standard and this has a very positive effect on children's learning. As a result most children achieve well and are in line to reach the early learning goals in all six areas of learning by the end of the reception class, with a significant number reaching them well before they move into Year 1.
- 61 Children usually spend four terms in the nursery before transferring to the reception class in the term in which they have their fifth birthday. Older five year olds usually move into a Year 1 class after one or two terms in the reception class. The school is looking carefully at this arrangement to ensure that children who have not yet reached the early learning goals have access to an appropriate range of learning experiences and do not suffer unnecessary disruption to their education by frequent movement between classes at a very early age.

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

- 62 In both year groups, communication, language and literacy are given a very high priority. The nursery and reception classes provide a wide range of effective experiences and activities to develop and extend children's language and literacy skills. In the nursery, emphasis is placed on listening carefully to the teachers and following instructions. This is particularly effective for children with special educational needs and those learning English as an additional language. In the reception class children have become attentive listeners. They enjoy listening to stories and rhymes and join in familiar ones with enthusiasm. In both nursery and the reception classes children are encouraged to share conversations with adults and are given very good role models to develop their spoken language. Challenging questions promote children's thinking. For example, in the nursery class adult interaction in an activity to discover how things move was used very effectively to encourage children to make predictions about how far their toys would move and then to test out their ideas.

Structured play situations, puppets, lunchtimes and circle time provide opportunities for children to use and extend their vocabulary. Clearly labelled displays, alphabet and sound friezes and individual name cards help children develop early reading and writing skills. Children are encouraged to make marks on paper as they create their own menus or write letters to each other. By the time they enter reception many are drawing recognisable pictures and writing their own simple sentences using familiar letters, sounds and words. Children are learning to recognise their own names and older children are able to write their own names with increasing accuracy using capital and small letters. Comfortable and inviting book corners promote a love of books and children are learning to handle books with care. In shared reading tasks reception children recognise initial sounds and use these to read unfamiliar words. Children choose books as an activity and they take books home on a regular basis to share with family members. This has a very positive effect on children's progress in learning to read. Elements of the literacy hour are used appropriately in the reception class. The quality of teaching in this area of learning is very good.

### **Mathematical Development**

- 63 The nursery and reception classes provide a wide range of activities to promote mathematical understanding. Children enjoy mathematics and learn to use mathematical ideas and skills in real situations, such as when they weigh out the ingredients to make chocolate cakes, 'telephone friends' to discuss with each other how long it will be before the imaginary bus comes, or give change in the class 'toy shop'. Appropriate elements of the numeracy strategy are used in the reception class and this has a positive effect on children's achievements. In both classes children have good opportunities to compare, match, sort, order, sequence and count, using a range of games, routines and experiences. Through well-planned topic work they explore number, pattern, shape and measurement. Teachers place great emphasis on developing appropriate mathematical language and children are encouraged to consider size, shape and position when playing with small-world toys. During the inspection the game of hide and seek was used imaginatively to help children develop their understanding of the language of position. Most reception children are able to join in with the teacher and count to ten and beyond to see how many children are ready for a dance lesson. Children are encouraged to solve simple problems as they work out how many children they are still waiting for. By the end of the reception year higher attaining children develop a good understanding of addition and subtraction and can record their answers in a formal way. The quality of teaching in this area of learning is very good.

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

- 64 Children are developing a good understanding of the world around them. The natural curiosity of young children is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore made and natural materials. They learn about the passage of time through celebrating birthdays and festivals. Nursery children are beginning to understand how they have changed since they were born. They help the teachers to make a display of the different toys they played with as babies and those they now enjoy as three and four year olds. They talk about the days of the week and the changing seasons and weather. Through religious education visits and role-play children learn about other cultures and different ways of life. Staff carefully observe and assess children's skills, providing them with support and encouragement to help them improve their skills of cutting, folding and sticking. The computer and tape recorders are popular choices and many children are confident and competent in using the 'mouse'. Children in the



nursery observe the changes that occur as they melt chocolate. In the reception class they develop further their observational skills as they listen and identify different sounds that occur in the environment. Construction toys are used well to encourage children to design and make their own models and to discover how things work. The quality of teaching in this area of learning is good.

### **Physical development**

- 65 Very good provision is now made for children's physical development. Children's natural exuberance and energy is catered for well and they are reminded of the importance of healthy eating and physical exercise. In the nursery there is a very good range of challenging large equipment available on a daily basis to help children develop their climbing and balancing skills. Confidence and skill are exhibited as children balance, climb and swing on the excellent equipment available. There is a wide range of wheeled toys which children manoeuvre well avoiding other children and obstacles as they incorporate them into their dramatic play. They are learning to run, hop, skip, jump and balance with increasing co-ordination and confidence. In the reception class children are given structured physical education and dance lessons to further promote their development. In addition they now have planned opportunities to use the nursery resources. Children in the reception move around the school safely and are able to line up in order to go to different parts of the school. In movement lessons children are developing good spatial awareness, control and imagination as they respond to music and ideas. Emphasis is placed on developing children's skills when handling tools, construction toys and malleable materials and they are becoming competent and skilled as they handle a variety of tools and materials safely and with care. The quality of teaching in this area of learning is very good.

### **Creative Development**

- 66 Children enjoy a very good range of experiences in art, music, story and imaginative play. Through such experiences they are encouraged to use appropriate vocabulary and to develop their use of language to express ideas. An excellent range of musical instruments, songs and rhymes helps to develop children's understanding of sound and rhythm and pattern. They enjoy taking part in the many very good role-play situations provided, such as the 'Toy shop', 'Home corner', and puppet theatre. The shops provide children with a range of opportunities to use their imagination as they take on the roles of the customers and shop assistants and use a range of interesting resources. Dance lessons encourage children's imagination as they create different moods and characters in response to stimulating music. There are many activities available to develop their senses through investigating texture, shape and colour. Baking is available on a regular basis and children explore different tastes and smells of foods. Staff provide materials with interesting real and made textures from which children can choose to create their own designs, pictures, models and collages. They work with play dough, clay and junk materials to create three-dimensional models. Malleable materials such as cereals, sand and water are available for children to explore on a daily basis. The quality of teaching in this area of learning is very good.

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

- 67 Children's personal, social and emotional development is given a very high priority. Children enjoy coming to school, they respond well to the rules and routines of nursery and school life and are eager to learn new skills and to explore new ideas. Emphasis is placed on helping children to develop an understanding of appropriate behaviour and what is right and wrong. Inappropriate behaviour is quickly checked and

staff sensitively explain to children the consequences of their actions encouraging them to consider the feelings of other children and encouraging them to say sorry. Children are learning to share and work together in a variety of situations, such as games, role-play and 'circle' time. During the inspection, circle time was used very effectively to help children develop an awareness of their own feelings when someone won't share with them. Through very sensitive questioning and comments from the teacher, nursery children confidently explained how they felt; they used phrases such as 'I feel grumpy' or 'I stamp my feet'. They readily tidy things away at the end of sessions, carefully putting them in their correct place. Older children work independently for sustained periods of time and take pride in their achievements. Relationships are very positive and children are encouraged to reflect on their feelings, actions and experiences. There are well-planned opportunities for them to develop a sensitivity and awareness of other people, their different religions, cultures and ways of life. The quality of teaching in this area of learning is very good.

## Teaching

- 68 Teaching in the early years is very good. All staff have a secure understanding of how young children learn and of the importance of play and first hand experiences. Lesson plans are very clear and detailed with appropriate learning objectives. Experiences are interesting and challenging and are focused very closely on what children need to learn. Activities are well organised and appropriate to promote communication, language, literacy and mathematical development. There is a very good balance of teacher directed activities and child initiated ones. Staff provide very effective support for all activities, working with children to check and extend their understanding. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. Children are given very clear instructions about what it is they are expected to do. Staff use questions, comments and observations very well to assess children's progress and to plan for future learning. Baseline assessment is used very effectively to help teachers plan an appropriate learning environment for children under five. All staff contribute to a useful record system which indicates children's progress towards the early learning goals. However, staff do not yet use assessments to predict likely attainment at the end of Reception. Staff work very well together and this has a positive effect on the quality of the learning. Teachers and classroom support assistants are enthusiastic and have high expectations of the children. Parents are actively involved in their children's learning through supporting simple homework tasks or helping in the classroom and this enhances children's learning.

## ENGLISH

- 69 In the 1999 national tests for eleven year olds the percentage of pupils attaining the expected level and the higher levels was in line with the national average. When these results are compared to schools with similar pupils, the pupils' performance at the expected level and the higher level was above the average. In the 1999 tests for seven year olds the percentage of pupils attaining the expected level and the higher level in reading was very high in comparison with the national average. In writing, the percentage attaining the expected level was above the national average. When the results in reading are compared to similar schools, the number of pupils attaining the expected level was well above the national average and the number of pupils attaining the higher levels was very high. Over the last three years standards of attainment in English have risen sharply. In writing the number of pupils attaining the expected level and the higher levels was above the national average. In Years 1 and 2 boys attained above the national average in reading and writing, while girls attained close to the national average. Between Years 3 and 6 boys attained just above the national average but girls attained just below the average.
- 70 Inspection findings show that Year 2 and Year 6 pupils are achieving above national averages. At the time of the last inspection pupils at the end of both key stages were judged to be achieving broadly in line with national averages. Inspection evidence indicates that significant improvement has been made overall. No discernible differences were found between the attainment of boys and girls. Inspection evidence shows that most pupils make good progress in their learning. Lower attaining pupils, those with special educational needs and pupils who learn English as an additional language are very well supported by teachers, classroom assistants and the special educational needs co-ordinator and they also make good progress in relation to the targets they are set.
- 71 In speaking and listening, pupils' attainment is above national expectations at the end of both key stages. This is an improvement since the last inspection. By the age of seven pupils answer questions sensibly and contribute well in class. For example, pupils in a Year 2 class spoke clearly while reading as a class from a big book and a group of Year 6 pupils confidently discussed many issues about life in school. In school assemblies, pupils of all ages listen carefully and many are prepared to answer questions confidently in a clear voice. Higher attaining pupils are particularly fluent and have developed a strong and mature vocabulary. Average and lower attaining pupils speak clearly in conversation. All teachers give particular attention to making sure pupils are comfortable and able to see and hear when they gather on the carpeted areas at the beginning and end of lessons. This enables pupils to listen carefully and contribute in discussion effectively.
- 72 Attainment in reading is well above average at both key stages and all pupils make good progress. Year 1 pupils approach their reading confidently. They read simple texts accurately and express opinions about major events in their books. By the age of seven many pupils are fluent and accurate readers. They use expression well and many correct their own mistakes, checking to make sense of what they read. Pupils continue to make good progress between Years 3 and 6. The range and challenge of texts increases appropriately so that by the end of the key stage pupils' knowledge and understanding of books are impressive. They read with expression and meaning in a variety of situations. They express their preferences for different genres of literature and are articulate when discussing the different aspects of books they have read such as books by J. K. Rowling and R. L. Stein. Reference skills are very well

developed. Pupils use the school library confidently for information, being familiar with the contents and index pages in books.

- 73 Pupils' attainment in writing is less well developed than their reading but by the age of seven it is above the national average and broadly in line with the national average at Key Stage 2. Pupils make good progress in their learning. Pupils in Year 1 write sentences independently. They show some knowledge of full stops, capital letters and question marks. They use their knowledge of sounds when attempting to spell unfamiliar words. Year 2 pupils sequence pictures to tell a story and write a sentence to say what the picture represents. Having analysed the previous year's work the school identified writing as an area in need of improvement. Even in the second week of the new school year, when the inspection took place, writing and presentation of work showed marked improvement. Pupils in Year 5 know the difference between fact and opinion and use their knowledge well in looking at a range of books. In Year 6, pupils understand that writers write for different purposes; they have studied biography and show a keen interest in the diary of Anne Frank.
- 74 The development of the National Literacy Strategy throughout the school is good. Pupils work hard during the literacy hour to improve their vocabulary and knowledge of grammar. Writing skills are used effectively in other subjects, such as history and science. Pupils in Year 3 learn how to present scientific facts using bullet points. In Information and communication technology, Year 6 pupils show an awareness of audience in producing Millennium posters.
- 75 The quality of teaching is good overall. It is satisfactory or better in all lessons. In Years 1 and 2 and in Years 3 to 6, it is good or better in 80 per cent of lessons and very good in 40 per cent of lessons. The high quality of teaching makes an important contribution to pupils' learning. Pupils' have positive attitudes to learning and behave well in most English lessons. They are always ready to begin lessons on time and are very enthusiastic. When writing, pupils generally concentrate well and sustain this until the end of the lesson. Pupils' enthusiasm and good behaviour are significant factors in promoting the good progress in many lessons. Teachers have a deep knowledge and understanding of English. They have embraced the structure of the literacy strategy very well. In their planning, learning aims are clear and shared with pupils at the beginning of every lesson. As a result pupils are aware of what is expected of them. They enjoy the challenge of new language and work hard to apply their learning to written tasks. They easily recall what they have learned previously. Lessons are well paced with very good use made of all available time. This is particularly true of plenary sessions at the end of lessons, during which all teachers use questioning skills effectively to consolidate and assess pupils' learning. There is a very pleasant caring attitude in all classes. Work is marked frequently, comments are helpful as well as encouraging, and assessment procedures in English are satisfactory.
- 76 The subject is managed very well. The co-ordinator has worked hard to implement the literacy strategy. There are well chosen resources in all aspects of literacy, and the newly refurbished library is now a valuable resource that is effectively used. Improvement since the last inspection has been good. The school has a clear focus on providing appropriate resources and a rigour in monitoring and planning that has contributed to the improvement in standards observed during the inspection.

## MATHEMATICS

- 77 The school's 1999 test results for 11 year olds showed that pupils' attainment was broadly in line with the national average and above that of similar schools. The percentage of pupils reaching the higher than expected level in the test was above the national average. The results of the 1999 national tests for 7 year olds showed that standards in mathematics were above the national average and well above the standard found in similar schools. Since 1996, the performance of pupils in the tests has improved considerably despite a small decline in 1998. Overall, the trend has been one of rising standards which is a good improvement since the last inspection when standards for 7 year olds were judged to be just satisfactory and no pupils reached a higher than expected level at the age of eleven.
- 78 The results of the most recent tests, for which national statistics are not yet available, indicate that standards are still rising, particularly for pupils at the end of Year 2. A clear indication of the progress being made can be seen when one considers that the pupils in Year 6 last year, who attained standards broadly in line with national averages, were well below average when they were in Year 2. Inspection evidence shows that the pupils currently in Years 2 and 6 are also reaching standards above those expected for their age. Although there has been a history of boys outperforming girls in the tests, no significant differences in attainment were found during the inspection. The school has worked hard to raise the standards achieved by all its pupils and has plans to raise standards even higher by introducing setting for pupils in the Junior classes. This will enable teachers to plan their lessons for pupils of similar ability and will benefit all pupils, including those who find the subject difficult and those who are more able.
- 79 At the age of seven, pupils understand the language of number, have a good knowledge of place value to at least a 100 and quickly recall addition and subtraction facts to 20. More able pupils mentally add two numbers, such as twelve and seven, accurately. Pupils successfully collect data on subjects such as the birthday months of classmates and display them correctly as a bar chart. They tell the time in hours and the majority can identify half and quarter past each hour. Pupils recognise and name a variety of two-dimensional shapes such as rectangles, triangles, squares and circles. They measure accurately using standard measures including millimetres, centimetres, litres and millilitres. By the age of eleven, pupils have progressed to having a good understanding of place value to a thousand with more able pupils confidently handling numbers and computations to a million. Pupils accurately add, subtract, multiply and divide two and three digit numbers, with the majority working to at least two decimal places. They use correct mathematical vocabulary and many have a good mental recall of number facts including multiplication tables to ten times ten. Pupils draw and interpret a range of graphs such as line graphs showing temperature changes over time, block graphs and pie charts. They have a good knowledge of angles and measure and construct them to the nearest degree using a protractor. Only occasionally do they use information and communication technology to help them in their work. This is an area to be considered for further development by the school. In information and communication technology pupils in Years 1 and 2 use their knowledge of number in collecting data for class surveys. Effective use is made of skills developed in the daily mathematics lesson to develop pupils' learning in other subjects. In science, pupils between Years 3 and 6 use graphs and tables to record the results of their investigations and also to measure temperature.
- 80 The quality of teaching and learning is good overall, with two-thirds of lessons good or better. In Years 1 and 2, teaching is good or better in twenty-five per cent of lessons

and in Years 3 to 6 it is good or better in a hundred per cent of lessons, with twenty per cent of teaching very good. This good quality teaching has a significant positive impact on all pupils' learning as they progress through the school. The teaching of basic numeracy skills is good throughout the school. Teachers have a good understanding of the National Numeracy Strategy and are implementing it confidently and effectively. Lessons closely follow the recommended structure with appropriate amounts of time allocated to the different sections of each lesson. Every lesson commences with a brisk mental or oral mathematics session that, in the best lessons, fully involves all the pupils and gives them opportunities to explain and discuss the strategies they employed in finding the answer. This was clearly seen in a Year 3/4 class where the pupils were thoroughly enjoying the teacher's introduction using a 'multiplication spider' to help them learn and consolidate their knowledge of multiplication tables. These pupils were able to make rapid progress and were eager to learn more. Lessons are planned most carefully with clear objectives that are shared with pupils at the start of each lesson to help them focus on the learning objectives and make good progress. Work provided is usually closely matched to the needs of pupils and their prior attainment. A good example of this was observed in a Year 1/2 class where pupils were counting on and back from specific numbers in ones and tens. They had been accurately assessed prior to the lesson, were working in groups with pupils of similar ability and were given tasks designed to help them learn new skills effectively. Teaching assistants are often used well to support individuals or groups of pupils. They are well briefed by the class teacher and make notes to keep the teacher informed of the progress of the pupils they are supporting. On many occasions teaching assistants support pupils with special educational needs and, due to the good quality support they give, such pupils learn well and make good progress in relation to the targets they are set. Teachers explain work carefully and ensure, through careful questioning, that all pupils understand what to do during group or individual activities. Pupils willingly ask or answer questions and often make valuable contributions to class discussions. Teachers have high expectations of their pupils' work and behaviour. They manage their pupils well and create a calm and purposeful working atmosphere in their classrooms that helps pupils concentrate on their work free from intrusive interruptions. Pupils respond well to this and behaviour in lessons and attitudes to learning are always at least satisfactory and often good or better.

- 81 The co-ordinator gives good leadership in the subject and supports her colleagues well. She has led training sessions to familiarise teachers with the National Numeracy Strategy, monitors their planning and has observed teaching; giving teachers useful feedback about their methods and approach. This has had a direct impact on raising the confidence of teachers and consequently on the standards achieved by the pupils. She organised and ran a mathematics day which was well attended by parents and helped demystify the subject for them as well as keeping them informed about current developments in the teaching of numeracy. Assessment procedures are good, with the results of national and other tests being analysed to identify specific aspects of mathematics that would benefit from further work and also inform future planning. Targets are set for year groups based on the test data and the school intends to raise standards further by setting targets for individual pupils and groups of pupils.

## SCIENCE

- 82 The percentage of pupils attaining Level 4 and reaching the level expected for their age in the 1999 end of Key Stage 2 national tests was in line with the national average although the proportion attaining the expected level was above that of similar schools. The proportion of pupils achieving at a higher level than expected was below the national average. Boys have attained higher standards in science than girls. Indications are that the improvement in standards has been maintained, with an improvement in the proportion of pupils attaining the higher level 5. Inspection findings show that standards of attainment in science are in line with what was normally expected at the age of eleven. This represents an improvement since the previous inspection when standards of attainment were judged to be uneven across the key stage. Results in science, particularly for pupils at the age of eleven, now show a consistent trend upwards.
- 83 Teacher assessments of Year 2 pupils' attainment in 1999 were slightly above the national average for pupils reaching the expected level 2 and above. The number reaching the higher level 3 was in line with the national average and also in line with pupils in similar schools. Attainment overall in science was well above average when compared to that of pupils in similar schools. Pupils' attainment was similar in all aspects of science. Early indications are that standards have improved this year, with a greater proportion of pupils attaining the higher level 3. Inspection evidence shows that the attainment for Year 2 pupils is above average, and is better than in the previous inspection.
- 84 By the age of seven pupils have good, scientific knowledge and skills. Year 2 pupils know and understand from their investigations the difference between pushing and pulling. Higher achieving pupils have a working understanding of the concept of gravity, which is a very high level concept for pupils of this age. In other work most pupils predict which materials will be strongest or weakest in a simple experiment. They draw simple conclusions from the results of their investigations. In developing their scientific knowledge pupils understand the conditions that plants need to grow successfully and describe materials in everyday terms. Higher attaining pupils understand that some materials are waterproof and some are not.
- 85 Between Years 3 and 6, this good rate of progress continues. In a Year 3/4 lesson pupils grouped materials according to their properties and were confidently making their own scientific predictions. In a Year 5 lesson, most pupils made good gains in their understanding that thermometers can be used to measure temperature accurately. By the age of eleven, most pupils attain in line with the levels expected at this age, with a significant minority of pupils attaining above the level expected. In a Year 5/6 lesson most pupils understand which variables need to be controlled or changed when carrying out an investigation to find out how sound travels. Higher attaining pupils use their scientific knowledge to explain why sound is restricted by different materials. They use scientific language such as vibration in its correct context. Most pupils record the results of their experiments using graphs and tables. They classify animals into groups using flow charts and keys. In making progress over time, pupils develop their ability to interpret graphs and data and they begin to base their scientific conclusions on scientific knowledge, using this knowledge to make comparisons.

- 86 The quality of teaching in science is good throughout the school. In all lessons there is a direct link between the quality of teaching and the progress that pupils make. Pupils with special educational needs and for whom English is an additional language make good progress in relation to the targets they are set. Standards of teaching have improved significantly since the previous inspection, particularly in the use of investigative work, which is now integral to the science teaching in all classes. The strengths of teaching are that lessons are well planned with a clear focus for pupils' learning. Good lessons have clear learning objectives that are shared effectively with pupils through practical demonstrations. Teachers have high expectations of what pupils can achieve and set them challenging tasks that build on their prior learning and develop new knowledge. Pupils' attitudes to science reflect the quality of the teaching. They are good throughout the school, as is behaviour. Pupils show a real sense of interest in what they are doing and are keen to learn. They respond positively to their teachers and sustain their interest and concentration well. Pupils in Year 2, 3 and 6 organised themselves well and showed initiative and independence when working in groups. Relationships between pupils are almost always good and this results in productive cooperative work. Concentration is sustained and pupils remain well on task.
- 87 Teachers make particularly good use of question and answer to develop pupils' ideas and challenge their thinking. This was the case in Year 6 where pupils investigated how materials affect sound. The pupils were organised into groups to encourage discussion and built on their prior understanding to work out how materials muffle sound. Once they had achieved this they were then challenged to work out a fair test to investigate their ideas further. Teachers' subject knowledge is secure and is used well to enable pupils to increase their knowledge and understanding, for example, in a Year 1/2 lesson on pushing and pulling. The teacher used a simple test to show pupils the difference between pushing and pulling. This helped them to understand the concept more clearly and some responded by displaying knowledge and understanding of gravity. Resources are well prepared and used, and pupils are well managed and organised into groups to investigate different problems.
- 88 Science teaching makes an effective contribution to the development of pupils' literacy skills. At both key stages pupils are encouraged to talk about their ideas and what they see and do. There is appropriate use of scientific vocabulary in all classes observed. Year 3 pupils learn how to present scientific facts using bullet points. Year 5 and 6 pupils have used flow charts to classify and identify animals. Mathematical skills are developed as pupils take measurements and record data, for example, in recording temperature. By Year 6, pupils make effective use of line graphs to record their findings.
- 89 The leadership and management of the subject are good and have had a positive impact on the improvement in standards of attainment since the previous inspection. The scheme of work has been revised and now ensures a balanced coverage of all the required aspects of science. Investigative work is fully integrated into teachers' planning and forms a strong base for teaching the knowledge and understanding required within the science curriculum. Pupils' attainment is assessed at the end of each topic and by end of key stage tests. The targeting and tracking of pupils to raise attainment has begun based on analysis of end of key stage test results and unit tests. Areas of weakness are identified through this process and pupils' progress is tracked. However, targets for improving pupils' attainment are not yet set on the basis of the previous year's results. Addressing this issue and enabling the co-ordinator to take a more active role in monitoring the quality of teaching and standards of



attainment throughout the school would help to raise standards in the subject still further.

## **ART**

- 90 The standards attained in art are satisfactory both for pupils at age seven and eleven. This is a good improvement since the last inspection when the attainment of younger pupils was just satisfactory and that for older pupils below that expected for their age. Progress of pupils is satisfactory as they move through the school.
- 91 Pupils in Years 1 and 2 mix paint to match the colour of an object they are portraying, including skin tones in the self-portraits they paint. They successfully show tones of various colours by adding white to a primary colour in gradually increasing amounts and then show darker tones of the same colour by adding black paint. Pupils work with a variety of media in their work, including clay, with which they make three-dimensional pots and textured slabs. They look at the work of famous artists and discuss the composition and the mood of the picture. This was clearly seen in a Year 1/2 class looking at a picture of a mother and child by Mary Cassatt where the pupils made many astute and thoughtful observations as to the relationship between the two figures and their feelings for each other. Pupils in Year 1 were observed mark making in the style of Van Gogh and, through careful observation of some of his work were able to reproduce some of the effects themselves. Pupils in Years 3 and 4 sketch the outline of two people from a photograph or famous painting with due regard for proportion and position. The work seen in the sketchbooks of pupils in Year 6 is of good quality with much detail included. Some of these sketches were made on visits to local places of interest such as Charlton Village where the pupils made some accurate drawings of the architectural features of St. Luke's Church and the village Assembly Hall. They use shading well to make their work more realistic and select their own media to create the effect they desire.
- 92 The quality of teaching and learning is always at least satisfactory and sometimes good. The good teaching observed during the inspection was predominantly in Year 3 and 4 classes. Teachers plan their lessons carefully and provide pupils with good quality resources to work with. The range and variety of pictures and photographs used in the Year 3/4 sketching lessons gave pupils many good ideas about composition and style. In the best lessons, teachers manage their pupils well and create a calm working atmosphere that enables them to concentrate and produce their best efforts. When pupils are not so well managed they do not keep to the set tasks unless directly supervised by an adult and their rate of learning is lessened. Lesson objectives are appropriately shared with pupils at the start of each lesson so that they can focus on the skills they are meant to acquire. Pupils are enthusiastic about their work and, in the main, behave well in lessons.
- 93 The art co-ordinator gives good leadership to her colleagues and is at present monitoring the provision to link the current practice in the school to the new scheme of work and Curriculum 2000. She also monitors displays and pupils' sketchbooks to assess standards and to check that all aspects of the subject are taught over time. A school portfolio of artwork is being built up to help with assessment of standards and pupils produce a figure drawing each year which is kept to demonstrate the progress they make as they move through the school. At present information and communication technology is not used sufficiently to support the learning in art.

## **DESIGN AND TECHNOLOGY**

- 94 As most of the classes were being taught art this half term it was not possible to observe any design and technology lessons during the inspection. However, by looking at finished products, pupils' design and technology books, photographic evidence and talking to pupils it is clear that attainment is as expected at the ages of seven and eleven. This is a significant improvement since the last inspection when the subject was not meeting National Curriculum requirements.
- 95 Pupils from an early age are taught the correct design processes. They plan their work, consider suitable materials, change and adapt their work to overcome problems, produce a good quality finished product and evaluate the success of their efforts. In Years 1 and 2 pupils make interesting toys with a winding mechanism and fabric bags with a pocket on the front which they paint most attractively. They make hand puppets that are sewn together and are of good quality. Pupils evaluate commercial products such as yoghurt, decide on the flavour and consistency they prefer and make their own pot for tasting. This activity was, of course, thoroughly enjoyed by all concerned. Pupils in Years 3 and 4 design and make some interesting working models. They use their literacy and numeracy skills by writing instructions for manufacture in a logical order and the dimensions of the materials required. They make toys which bob along using an eccentric cam mechanism and games using a pressure pad to activate a buzzer. These proved successful and pupils are proud of their efforts. In Years 5 and 6, pupils have developed their designing and making skills sufficiently to enable them to use a range of different tools and materials to make banana boats for a fairground ride and motorised vehicles. Their evaluations of their work are particularly good and they suggest ways in which their product could be improved.
- 96 The quality of teaching, as seen in the teachers' planning and the work produced by pupils, is at least satisfactory. Teachers plan the work carefully and have sufficient subject knowledge to teach the pupils the relevant skills required to make the finished products. These products are highly valued by both teachers and pupils and are shown to other pupils in assemblies.
- 97 The co-ordinator gives useful advice to colleagues and helps them if they are unsure as to the way to use a particular material or tool. It is to the credit of the school that they have continued to cover all aspects of the subject despite the recent focus on literacy and numeracy. The co-ordinator has worked hard to keep the profile of the subject high by organising a design and technology day and setting whole school competitions. She has plans to improve the subject links with information and technology to further enhance and improve the provision and raise standards. At present, there is no system in place to check how well individual pupils build on their skills and expertise as they move through the school.

## **GEOGRAPHY**

- 98 Only one geography lesson was seen during the inspection in Key Stage 1, and none in Key Stage 2. Evidence from pupils' work, documentation and discussions with staff and pupils indicate that pupils have a balanced programme of geography during the key stages. There was insufficient evidence to form a firm judgement on standards of pupils' work or of the quality of teaching.
- 99 In Year 2, pupils use their observational skills to decide where Barney Bear might go. They show a good understanding of simple maps and know where their own locality is in relation to the United Kingdom and the world. By the age of 11, most pupils suggest questions to ask about the popularity of Greenwich Fair in a local study. They produce sketch maps of the area with correct use of symbols and keys in another local study of Charlton Village. In another investigation they correctly identify different types of land-use in a local street. The subject is adequately led at present with adequate plans to adapt the geography taught in school to recent changes in the school curriculum. Pupils' progress in geography is not yet regularly assessed and the subject co-ordinator is not yet fully involved in monitoring standards of attainment within the subject. Both of these areas are in need of attention if standards in the subject are to be raised further. At present information and communication technology is not used sufficiently to support the learning in geography.

## **HISTORY**

- 100 Attainment by the age of eleven is in line with that expected nationally and pupils make satisfactory progress. Pupils for whom English is a second language and those who have special educational needs make the same progress as their peers. Insufficient evidence was available to form a judgement on the teaching and learning of history for pupils in Years 1 and 2.
- 101 The school is implementing the new curriculum for history and is developing a framework which will link it with other subjects and topics. The curriculum for history is well planned in order to motivate pupils' interest in people and events of the past. Pupils are encouraged to think of themselves as historians as they consider the authenticity of evidence and source materials. Drama is used effectively to bring alive the hopes, fears and feelings of people in a bygone age. In Year 4 and 5 pupils acted out the events surrounding the fate of Henry the VIII's wives. In a follow up lesson, careful questioning from their enthusiastic teacher encouraged pupils to consider the feelings and values of Henry and to use portraits to discover clues to his character. Pupils responded with maturity and thoughtfulness as they considered the character traits of a man who beheaded or divorced a number of his wives. In an exciting lesson in Year 6 pupils brought in a range of resources from home which reflected the changes in society since 1948. Parents and grandparents provided a whole range of artefacts including books, toys, games, household equipment and clothes. The lesson brought history alive for the pupils as they became engrossed in examining the different objects, trying to place them in a particular decade and discussing the reason for change. Pupils have a sound understanding of British history and know the significance of key people and events such as the Tudor and Stuart monarchs and conditions in Victorian England.
- 102 The quality of teaching Between Years 3 and 6 is satisfactory. Teachers have a secure subject knowledge and an understanding of the subject. They use a variety of artefacts, visits and books to bring the subject alive for the pupils. Pupils respond well to this stimulation and have very good attitudes towards the subject. They enjoy being

challenged to think and are interested in how people lived in past times. They are keen to explore new ideas and exchange these with each other. Insufficient use is made of information and communication technology to further enhance pupils' research skills. The curriculum co-ordinator is enthusiastic and has been successful in implementing the new curriculum. However, there are few opportunities to monitor teaching and learning or to monitor pupils' standards of attainment in the subject as yet.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 103 The school has made satisfactory progress since the last inspection in improving provision for information and communication technology in relation to the areas identified as being in need of development at that time. The curriculum for information and communication technology now meets statutory requirements and levels of hardware and software have improved. Teachers' subject knowledge has improved and a scheme of work provides a secure outline of continuity and progression of pupils' learning. These initiatives have had a positive impact on pupils' standards of attainment, but inspection findings have identified a number of areas in need of improvement if standards are to rise still further.
- 104 It was only possible to observe one lesson in Years 1 and 2 during the inspection, but it is clear from analysing pupils' work and talking to teachers and pupils that by the age of seven the attainment of most pupils matches the attainment levels expected for their age. They know how to save and print their work and use word processing facilities appropriately to change the colour, size and style of text. They use simple data handling programs to enter eye colours of the class into a data bank and can programme a floor robot independently to follow a simple route moving both forwards and backwards.
- 105 By the age of eleven, the attainment of most pupils matches the level expected, but there are some weaknesses in pupils' attainment in data handling. Pupils with special educational needs and for whom English is an additional language make satisfactory progress in the subject. Pupils in Years 4 and 5 cut and paste text in their own documents and combine text with graphics in their work. By Year 6, most pupils show a good awareness of audience in producing a poster for the Millennium. They use a range of techniques to achieve this, and select the appropriate font, size or colour of text depending on the purpose for which they are needed. They handle computers with appropriate confidence, log on/off and save work for future reference. They devise their own program to control external events by making a set of traffic lights work. However, in data handling they enter data to produce bar charts and graphs but are not yet devising their own surveys and framing their own questions in order to produce a data-base of their own.
- 106 The quality of teaching is satisfactory throughout the school. In the most effective lessons teaching challenges pupils to develop their skills and matches work effectively to the ages and abilities of pupils in mixed-age classes. In a Year 5/6 class, younger pupils were set a task to cut and paste text whilst older pupils were taught how to use the 'replace' facility within the edit menu. Planning ensures that lessons build on pupils' prior learning experiences through the systematic use of a scheme of work provided by the local education authority – the Snowball scheme. Teachers have developed clear strategies for managing their classes for information and communication technology and for providing pupils with opportunities to practice and develop their skills. They set closely focused tasks, use time targets well and encourage pupils to work collaboratively on the set tasks. Pupils respond well to their teachers and have positive attitudes towards information and communication

technology. They focus well on the tasks they are set, concentrating well and sustaining their interest and enthusiasm. They are keen to volunteer to demonstrate their skills and show good levels of respect for the contributions of others. In a Year 1 lesson, pupils show good levels of co-operation and worked well together in controlling a floor robot. Teachers have secure subject knowledge, and give clear instructions and demonstrations. Learning objectives and instructions are usefully displayed above the computer and each classroom has its own computer area. The modelling of activities is used well as a strategy to make clear to pupils what they have to do and what is expected of them. There is effective monitoring of pupils' work and progress, both with small groups and whole classes, with questioning being used well to check pupils' levels of understanding.

- 107 The leadership of the subject is satisfactory. The subject co-ordinator has a clear vision of how information and communication technology can contribute to pupils' learning and has focused staff development on the classroom management of information and communication technology and providing pupils with sufficient opportunities to develop their skills. Three members of staff have recently completed the first part of a training course as part of the New Opportunities Fund scheme. Since the previous inspection both hardware and software resources have improved and are adequate. Each class has at least one computer to aid pupils' learning. The school now needs to take a more strategic view of resource development in information and communication technology in order to improve resources further and provide pupils with more frequent opportunities to use computers. A whole school scheme of work ensures that statutory requirements are met and that there is continuity and progression of pupils' learning. The subject co-ordinator now needs to become more involved in monitoring of pupils' standards of attainment and in establishing procedures to assess progress in the subject. Teachers plan a balanced coverage of the information and communication technology curriculum, but data handling Between Years 3 and 6 is an area in need of some development. Information and communication technology is also not yet sufficiently used to support pupils' work in other subjects of the curriculum. Very little work was seen during the inspection to show that information and communication technology is being used to support learning in other subject areas.

## **MUSIC**

- 108 It was only possible to observe one music lesson in Years 1 and 2 during the inspection. By attending assemblies, discussions with pupils and teachers and examination of teachers' planning it is apparent that the school provides a satisfactory programme of music throughout the year and pupils attain a standard of work in music appropriate for their age by the end of both Key Stage 1 and Key Stage 2.

- 109 By the age of seven pupils have a good sense of rhythm and tempo. Year 2 pupils identify various emotions in music. They listen to a variety of recorded music and explore the mood being created, identifying feelings of being sad, happy, excited and scared. Pupils then sing the same song in different moods. Pupils between Years 3 and 6 continue to develop their listening skills satisfactorily. They move into assembly listening to recorded music with obvious pleasure and are interested when the teacher briefly discusses the music and the composer. This helps the spirituality of the assembly. While singing the hymn "Peace, perfect peace," pupils sing tunefully with very good tone and understanding. All of the pupils between Years 3 and 6 sing very well in rounds, each group listening carefully to the other to produce an excellent sound, giving particular attention to breathing correctly and good posture. Year 5 pupils develop their control of pulse and rhythm by singing call and response songs. They compose four different patterns of the same tune which, when performed together, complement each other. Year 6 pupils build on their knowledge of time and rhythm, linking them to dance, which they perform very well. They give a polished performance of exciting rhythmic patterns by the end of the lesson.
- 110 In the lessons observed, all pupils made good progress in their learning. This was especially so for pupils with special educational needs who found enjoyment and satisfaction in their music making. Pupils remember what they have learned previously, consolidate their understanding and reinforce and extend their skills. Pupils have the confidence to join in singing. This is particularly noticeable in assemblies for pupils in the junior classes.
- 111 There has been an improvement in the quality of teaching since the last inspection. Teachers are becoming more confident and improving their subject knowledge. The co-ordinator has very good subject knowledge and high musical skills, which she uses effectively to support all staff. The quality of teaching was at least good in all the lessons observed and in the lesson taught by the co-ordinator it was very good. Teaching has clear learning objectives and teachers use praise to motivate and encourage pupils. Lessons move at a swiftly demanding pace that holds the pupils' interest well. Teachers make effective use of day-to-day assessment of pupils' learning when planning lessons.
- 112 During the inspection, classes were using the newly refurbished music room for the first time. This enhances the teaching of music as well as providing a venue for the peripatetic teaching of brass and wind instruments. There is a recorder group in the school, which was reforming after the summer holiday but managed to perform at one of the school assemblies. The school makes good use of all opportunities to interest pupils in music, having visits from the Covent Garden Opera Group and the English National Ballet Company. Year 1 and Year 2 attend concerts by The Royal Artillery Band. A compact disc of the school samba band and photographs of previous musical activities show that the school makes good use of music and encourages all pupils to enjoy and join in many musical activities. The music policy is being rewritten but the school uses the Sound of Music scheme to good effect.

## PHYSICAL EDUCATION

- 113 Although it was not possible to observe the full range of work in physical education, scrutiny of work in planning, curriculum policy documentation and discussion with the physical education co-ordinator all indicate that the school provides an appropriate curriculum and that pupils attain standards that are average for what is expected by the time they reach the ages of both seven and eleven.
- 114 In all classes pupils carry out warm up and cool down exercises at the beginning and end of each lesson and know the reason for doing so. By the age of seven, pupils walk and run into spaces, stopping to form a variety of shapes that they can hold. They perform high and low jumps to a satisfactory standard giving appropriate attention to correct landing techniques. They use hoops effectively to practice jumping in and out, with control over their movements.
- 115 Between Years 3 and 6 pupils continue their development of movement. Year 4/5 use the BBC dance workshop. They work hard to perfect their movements and then join in groups to link their movements into a sequence. This gives pupils opportunities to develop leadership and take some responsibility for their actions. In a games lesson Year 5/6 pupils develop a range of throwing and catching skills to the expected standard. The majority of pupils throw and catch well. Pupils work in groups to perfect their attacking and defence skills in netball making use of all the available space in the school yard.
- 116 Although it was not possible to observe swimming lessons, records indicate that by the age of eleven most pupils reach the National Curriculum target of swimming 25 metres.
- 117 Pupils in all classes made good progress in the lessons observed during the inspection. It is clear from the lessons observed that, over time, most pupils make satisfactory progress in physical education as they grow older. Their attitude in lessons is always at least good and sometimes very good. They clearly enjoy the opportunity to engage in physical activity and almost all pupils behave well, even when they have to sit still, listening to the teacher or waiting their turn to demonstrate. They all follow safety rules well. Pupils co-operate with one another in pairs and small groups and use their initiative and imagination creatively.
- 118 The quality of teaching is good throughout the school. Teachers have a secure knowledge and understanding of the requirements of the subject and all safety issues. In lessons teachers have high expectations of pupils' behaviour and performance. In the lessons seen teachers demanded constant effort from all the pupils in order to extend their movements beyond a satisfactory level. Teachers invariably monitor performance carefully and insist on pupils striving for a higher level or press for a more imaginative response. Although there are no formal systems of assessment in the subject, teachers build assessment strategies into the lesson planning and use these to check progress and inform planning in future work.
- 119 The co-ordinator has good skills and staff share his enthusiasm. Training is provided in cricket, football rugby and athletics. Boys and girls are welcome to join in all activities. Residential weeks are provided in Year 5 and Year 6 at Wrotham in Kent and Swanage in Dorset. These provide pupils with opportunities for orienteering and outdoor physical activities. The local environmental curriculum centre helps pupils develop a wide range of problem solving activities.

120 The accommodation for physical education is good. The hall floor is smooth and kept very clean, enabling all pupils to work in bare feet. The school hard surfaced areas are marked appropriately for a variety of games and are used well at playtimes and lunch breaks.