

# INSPECTION REPORT

## ST JOSEPH'S RC PRIMARY SCHOOL

London

LEA area: Greenwich

Unique reference number: 100169

Headteacher: Evelyn Mulhern

Reporting inspector: Lorna Brackstone  
21872

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> October 2001

Inspection number: 230227

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
School address:	Commerell Street Greenwich London
Postcode:	SE10 9AN
Telephone number:	(0208) 858 4182
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Appropriate authority:	Governing body
Name of chair of governors:	Carole McEwan
Date of previous inspection:	July 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector	The Foundation Stage Equal opportunities Science Geography History	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards? a) the school's results and pupils' achievements.
9420	David Martin	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
27240	Tony Hooper	Team inspector	English as an additional language English Design and technology Music	How good are the curricular and other opportunities offered to pupils?
11353	Janet May	Team inspector	Mathematics Information and communication technology Art Physical education Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

St Joseph's is situated in East Greenwich, with the River Thames to the north and Trafalgar Road, which leads directly into Central London, to the south. It is a parish school that is very much part of St Joseph's Church community. The school is smaller than other primary schools, with 176 pupils. There are more girls than boys. The families who attend are local, with several generations having attended the school. They reflect the challenges often associated with inner city living; high unemployment and a significant number of families experience problems. The local area is one of rich cultural diversity with a white, migrant and refugee population. Approximately 32 per cent of pupils come from ethnic minority backgrounds. There has been high mobility over the past few years and, although it is steadily levelling off, it is still apparent in a number of year groups. A significant number of pupils live with one parent. About ten per cent of pupils come from West Greenwich, which is a favourable area. The percentage of pupils known to be eligible for free school meals is 35.2 per cent and this is above the national average. The percentage of pupils speaking English as an additional language is 3.2 per cent and this is higher than in most schools. However, very few pupils are at an early stage of language acquisition. The percentage of pupils identified as having special educational needs, including statements, is 29.5 per cent and this is above the national average. The percentage of pupils with statements of special educational needs is 1.1 per cent and this is broadly in line with national average. No pupils have been recorded as gifted or talented. Children enter school with poor social and language skills in comparison to the local borough baseline and those standards recommended nationally. There are seven classes throughout the school, all of which are single year groups. Children start school the term before they are five and, so, there are three intakes during the academic year in September, January, and after Easter. During the inspection, there were nine children in the Reception class who had been in school for half a term.

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

St Joseph's is a good, effective school. Children start school with poorly developed skills, particularly in speaking and listening. However, they achieve average standards in Years 2 and 6 in English, mathematics and science. This is as a result of the very good leadership of the headteacher, who has clear educational direction for the pupils, the high quality input of the governors and the, overall, good quality of teaching. The school provides good value for money.

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

- The overall quality of teaching and learning is good.
- The headteacher and governors carefully monitor and evaluate the school's performance and take very effective action to ensure that standards are improving. All available resources are used very well.
- Provision for spiritual development is very good. Provision for moral, social and cultural development is good.
- Overall, pupils, including those with special educational needs and those for whom English is an additional language, make good progress.
- The attitudes of the vast majority of pupils are good. Personal development and relationships are also good.
- The curriculum is well planned and benefits very well from links with partner institutions.

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

- The standards achieved by the children at the end of the Foundation Stage.
- Attendance is below the national average and procedures for monitoring attendance are unsatisfactory.
- The behaviour of a small minority of pupils is unsatisfactory.

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

The school has many more strengths than weaknesses.



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1998 and has made good progress since then. Standards in English, mathematics and science were highlighted as requiring improvement and this has been successfully achieved. Provision for spiritual and cultural development was considered unsatisfactory but has improved significantly. Pupils' attitudes and behaviour were considered unsatisfactory and are now good. Although no overall quality of teaching was judged in the previous inspection, there was a significant amount of unsatisfactory teaching. Particular weaknesses were identified in behaviour management in Years 3 to 6, but this has now improved. A lack of suitable equipment and weak teacher knowledge were considered to have an impact on standards in information and communication technology. Although standards have improved, there is still a lack of equipment to support the subject. Opportunities provided for supporting pupils' initiative and responsibility have increased to a good level. The school has a good, shared vision for the future and a good capacity to succeed.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	C	A
mathematics	E	E	A	A
science	E	E	A	A

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

In the National Curriculum tests of 2001, at the end of Year 6, standards in mathematics and science were well above national averages. Standards in English were in line with the national average. In comparison to similar schools, standards were well above the average. This represents a very good improvement since the tests of the previous two years when standards were well below average in these subjects. In the National Curriculum tests of 2001 at the end of Year 2, standards in mathematics were in line with the national average, but below in reading and writing. In comparison to similar schools, standards were above average in reading and mathematics, but in line with the average for writing. In the teacher assessed science tests for 2001, results in science were well above average nationally and in comparison to similar schools. This represents a very good improvement.

Children start school with poorly developed skills in all areas of learning. They make good progress during their limited time in the Reception class, but standards are still well below nationally recommended levels by the time they start Year 1 of the National Curriculum. Good progress is maintained and, by Year 2, pupils have achieved average standards in all subjects, except reading and writing. This is because of the significant number of pupils who have special educational needs. Good progress is maintained throughout Years 3 to 6 and pupils achieve appropriate levels in all subjects, except music. Pupils with special educational needs and those for whom English is an additional language make good progress. The school sets appropriate targets to raise standards and, through careful review, not only raised the targets during the last academic year, but successfully achieved them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to learning and the vast majority of pupils are keen and eager in lessons.
Behaviour, in and out of classrooms	Satisfactory. The vast majority of pupils behave well in and around school. Behaviour in assembly is very good. However, there is a small number of pupils who display anti-social behaviour in lessons.
Personal development and relationships	Good. Relationships are positive and pupils carry out a wide variety of roles, using both their initiative and independence.
Attendance	Unsatisfactory. Attendance rates are below the national average and not all pupils arrive on time. A small number of families show no urgency for getting to school on time.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 overall quality of teaching and learning is good. During the inspection, 37 lessons or part-lessons were observed. Two lessons observed were of the highest quality, four lessons were very good, 18 were good and 10 were satisfactory. Strengths include the teaching of the basic skills of literacy, numeracy and information and communication technology, the effectiveness of the teachers' planning, the use of learning support staff and all available resources, and the quality of day-to-day assessment. Other strengths are teachers' knowledge and understanding in Years 1 to 6 and teacher expectations and pupil management in Reception and Year 2. Three lessons were judged to be unsatisfactory. Two of these unsatisfactory lessons were observed in the lower school and one was seen in the upper end of the school. Characteristics of these sessions were slow pace, weak behaviour management and poor use of organisational strategies.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The new Foundation Stage curriculum is developing appropriately. Pupils in Years 1 to 6 receive a broad and balanced curriculum and activities outside lessons are good. All statutory requirements are made. Links with partner institutions are very good.
Provision for pupils with special educational needs	Satisfactory. Individual education plans carefully match the needs of pupils' learning. Classroom assistants effectively enable pupils to be fully included in all activities.
Provision for pupils with English as an additional language	Satisfactory. Appropriate adult support and intervention ensure that pupils are fully included in all class lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for spiritual development is very good. Pupils are provided with many moments of reflection throughout the school day. Provision for moral, social and cultural development is good.
How well the school cares for its pupils	Satisfactory. The school carefully monitors both the academic and personal development of all pupils. However, procedures for monitoring attendance are unsatisfactory and electrical items are not tested regularly.

Parents have very positive views of the school and work well in partnership together.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, overall. The leadership and management of the headteacher herself are very good and she has a very clear vision for the school. She is satisfactorily supported by the deputy headteacher. The curriculum managers have a good understanding of their role and most lead by example.
How well the governors fulfil their responsibilities	Very good. The governors have a very secure understanding of the strengths and weaknesses of the school. They are exceptionally knowledgeable about the management of the school and support the headteacher very well.
The school's evaluation of its performance	Very good. There are very effective procedures in place for monitoring and evaluating the quality of teaching and learning. Data are carefully analysed from previous National Curriculum tests and the information gathered is used well to raise standards.
The strategic use of resources	Very good. The headteacher skilfully seeks out all available grants and financial planning is carefully linked to the school priorities. Very good use is made of all resources. The school successfully applies the principles of best value.

There is an adequate match of teachers and support staff to meet the needs of the pupils. Learning resources are satisfactory, overall. Although building has started on a new unit of classrooms for the Foundation Stage and Years 1 to 2, the present accommodation is unsatisfactory.

## 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.</li> <li>• They are comfortable approaching the school with questions or problems.</li> <li>• They feel that their children are encouraged to become mature and responsible.</li> <li>• Teachers have high expectations for the children.</li> <li>• The quality of teaching is good.</li> <li>• Behaviour is good.</li> <li>• Their children make good progress at school.</li> <li>• They feel that the school is well led and managed.</li> <li>• They enjoy close relationships with the school.</li> </ul>	<ul style="list-style-type: none"> <li>• More information on the progress of their children.</li> <li>• The right amount of homework.</li> <li>• The range of activities outside of lessons.</li> </ul>

The inspection team endorses the positive views of the parents, but are unable to confirm the negative comments. Both the range of activities provided for pupils outside of lessons and the amount of homework given are considered to be appropriate for their stage of education. Progress reports vary in quality but provide acceptable information.

## **PART B: COMMENTARY**

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

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

1. Children start school as a 'rising five' with poorly developed skills in all areas of learning. Speaking and listening skills are particularly weak. All children, including those with special educational needs and those for whom English is an additional language, make good progress whilst they are in the Reception class. However, the time they spend in this class can be minimal, especially if they are summer born. Despite the eagerness of the children to learn, the amount of achievement made during the Foundation Stage is very limited. By the time they start Year 1 of the National Curriculum their attainment in communication, language and literacy and mathematical development is still well below nationally recommended guidelines for their age. Children's attainment in knowledge and understanding of the world, personal, social and emotional development, physical and creative development is also below nationally recommended guidelines. However, by the end of Year 2, standards are broadly average and it is clear that they have made good progress in relation to prior attainment. This is maintained in Years 3 to 6, despite the high mobility in certain year groups, and the varying number of pupils who have special educational needs and use English as an additional language. By the time they are ready to leave St Joseph's, standards have been maintained and are average. Overall, this represents good progress in their learning.
2. Over time, the overall trend is one of improvement. However, there is much variation because of the relatively small cohorts each year. Results fluctuate through the variation in numbers of pupils with special educational needs, those for whom English is an additional language, and high pupil mobility within certain year groups. An additional cause for fluctuations in results at the end of Year 2 is the number of pupils who have a summer birthday and, as a result, receive only one term's education in the Reception class.
3. In the most recent National Curriculum tests of 2001, pupils at the end of Year 2, achieved standards in reading and writing that were below the national average. Standards in mathematics were in line with the national average. In comparison to similar schools, standards in reading and mathematics were above average. In writing, standards were in line with the average. Results from teacher assessments in science indicate that standards were well above the average, both nationally and in comparison with similar schools. These successful results were due to a whole school initiative to improve standards in this subject. The results in reading and writing represent a dip in performance since the previous year, but can be explained by a significant number of pupils who had special educational needs in the 2001 Year 2 cohort.
4. Inspection findings indicate that current standards in Year 2 are below nationally expected levels in reading and writing. This is because there is a significant number of pupils who have special educational needs. This has a particular impact on the standards currently being achieved in reading and writing. Current standards in mathematics and science are in line with those expected for this age. Standards in art and design, design and technology, information and communication technology, history, geography, music and physical education are also in line with national expectations.
5. At the end of Year 6 in the most recent National Curriculum tests of 2001, pupils achieved standards in English that were in line with the national average. Standards achieved in both mathematics and science were well above the national average at the end of Year 6. In comparison to similar schools, standards were well above the average. This represents a good improvement since the previous two years when standards were well below the national average in English, mathematics and science.
6. Inspection findings indicate that current standards in Year 6 in English, mathematics and science are in line with national expectations. Compared to results in the most recent standardised tests, this represents a dip in performance, which can be explained by the high

percentage of pupils who have recently joined this cohort. Standards are in line with national expectations in art and design, design and technology, information and communication technology, history, geography, and physical education. Standards are currently below national expectations in music because coverage of the National Curriculum has been unsatisfactory in the past. The school has recognised that there was a weakness in this subject and has recently employed a music specialist to improve standards throughout the school. This specialist is already having a positive impact on standards throughout the school.

7. Pupils with special educational needs and those for whom English is an additional language, achieve well and make good gains in their learning, because of the effective procedures for identifying those needs. They make consistently good progress throughout the school and this is because of the good teaching and effective support they receive in class. They are well supported in literacy and numeracy. All pupils are fully included in every aspect of the school's work, having equal access to extra-curricular activities and school visits.
8. The school sets realistic targets for further improvement and is making good progress in achieving them. For example, during the past academic year the school evaluated the progress it was making towards its targets and then increased them. They were successfully met because individual pupils in each cohort were carefully monitored and specific plans were introduced to raise their attainment.

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

9. Pupils have good attitudes to school and their learning, except in the small number of lessons where teaching is less than satisfactory. They show enthusiasm for, and interest in, the work they do and willingly participate in the other activities provided by the school. Pupils are courteous in their dealings with each other and also to adults. For example, this is evident during circle times and at lunchtimes. They also form constructive relationships and show respect for the feelings and beliefs of others.
10. In Reception, children are keen, interested and participate well in all activities. They are learning to share equipment and tidy up after the activity. Children behave well and adults quickly correct those who lack concentration and become restless. They generally maintain their interest through a wide range of stimulating activities.
11. Numerous opportunities are provided for pupils to show initiative and to assume responsibilities and these are enthusiastically and conscientiously carried through. For instance, pupils are briefed by their peers and then participate in meetings of the School Council. Others help to maintain discipline in assemblies or carry out various tasks as monitors.
12. Pupils with special educational needs have good attitudes to their work. They behave well, because their interest is sustained, due to the good support in the classroom.
13. The behaviour of all pupils, including those special educational needs and those for whom English is an additional language, is satisfactory throughout the school. This is an improvement on the situation at the time of the last inspection. As a result, there has been a decline in the number of exclusions to a level of only two fixed periods in the last year. Pupils are aware that oppressive behaviour, such as bullying, will not be tolerated, but there are a few such incidents in the playground. Parents feel that behaviour is good and that pupils respond well to the school rules.
14. Attendance is unsatisfactory. The latest published figures show an overall attendance rate that is well below national averages. Unauthorised absences are above national averages. Whilst the most recent return submitted by the school shows an improvement in the overall attendance rate, it also shows an increase in unauthorised absences. The punctuality of some pupils arriving for the morning session is also unsatisfactory and there is no apparent sense of urgency shown by either the pupils or those accompanying them.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching and learning is good throughout the school. During the inspection, 37 lessons or part lessons were observed. Two lessons observed were of the highest quality, three lessons were very good, 18 were good and 10 were satisfactory. Three lessons were judged to be unsatisfactory. There was no judgement on the quality of teaching at the last inspection, but evidence gathered from this inspection indicates it has improved.
16. The basic skills of literacy, numeracy and information and communication technology are taught well throughout the school. Children in the Reception class are effectively taught numeracy skills well through regular daily activities and stimulating play. For example, they are taught to line up in order for assemblies and playtimes and are then encouraged to count up to 10. The good use of the National Literacy and Numeracy strategies are used well to promote basic skills for Years 1 to 6. For instance, pupils in Years 1 and 2 learn to recognise letter sounds through the teaching of simple games and the use of large picture books which help them to recognise the most common words used in text. Good use is made of mental warm-up sessions in numeracy lessons to encourage pupils to handle numbers quickly. Throughout the school, information and communication technology skills are effectively taught through the use of well-chosen programs, which are suited to the varying needs of the different age groups. For example, in a Year 5 lesson pupils were taught how to record scientific data through the use of information and communication technology.
17. The quality of planning is good in all classes; in Reception it clearly reflects the new nationally recommended scheme of work for this age group; from Years 1 to 6 planning is carefully linked to the curriculum overviews and differentiated activities are effectively highlighted. All teachers work very closely with learning support staff who have clearly defined roles to perform. For example, the nursery nurse and teacher in the Reception class work very closely together and plan carefully together each day's activities.
18. The quality of day-to-day assessment is used well throughout the school and is carefully used to plan activities to meet the needs of all individuals. This was particularly evident in the Foundation Stage when relevant observations were noted daily and then the information gathered was used to plan a developmental activity in the future. High quality day-to-day assessment was also used very well in the Year 2 class where, during each session, every opportunity was given to encourage all pupils by providing positive feedback and highlighting points for development. For instance, in a science lesson in this class, the teacher moved around the classroom from group to group ensuring that all pupils had an appropriate understanding of their task. The teacher then skilfully encouraged the pupils to extend their knowledge through discussion and review of the lesson.
19. The knowledge and understanding of the teachers in Years 1 to 6 is good. They have good subject knowledge of all of the areas of the curriculum and teach them with confidence. The teacher in Reception is a very experienced member of staff who has very recently taken on this role in the new Foundation Stage. She is very keen and motivated and is developing an appropriate understanding of the needs of this age group.
20. Teacher expectations are satisfactory, overall. They are good in the Reception class and in Years 1 to 2, but are satisfactory, overall, in Years 3 to 6. When expectations are high, the pupils are well motivated and eager to learn. This was frequently observed in the Reception class and in Year 2. Management of these very young children is good and all available resources are used well to promote their interest, concentration and independence. Both adults in this class have high expectations of the children and this ensures that they are consistently gaining new knowledge and skills. In a numeracy lesson in Year 2, a lively introduction held the interest of all the pupils. Pupils were encouraged to 'have a go' because very good verbal feedback was given by the teacher who also gave them a second chance if they were wrong on their first attempt. In Years 3 to 6, teacher expectations are variable, but are satisfactory, overall. For example, in this age group a very good numeracy lesson was observed which had high teacher expectations during the introductory session. The pupils really responded well to this very 'zippy' approach and this had a good impact on their development of knowledge and skills. However, in contrast, during a science lesson within this

age group, teacher expectations were not sufficiently high, the pace of the lesson was slow and pupils became de-motivated and restless.

21. The management of pupils is satisfactory, overall, but is variable throughout the school. Teachers in Reception and Years 1 and 2 generally manage their pupils well and well-established routines for discipline have been established. Children in Reception are carefully taught how to behave in school and they respond to a firm, but kind, approach. In Year 2, the teacher uses a very effective sequence of rhythmic handclaps and clearly expects the pupils to respond to this. In Years 3 to 6, behaviour management is satisfactory. Some examples of good behaviour management were observed in Year 4 where the teacher used her good relationships with the class to establish a purposeful learning environment. However, at times, behaviour management is less successful in Years 3, 5 and 6. For example, in one particular class during a literacy session, relationships became tense when the teacher adopted a rather confrontational tone. This resulted in pupils resenting some of the comments made and disruptive behaviour ensued.
22. The teaching of pupils who have special educational needs or who may be experiencing learning difficulties is good throughout the school and enables them to make good gains in their learning. The requirements of individual education plans are built into daily activities. Designated support staff and classroom assistants provide targeted, unobtrusive support to meet individual and group needs. This ensures that all pupils are fully integrated into the life of the school community and that all develop good levels of self-confidence. Teachers are skilled in targeting questions to ensure that all are included in whole class oral work. Individual education plans are kept up to date and targets reviewed regularly.
23. The quality of teaching pupils for whom English is an additional language is good. Pupils receive most of their language support inside the classroom. The co-ordinator works with pupils within the normal school timetable so that support can be effectively targeted and appropriate help given with vocabulary needed for specific lessons.
24. The quality of homework is satisfactory throughout the school. A number of parents raised issues about the amount of homework given. Reception children are provided with books to share with their parents and this is considered to be appropriate for their age. Pupils in Years 1 and 2 are given acceptable levels of homework to reinforce the basic skills of literacy and numeracy. Pupils in Years 3 to 6 have carefully timetabled amounts of homework, which are used to recap on previous learning that has taken place in class.
25. Three lessons were judged to be unsatisfactory during the inspection. Two of these unsatisfactory lessons were observed in the lower school and one was seen in the upper end of the school. Characteristics of these sessions were slow pace, weak behaviour management and poor use of organisational strategies.

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

26. The provision for children in the Foundation Stage is satisfactory. The learning opportunities for pupils in Years 1 to 6 are good. A broad and balanced curriculum is provided throughout and is enriched by good, extra-curricular activities, which include booster classes for older pupils. This is an improvement since the last inspection. Another concern in the last inspection was that music, design and technology and information and communication technology were not meeting the requirements of the National Curriculum. This has been remedied and these subjects are now successfully integrated into the curriculum. The school endeavours to offer a good range of worthwhile opportunities for pupils which interest and motivate them.
27. The schemes of work for all subjects are now firmly in place and all members of staff are familiar with them. They have a clear knowledge of what they need to do to implement them so that pupils can gain the maximum benefit from them. There is a good progression of skills

in all subjects. Teachers work in close collaboration with each other and with the curriculum managers to ensure that this is maintained.

28. There are separate, personal, social and health education lessons as a regular part of the school timetable. Year 6 pupils receive appropriate education about issues related to sex and drugs in these lessons. The teaching of these topics is complemented by work in science, which also deals with the effects of tobacco and alcohol. The curriculum manager is aware of the need to include citizenship as part of the personal social and health education programme and plans are in place to enable this element to be covered fully. A time when pupils share their thoughts and feelings is used with both with younger and older pupils. This makes a good contribution to pupils' personal development.
29. There is a good range of extra-curricular activities, clubs and visits out of school, which enrich the pupils' experiences and support their learning. Opportunities exist for pupils to participate in clubs and activities such as football, swimming, mathematics and history clubs. These are popular activities and are well attended. Several activities take place at lunchtimes and the teachers are generous with the time they spend on them. The school also organises sports coaching, using outside specialists.
30. There is a strong commitment to equality in education and this is clearly laid out in a good policy document. Pupils who are on the special educational needs register have their needs met through their individual education plans which focus on aspects of literacy, numeracy and personal and social development. The individual education plans are well supported by outside agencies and all who are involved with the pupil's continuing education. All pupils with special educational needs and those for whom English is an additional language receive the full National Curriculum offered by the school. Some areas of work are particularly modified for their specific needs. All pupils are fully included in all activities organised by the school.
31. Links with partner institutions are very good. For example, there are strong links with St Ursula's Catholic Girls' school and St Paul's Catholic Boys' school, as well as with a local non-denominational secondary school. Some development of information and communication technology has been done in collaboration with St Paul's school and this has been very well received by St Joseph's. There is a good system of transfer records and children, from both Years 5 and 6, visit these schools for 'taster days' and sporting activities. Year 7 teachers from these schools visit St Joseph's to talk to pupils who are coming to their schools and there is good liaison between staff. The school is involved with the initial teacher training programme run by Goldsmiths' College and has established close relationships with tutors there. The school is also taking part in a graduate teacher-training scheme run by Greenwich College, but the development of this is still in an early stage.
32. Overall provision for spiritual, moral, social and cultural development of pupils is good. The provision made for the spiritual development of pupils is very good. The school holds an act of collective worship each day where elements of sharing values and reflecting are highlighted. The school has a strong spiritual dimension and this was particularly noticeable in these assemblies. There are always explicit references to a supreme being and the opportunity to share and reflect on sacred texts. All assemblies included prayers and were conducted in a way that gave pupils a time in which to think about matters of more than immediate importance. Good use is also made of opportunities in subjects, such as science, for pupils to reflect on the wonders of natural and scientific processes. For example, this was observed in a Year 2 science lesson on electrical circuits, when a pupil was heard excitedly saying when a bulb lit up that 'This is the start of Christmas'.
33. The school makes good provision for pupils' moral development. Pupils have a clear understanding about right and wrong and the school operates as a well ordered community where pupils know what is expected of them. There are occasions when issues are discussed in sharing times and each class has its own set of rules displayed. These rules have been negotiated with the members of the class and most pupils have copied them into their handwriting books. However, the rewards and sanctions system does not always motivate the pupils effectively. A range of opportunities for pupils to take part in sporting activities supports the understanding of the need for rules and fair play.



34. Provision for social development is good and has many positive features. For instance, adults set good examples in their relationships with each other and with the pupils. This is reflected in the pupils' attitudes towards the staff and between each other. Adults value each child and work effectively towards developing high self-esteem. There are also satisfactory opportunities for pupils throughout the school to work together in subjects such as music, or within groups in literacy and science. There are also opportunities for pupils to use their initiative. For example, some Year 6 pupils undertake additional responsibilities, such as helping to present assemblies with younger pupils and operating audio-visual equipment in assemblies for older pupils. There is an awareness of the needs of others and pupils are involved in several charitable initiatives, such as the Catholic Children's Society, a 'link' school in the Philippines and Bexley Hospice.
35. The provision that the school makes for the cultural development of the pupils is also good. There is a very full programme of visits to local places of interest, such as the Maritime Museum and the Thames Barrier. Every class makes at least one such visit a year. Parents visit the school and give talks, which enrich the curriculum and broaden the pupils' horizons. The school has a range of sporting activities and pupils take part in local football and swimming leagues. The school makes good provision for pupils to learn to work together and live as part of a community through the annual residential trip for Year 6 to Swanage and Year 3 to Wrotham, where they take part in activities that develop independence. In religious education, pupils learn about other faiths and there are opportunities for them to appreciate and value the contribution made by other cultures to subjects, such as in music and dance. Parents of children in the school provide many of these. There are displays that feature the range of languages spoken in the school and the neighbourhood and many classrooms use these languages on notices and labels for resources. Pupils have also carried out research on role models from other cultures and incorporated these into projects. The school has also used events such as 'Black History Month' and a multicultural week last May, to make pupils aware of the rich diversity of cultures in the local area and in the Britain of the twenty-first century.

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

36. The school's policy for child protection and the way in which it is implemented are good. Staff are made aware of the possible significance of potential symptoms and the school is effective in following them up. Practices and procedures for ensuring the health and safety of pupils and other aspects of their welfare, such as their medical needs, are satisfactory. Regular risk assessments and checks of structures and testing of equipment and systems, including fire drills, are well organised by the Premises Manager. However, the statutory testing of electrical appliances has not been done recently and this is unsatisfactory.
37. There are good procedures for monitoring and promoting good behaviour. Procedures for eliminating oppressive behaviour are satisfactory. Following the last inspection, the school produced an action plan, which led to the introduction of a code and records of behaviour. In conjunction with pupils, rules and targets have been published and are now displayed around the school. These are implemented with the assistance of staff and pupils, reinforced in assemblies and results carefully monitored. Extensive use is made of a red and gold card system and this is supplemented by other reward systems and discipline strategies used by class teachers.
38. The school carries out extensive monitoring and subsequent action in an attempt to improve attendance and punctuality. However, this is not effective and is, therefore, unsatisfactory. This is partly because registers are not always filled in correctly or completely. This situation also poses a safety issue, because in the event of an enforced evacuation of the school, accurate details of pupils attending on that particular day would not be available.
39. The procedures and practices, implemented by caring staff, for monitoring and supporting pupils' personal development are both varied and good. For example, provision for personal development is made within the classroom through the use of sharing time in a circle and a sex education programme. It is also provided through participation in residential trips and the establishment of the School Council where they can exercise varying levels of responsibility.

40. Assessment procedures in the school are good. The headteacher has made this area of school life a priority and is in overall charge of assessment. She has set up a database with all the relevant statistical information and this provides important information to ensure that improvement in pupils' attainments is being made. There are some good individual examples of assessment being used to inform teachers' planning and the best examples of these are very good. For example, in the Reception class there is effective monitoring and recording of academic progress. The procedures for monitoring pupils with special educational needs and those for whom English is an additional language are also good. In English, mathematics and science, good use is made of assessment. The information that is collected about pupils' attainments and progress has an impact upon the planning of lessons and the targets that are set for groups and individual pupils. However, teachers do not always complete the target cards in pupils' exercise books to show whether or not these targets have been attained. All teachers are confident about judging the National Curriculum levels and have assembled a selection of work to illustrate the standard for each of these. In the other subjects, assessment is at least satisfactory and often good. The schemes of work used have assessment opportunities built in and the curriculum managers ensure that these are used. There is good liaison between members of staff and much information is passed on as pupils transfer from one year to another.
41. The school identifies and meets the individual needs of pupils with special educational needs. There is good liaison with outside agencies and this information is used when planning individual educational plans. The school has effective procedures for identifying pupils with special educational need; it complies with the Code of Practice. There are effective assessment procedures for placing pupils on the register. The register is regularly reviewed. The co-ordinator is given time to fulfil this role and monitors the progress of pupils on the register as they move up and down the register.

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

42. Parents have a very positive view of the school and what it achieves. These were expressed in their responses to the pre-inspection questionnaire and at the parents' meeting with the Registered Inspector.
43. The school has established good and effective links with parents. Information is provided through regular newsletters and other documents which give advice on matters such as home reading and homework topics. Open evenings are held on topics such as the curriculum and a family literacy programme is run in conjunction with a local nursery to assist parents in developing their children's reading.
44. Pupils' annual reports clearly set out what they have achieved and sometimes give advice as to areas for improvement or where parents may assist in their child's development. However, the provision of this advice is not consistent to all year groups, which is the same situation as that reported at the last inspection. Parents have the opportunity to discuss the reports and other aspects of their children's education at regular parent evenings, at which translation facilities are made available, if necessary. Other statutory information for parents is satisfactory, except for some very minor omissions from the content of the prospectus.
45. The parents of pupils with special educational needs are fully involved in their identification. There are targets set for parents to support. The parents of pupils on Stage 3 to Stage 5 are involved in reviews of their children's progress when outside agencies are involved. There were no statements at the time of the inspection.
46. The school's involvement with parents makes a good impact on pupils' learning at home and at school. Pupils, parents and the school sign home-school agreements and parents are asked to monitor homework and home reading. Parents and parishioners regularly come into the school to help in activities such as assisting with reading, using computers and to accompany them on school trips. The school has undertaken a comprehensive survey of parents' views and responses have been provided to the issues raised. Multi-cultural events organised by the

active Parent Teacher and Family Association also have an impact on the learning and personal development of pupils.

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

47. The previous report referred to the headteacher as having a 'passion for the future success of the school' and this is fully endorsed by the current inspection team. She promotes high standards through very clear direction, which is proactively developed in a calm and purposeful manner. The school very successfully meets its aims and this is evident in the improvements in the standards, attitudes and behaviour of the pupils since the previous inspection. The headteacher has also worked very well with the subject managers to establish an interesting curriculum, which promotes self-esteem and enables the pupils to develop qualities of perseverance, self-discipline and hard work. The headteacher is satisfactorily supported by the deputy headteacher.
48. The quality of monitoring and evaluation is of a very high standard. The headteacher is involved in regular classroom monitoring where strengths and weaknesses are clearly identified and discussed with the teachers. She clearly knows her teachers very well. The deputy headteacher satisfactorily monitors the planning and has a particular focus each week. For example, this may be the quantity and quality of homework and this ensures that it is planned consistently throughout the school.
49. Curriculum management is good and has developed well since the last inspection. There has been a recent change over roles and responsibilities and this is providing opportunities for good professional development. Well organised procedures are in place for staff appraisal and targets are clearly set to support development. The school provides good support for new members of staff. For example, one of the most experienced of the teachers is mentor to the newly qualified teacher who feels very well supported. There is also a mentor for student trainee teachers and provision for their support is satisfactory.
50. The provision for pupils with special educational needs is satisfactorily managed. It is well organised and good records are kept. The co-ordinator meets regularly with class teachers and support assistants. In addition to the meetings with the special educational needs co-ordinator, the headteacher meets weekly with classroom assistants to discuss pupils' needs and progress. The impact of this is seen in the improving standards in literacy and numeracy.
51. The co-ordinator for English as an additional language is a trained language specialist who assesses and keeps a folder on each pupil, which is used to record progress. These records are thorough and comprehensive. They are regularly reviewed and there is good liaison between the school and outside agencies.
52. The governors fulfil their statutory requirements very well. They are fully involved in shaping the direction of the school and provide high quality support. They have a very well organised structure of committees with concise agendas and skilfully managed meetings. Responsibilities are taken very seriously and all governors actively work alongside staff. Each member of the governing body has a specific subject area, which they very effectively monitor and evaluate. All governors are fully involved in policy making and have very clear expectations. They provide very good support to the school.
53. The school has identified English, mathematics, science, and information and communication technology as priorities for development and this is very appropriate. The continuing improvement in the quality of behaviour is also identified as a clear area for development. The headteacher and governing body regularly monitor the progress of these developments. The school is committed to improvement and has a good capacity to succeed.
54. Financial planning is carefully matched to the needs of the pupils and very well managed by both the shrewdness of both the headteacher and the governing body. The headteacher is particularly skilled in seeking out ways in which to gain additional funds and this is clearly evident in her successful bid to gain various grants to fund equipment for the new unit of classrooms. Technology is used well to support the day-to-day running of the school. This

includes the use of emails to governors, financial programs linked directly to the local education authority and the very good use of data analysis to track pupils attainment. The very efficient school secretary ensures the smooth running of all administrative duties on a day-to-day basis.

55. There is a satisfactory match of teachers and support staff to meet the demands of the curriculum. All individuals are used well to support the needs of the pupils. The school is satisfactorily resourced and these are used effectively to support the demands of the curriculum. The accommodation is currently unsatisfactory but will be improved vastly when the new unit of classrooms is completed. Classrooms have been decorated in the remaining teaching block and the redecoration has been well received by staff. However, the staff room and adjoining toilets remain in need of maintenance.

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

56. In order to further improve standards of attainment, the headteacher, staff and governors should:

- i. Improve standards in all areas of learning at the end of the Foundation Stage by;
- using the outdoor play area as an integral part of the teaching area when the new teaching block is completed;
  - rearranging admission as a 'rising five' and taking all children into school at the start of the academic year in which they will be five to provide equal access and opportunity for all.

(paragraphs 61, 64-69)

- ii. Improve the rates of attendance by;
- implementing rigorous procedures for monitoring and improving attendance;
  - informing parents of the educational disadvantages of taking their children on holiday during term times;
  - introducing more rigorous procedures to record late arrivals into school;
  - complying with statutory requirements by ensuring that registration takes place every afternoon.

(paragraphs 14, 38)

- iii. Improve the instances of unsatisfactory teaching by;
- enabling the high quality teachers to share their expertise through demonstration lessons throughout the school.

(paragraph 25)

- iv. Improve the behaviour of a small minority of pupils by;
- reconsidering a number of sanctions currently used;
  - sharing techniques of very high quality behaviour management throughout the school.

(paragraphs 25, 33)

57. In addition to the key issues above, the following should be considered for inclusion in the action plan;

- ensure that all electrical appliances are checked on a regular basis (paragraph 36).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	4	18	10	3	0	0
Percentage	5	10	49	27	8	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	192
Number of full-time pupils known to be eligible for free school meals	66

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.7
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	11
	Girls	16	16	17
	Total	25	24	28
Percentage of pupils at NC level 2 or above	School	83 (77)	80 (85)	93 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	12
	Girls	16	16	18
	Total	25	27	30
Percentage of pupils at NC level 2 or above	School	83 (88)	90 (100)	100 (96)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	12
	Girls	10	10	12
	Total	19	22	24
Percentage of pupils at NC level 4 or above	School	76 (68)	88 (68)	96 (77)
	National	75 (75)	71 (72)	88 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	10
	Girls	9	10	9
	Total	17	20	19
Percentage of pupils at NC level 4 or above	School	68 (77)	80 (64)	76 (73)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	24
Black – other	8
Indian	4
Pakistani	3
Bangladeshi	0
Chinese	1
White	126
Any other minority ethnic group	18

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	9
Number of pupils per qualified teacher	21.3
Average class size	27.4

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

Total number of education support staff	5
Total aggregate hours worked per week	109

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	483,474
Total expenditure	464,712
Expenditure per pupil	2554
Balance brought forward from previous year	8,193
Balance carried forward to next year	26,955

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



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

### **Questionnaire return rate**

Number of questionnaires sent out	192
Number of questionnaires returned	48

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	58	35	6	0	0
Behaviour in the school is good.	58	35	2	2	2
My child gets the right amount of work to do at home.	42	40	17	0	2
The teaching is good.	56	40	2	0	2
I am kept well informed about how my child is getting on.	60	19	19	0	2
I would feel comfortable about approaching the school with questions or a problem.	73	25	2	0	0
The school expects my child to work hard and achieve his or her best.	77	21	2	0	0
The school works closely with parents.	56	33	8	0	2
The school is well led and managed.	67	25	0	0	6
The school is helping my child become mature and responsible.	63	35	2	0	0
The school provides an interesting range of activities outside lessons.	42	40	6	4	8

## **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**

58. There is one class in the Foundation Stage which is a step in education prior to starting the National Curriculum in Year 1. Children are admitted to school in September, January and at Easter depending on when their fifth birthday falls. Older children have three terms in Reception and younger children have one. At the time of the inspection, there were 9 children who were just completing their first half-term in school. There is one full time qualified teacher and a trained nursery nurse support assistant. Most children have attended nurseries before they come to school. The school has made appropriate progress since the previous inspection.
59. Good induction procedures ensure that children quickly settle into the routines of the Reception class. Children and parents are well prepared before they enter school as most of them have good established links through the Church. All parents and children are invited to meet staff prior to starting school and once they are in school, they are encouraged to discuss any problems or queries as they arise.
60. The school follows the Early Learning Goals in Reception. This is a nationally recommended Foundation Stage curriculum for children of this age group. It consists of six areas of learning: personal, social and emotional development, communication, language and literacy development, mathematical development, knowledge and understanding of the world, physical development, and creative development. Each area of learning is made up of four stages or 'stepping stones', from which both progress and standards can be measured.
61. Children enter the Reception class with poorly developed skills in communication, language and literacy and mathematics. This is confirmed by the baseline assessments conducted with these children. Children's skills in personal, social and emotional development, knowledge and understanding of the world, creative and physical development are also under developed. Pupils make good progress in all areas of learning and this occurs because of the good teaching. However, only a small number of the very oldest children achieve the recommended areas of learning by the time that they are ready to start Year 1 of the National Curriculum. This is because they have one year in the Reception class and are able to make very good progress in a very small class with two adults supporting them for the much of the school day. On the other hand, younger children have less time in the Reception class and have insufficient opportunities to fully develop within the Foundation Stage. For example, summer born children receive only one term in the Reception class. Although good progress is made, because they start school with poorly developed skills, they are unable to have sufficient time to attain the nationally recommended levels for children, as they start the National Curriculum.
62. Good amounts of information are collated on entry into school and this is used effectively to provide appropriate support. For example, children with special educational needs and those for whom English is an additional language are identified after these assessments have been made. The Reception teacher is well supported by a trained nursery nurse and they work well as a team. They plan their work with a clear focus on children's individual learning needs and provide a range of stimulating activities in all areas of learning. However, at times, these are over- directed. The staff give clear instructions and encourage children to listen carefully. All staff use praise effectively to motivate the children, to engage them in learning and to promote their self-esteem. The indoor area provides a stimulating learning environment, but the current outdoor area is unsatisfactory and cannot be used well to extend the curriculum. However, the new building which was currently under construction during the inspection, has well-planned accommodation, both indoor and outdoors, for the Foundation Stage.
63. By the time that this particular group of children leave the Reception class, most of the older and higher achieving pupils will have reached the fourth and final stage or 'stepping stone' of the National Curriculum in personal, social and emotional development, knowledge and understanding of the world, creative development, and physical development. Children

achieve the third stage or 'stepping stone' in communication, language and literacy, mathematics and knowledge and understanding. This is still below the national recommended guidelines, but it is evident that from such a low level on entry into school, good progress has been made. However, it is clearly evident from the standards in the current Year 1 class that younger and lower achieving children are still working well below the nationally recommended levels areas at the end of their time in Reception.

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

64. When children start school, they are working in and around the second stage or 'stepping stones' for the recommended curriculum of the Foundation Stage. They confidently leave their parents or carers first thing in the morning, even when they are late and the sessions have already started. They are learning to undress themselves for physical education lessons and the higher achieving children are skilfully undoing buttons independently. The children are given plenty of opportunities to think about what activity they might like to do and are developing appropriate levels of initiative. Children are starting to work well together in pairs. For example, they enjoy playing together in their 'Post Office' area and enjoy 'setting-up' a table for a meal. By the time this particular group of children have reached Year 1 of the National Curriculum they will have achieved the final stage or 'stepping stone' of this particular area of learning. This is because of the good quality of teaching and learning and the very small size of the current group this term.

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

65. Children start school with standards in communication, language and literacy that are well below nationally agreed levels. The quality of teaching and learning is high and very good progress is made by the older and higher achieving children who have one full year in the Reception class and are able to maintain their development when the class size increases with each term. Most of these children achieve within the fourth and final stage or 'stepping stone' of the Foundation stage but this is still below nationally agreed levels. These children are currently working confidently within the second stage or 'stepping stone' and through good teaching and learning are rapidly developing an ability to extend their vocabulary and use it to explain an activity. For example, the children were observed serving out 'pretend' food and confidently asked their guests if they would like some chocolate cake and a drink. They have started to recognise rhyming words and the higher achievers recognise common words in their big picture books. For instance, the children recognised words such as 'big' and 'bear' whilst sharing a large picture book with their class teacher. Most recognise their own names and are making good progress learning to write them. All children enjoy making marks on paper and sending imaginary letters. However, it is evident from the current Year 1 class that this very good progress is not made by the younger children when they are in Reception despite the good quality of teaching and learning. Many of the children in this particular cohort are summer born and received only one term in a large Reception class. Hence, they have started Year 1 of the National Curriculum with standards in communication, language and literacy that are well below the recommended levels for this age group.

### **Mathematical development**

66. Children start school with standards in mathematical development that are well below the nationally agreed levels. However, because of the good quality of teaching and learning the children make good progress. Older and higher achieving children make very good progress because of their extended time in the Reception class and their ability to maintain their development when the class size increases with each term. The children are able to confidently count to ten and enjoy playing simple number games. They already have a good understanding of shapes and can both name and match triangles, squares and circles to similar everyday objects. Most of the children are able to write numbers up to five correctly and follow the appropriate sequence on a number line. However, by the end of a complete year in reception, standards will be only within the final or fourth 'stepping stone'. Younger children are still well below agreed levels by the start of Year 1 of the National Curriculum.

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

67. Children start school with standards in knowledge and understanding of the world that is well below the nationally agreed levels. However, good progress is made because of the good quality of teaching and learning. Very good progress is made by older and higher achieving children. They are in the Reception class for one year and are able to maintain their development when the class size increases each term. The children are currently working within the second stage or 'stepping stone' of the Foundation Stage curriculum. They show interest in the lives of each other and discuss their brothers and sisters with adults. The children have also started distinguishing between the past and the present and know that they were once babies. They show a developing curiosity about the new block of classrooms, which is being built and enjoy studying insects and beasts found in the playground. The children create masks, using card and a wide variety of materials that are stuck together for effect. They use a simple program on the computer to paint and draw, controlling the mouse to create different pictures. The children work well through the two further 'stepping-stones' to achieve the expected levels of attainment for this age group. This is as a result of the good teaching by both the class teacher and the nursery nurse.

## **Physical development**

68. Children start school with standards in physical development that are about that of the second stage or 'stepping stone' of the nationally recommended guidelines for this age group. They make good progress in their learning and work well through the two further stepping stones to achieve the expected levels of attainment for this age group. This is a result of good teaching by the class teacher who is well supported by the nursery nurse. As yet, there is no safe and secure outdoor area, but the teacher makes good use of time in the hall to develop the physical skills. For example, in a session observed during the inspection, the children showed a good awareness of space and were confidently able to move around the large hall, showing both awareness and respect for each other. Their movements showed both freedom and confidence. They could carefully move in a wide variety of ways such as slithering like a snake, or move clumsily like an elephant. The children are able to stand up and balance on one leg, using their arm to steady themselves. After physical exercise, they know that their hearts beat faster and are developing an appropriate understanding of the importance of keeping healthy. Within their class area, they are able to make marks on paper, using a wide variety of pens and carefully select small toys to play with.

## **Creative development**

69. Children start school with a very wide range of creative skills, but most of this older intake are on the second stage or 'stepping stone' of the recommended curriculum for this age group at the beginning of their first term in Reception. By the time they are ready to start Year 1 of the National Curriculum, most of this current older group of children already in school will have reached the recommended level or final stepping stone for their age group. The quality of teaching and learning is satisfactory, overall, in this area of learning, but the children make good progress, because of the very small numbers in class and the high ratio of staff who are able to sit with them when they are creating paintings or using glue and scissors to make objects such as masks. Most children are developing an awareness of colour and are able to name basic colours such as red, blue, yellow and green. However, they are unable to hold a paintbrush properly and their painting skills are at an early stage of development. Their progress in this is hindered by the lack of appropriately sized brushes for this age group. Children confidently explore with a wide range of materials. For example, they were observed making masks, using card, glue and fabric. They confidently join in with familiar songs related to their topics such as 'them bones, them bones' and favourite nursery rhymes. The children respond well to music-making activities such as making different sounds on percussion instruments and moving parts of their body to beats. For example, during one music lesson the children were encouraged to move their fingers in time to the sounds of some harp music and this was achieved successfully. They successfully engage in role play activities in their 'Post Office' area and the higher achieving children are starting to play cooperatively together as part of a group. The quality of teaching is good, with learning opportunities enhanced through the very good use of a music specialist.

## ENGLISH

70. Current standards at the end of Year 2 are below the national average. Current standards at the end of Year 6 are in line with the national average. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in relation to their prior attainment. The trend over time is one of improvement, particularly at the end of Year 6 where standards in speaking and listening and in written work have improved since the last inspection.
71. Pupils in Years 1 and 2 talk with some hesitation in large groups. Sentences are poorly formed and a significant number of pupils have problems with their speech. They are developing an ability to listen and respond to stories and instructions. For example, the pupils in Year 1 are learning to listen carefully to the questions posed by the teacher, but have not, as yet, achieved an appropriate standard. In Years 3 to 6, speaking and listening are developed through discussion activities. By Year 6, they are able to speak confidently to their friends in class and to both adults and the whole school in the hall. For example, higher achieving pupils in Year 6 were observed taking part in a Reception class assembly where they confidently read out the story of 'Handa's Surprise'. By Year 6 listening skills have improved. Pupils follow stories attentively and show appropriate understanding by asking appropriate questions. However, the use of drama or role-play is underused to extend pupils' skills in speaking and listening.
72. Current standards in reading are broadly in line with the national average for the vast majority of pupils in Years 2 and 6. In Year 2, higher achievers talk about characters with real interest and enthusiasm. They discuss their favourite authors and express their preferences. They have a clear understanding of the difference between fiction and non-fiction. Average and lower achievers understand how to use books and enjoy talking about the characters and events in stories. All pupils take pleasure in reading and some are members of local libraries. In Years 1 and 2, they successfully use a variety of strategies to support their reading. These include the use of phonics and picture clues. However, some pupils need a great deal of help with the use of these strategies in order for them to decipher unfamiliar words.
73. In Years 3 to 6, the higher achieving pupils have developed good library skills and know how to locate information by using indexes and contents pages. However, a few older pupils still have difficulty finding texts, using their knowledge of the alphabet. Pupils of average achievement are able to read and enjoy a variety of books. They have well-established reading strategies to help them decode unfamiliar words. Good quality reading records for pupils in Years 1 to 4 successfully foster links between home and school and give information to parents and carers about pupils' progress in reading. In Years 5 and 6, pupils make their own records and comment on what they have read. This has a positive impact on the progress that they achieve. However, these are not entirely consistent; some of the pupils have written fully and teachers have made thoughtful comments about what has been written, but others are less satisfactory.
74. Standards of writing in the current Year 2 class are below average. Higher achieving pupils are able to develop ideas in a sequence of sentences and most of these are marked by capital letters and full stops. A small number of these pupils have started to write with creativity and depth. For example, in a Year 2 history lesson pupils skilfully wrote about Florence Nightingale and this reinforced their literacy skills. However, the majority of pupils continue to make errors in basic spelling and punctuation. Most pupils write with clearly shaped and correctly orientated letters, but there are significant numbers in Year 2 who do not use joined up handwriting. This means that they are unable to achieve the higher level in the national tests.
75. By Year 6, higher achievers present their work well and confidently use joined up writing. They write in a variety of ways, depending on the subject they are writing about and the audience it is targeted for. The higher attaining pupils are able to write about and illustrate their ideas well, using a more formal style where appropriate. For example, they write lively opening paragraphs for a news report and use suitable techniques to interest their readers. They also successfully use their writing skills to create play-scripts and retell famous bible stories such as 'Noah's Ark'. In some work, a range of punctuation, including commas, apostrophes and inverted commas, is accurately used. Many pupils in Years 5 and 6 are clear about the difference between a dictionary and a thesaurus and can make effective use of them. However, lower achievers are not able to

organise simple and complex sentences into paragraphs and misspell common words like 'which'. At times, pencil is used instead of pen and the presentation of pupils' work suffers. These weaknesses also have a negative impact on the level of work achieved in other subjects. Pupils use computers to develop their work by drafting and redrafting, although the use of information and communication technology is limited, as there is usually only one computer in each classroom.

76. The school has implemented literacy across the curriculum and opportunities for pupils to extend their literacy skills are effectively taken. This was particularly evident in history and design and technology where work was set to reinforce their literacy skills. For example, in a good design and technology lesson in Year 4, pupils supported literacy well when pupils word-processed a story to incorporate it into a 'pop-up' book project. In the classrooms for older pupils there are good 'word bank' displays and these help pupils acquire the technical terms needed for subjects such as science.
77. The overall quality of teaching and learning is satisfactory. All teachers have good subject knowledge and provide clear explanations to the pupils during the introductory sessions. In the best lessons, teachers set a good pace and ensure that the work set will stimulate all pupils and challenge the higher achievers. Learning intentions are clearly displayed for the pupils to share and used successfully to recap learning. Teachers make good use of grammatical terminology to encourage literacy skills and this reinforces pupils' knowledge of technical terms. Good examples are shared with pupils to help them with their learning. For example, in a good Year 4 lesson, the teacher taught the pupils a little rhyme to help them remember to spell the word 'guitar'. Teachers encourage pupils to respond to questioning and no answers or comments are ever dismissed. This effectively builds up an atmosphere of trust in which self-esteem and self-confidence are enriched. Pupils are encouraged to think about using different methods in which they might gain the attention of the reader and this makes their writing interesting. Good use is made of pupils working in pairs and sharing their ideas. Teachers' marking is always positive in tone and, for the most part, gives clear guidance as to how pupils can make further progress. The records of pupils' reading in Year 2 are extremely comprehensive and give a very full picture of the progress made by pupils. Teaching is less than satisfactory when relationships between pupils and adults become confrontational. This has a negative impact on the quality of learning and has led to pupils losing interest in the activities provided. The last inspection report mentioned disruptive behaviour among older pupils and a significant proportion of unsatisfactory teaching. However, the current situation has improved. During the inspection, one unsatisfactory lesson was observed. In this session, the teacher had insufficient pace and pupils were kept sitting on the carpet for a very long period of time. This had a very negative impact on their behaviour and the teacher was not sufficiently strong in her management of the pupils to gain their attention. There has also been an improvement in the behaviour of pupils, which was satisfactory or better in the majority of lessons seen.
78. Pupils who have special educational needs or those for whom English is an additional language are given good support. This enables them to make good progress in relation to their prior attainment. Classroom and learning support assistants make an effective contribution to the good progress of these pupils. They clarify questions, explain new vocabulary and encourage pupils. For example, in a good Year 4 lesson, pupils who had been working separately with a literacy support assistant, shared their work with the rest of the class. All listened attentively and helped to celebrate their progress. There are good individual education plans for these pupils, which are implemented carefully and reviewed regularly.
79. The subject manager is well established in her role. Both she and the senior management monitor the planning and teaching of the subject. The assessment of pupils' work is now well established and this is having a positive impact on the planning of teaching. The curriculum manager is aware of the need to review the materials used in the Literacy Hour and adapt them to suit the pupils in the school where necessary. Pupils have individual targets, but not all are reviewed consistently. Resources for the subject are satisfactory. There is a good stock of big books for the literacy hour and reading books for pupils within the classrooms. The library, which is in the building for the younger pupils, has suffered from water damage and the books have been moved to a temporary site. This is very cramped and the stock contains a number of books that are out of date or in poor condition. However, the buildings under construction will

accommodate a new library and will provide a location that can be used by older pupils. The subject manager has analysed differences in attitudes between boys and girls and has plans to purchase more reading material that will interest older boys.

## **MATHEMATICS**

80. In the current Year 6, standards are at the nationally agreed levels. In this particular year group, there has been considerable pupil mobility; indeed half the pupils in the year have joined the school since Year 2. The achievement of these pupils in reaching the national standard indicates that good progress has been made. This represents an improvement since the last inspection when pupils were below the national average. Year 2 pupils are also at the nationally agreed level. One third of the pupils in Year 2 have special educational needs. The achievement of pupils in this year group in reaching national levels again indicates the good progress that is made and this is facilitated by the very good teaching that the pupils experience. Pupils come into the school with levels of attainment that are well below the national average and by the time they leave the school they have reached the nationally agreed levels. Therefore, their progress, overall, is good. The last inspection report also indicates that progress was good for this year group. Pupils with special educational needs and English as a second language are given good in-class support in every year group and overall their progress matches that of other pupils and is good. For example, in a very good numeracy lesson in Year 5, one pupil, who had severe behaviour problems, was well supported by a learning support assistant.
81. During Year 6, pupils undertake a variety of practical work. They have good understanding of mathematical language and this enhances their ability to deal with problem solving activities. They show enjoyment and a very positive approach to their work and pupils frequently say that mathematics is their favourite subject. The vast majority of pupils are confident in undertaking work in addition and subtraction. They also have a clear understanding of place value up to seven figures and they recognise and understand negative numbers. Pupils show confidence in tackling tasks requiring them to multiply or divide and have a sound knowledge of their multiplication tables, which they apply sensibly in solving problems. Most have a clear understanding of fractions and can use picture data and descriptions and convert these to fractions and percentages with confidence. They can also work accurately up to three decimal places and use decimal places accurately in the context of measurement and money. Most pupils are able to calculate the area and perimeter of simple shapes and have an understanding of volume and capacity. Those few pupils within the year who are less confident and less able to carry out a full range of mathematical tasks are given good support. The work is planned well to cater for the needs of the lower achievers. For example, in an exercise to interpret data, the work sheet in Year 6 was simply and carefully worded to encourage confidence in the pupils and they were fully supported by an adult helper throughout the task.
82. During Year 2, pupils are introduced to an appropriate range of practical and problem-solving activities all of which are presented in an exciting and appealing way. For example, pupils' work books showed a good exercise where they were encouraged to spend 50 pence on three articles in a mini shopping trip and this extended their additional and subtraction skills and also related to a real situation they could appreciate. The vast majority of pupils are able to count to one hundred with ease and many can identify odd and even numbers. Good number skills are carefully reinforced in the class and good use is made of number squares and number lines on each group table. Most pupils write their numbers correctly and even the few who make an error are able to recognise this quickly and correct what they have written. A good start has been made on learning multiplication tables and in one session pupils showed good confidence with their two, five and ten times tables. Previous work indicated that by the end of Year 2 pupils are able to measure and understand the relationship between centimetre, metres and kilometres. They have an understanding of place values in hundreds, tens and units and are able to understand number patterns in addition and subtraction. Pupils can also read and understand values in words and figures and convert one from another. Previous work also indicates that pupils have experience of two and three-dimensional shapes and they can identify various properties such as the number of sides and corners.

83. The quality of teaching and learning is good throughout the school. Examples of very good teaching were observed in Year 2 and Year 5 where there is good pace, an enthusiastic approach and a range of stimulating tasks for pupils. The majority of teachers plan their lessons carefully for pupils of all abilities and ensure that lower achieving pupils are well supported in class. The organisation of the class into differing groups of achievement is particularly helpful in encouraging all pupils to do their best, because work is matched well to each group. In most classes, this leads to all pupils having a full and rich experience of mathematics where they are encouraged to use appropriate mathematical language and do so with confidence. However, in a very few classes there was a less consistent approach to the management and supervision of pupils in different groups. Pupils were not consistently monitored and did not have equal access to resources such as textbooks and other equipment. Teaching has improved since the last inspection, especially the management of pupils. Pupils are, overall, well behaved, they are fully involved in lessons and their work is now well presented. The principles of the National Numeracy Strategy are understood well, with well-structured lessons building on what pupils know. Higher achievers are well challenged especially in mental mathematics. For example, in one lesson in Year 6, pupils responded very quickly and accurately to a 'ping-pong' verbal game of doubling and halving numbers in thousands, hundreds, tens and units. This was also a good example of the use of an introductory session in mathematics to capture the attention of all the pupils and stimulate them. The marking of pupils work is variable, but, where it is good, pupils are informed of their progress and understand how they can do even better. The majority of pupils work well together, share equipment sensibly and enjoy discussing their ideas. Most pupils also show enjoyment and an ability to concentrate well. However, there are a few immature pupils who show a less positive attitude notably in Years 4 and 5. Teachers hold appropriate plenary sessions to check pupils understanding, encouraging them to talk about what they have learnt and celebrate some of the work.
84. The school uses the National Numeracy Strategy document as its scheme of work and suitable plans are also produced to clarify the work that should be covered by different classes. The strategy has been implemented most effectively and planning is an area that has improved since the last inspection and is now good. The subject manager is very knowledgeable and communicates her enthusiasm to other staff. Planning throughout the school and classroom practice are regularly monitored. There is also careful analysis of the work in pupils' books and their performance in tests. Assessment procedures are good and are being used effectively to identify the current levels of attainment of pupils. The information gained is used successfully to provide suitably differentiated work for pupils of all abilities. Assessment information is used well to plan individual targets for pupils, which are set out in their mathematics books. The diligence of the subject manager is recognised by the school in the allowance of time given to her for the performance of her manager's role. The in-service training undertaken by the subject manager on work planned to meet the needs of all pupils has been communicated to other staff and is used effectively in the school for the benefit of the pupils. Homework is set on a regular basis from Year 2 to Year 6. Information and communication technology is used effectively. Through the provision of computer programmes and a programmable toy, the mathematical understanding and skills of the pupils are developed well. Mathematics is also used effectively in other subjects of the curriculum, such as science, design and technology and in physical education it is used well to measure, count and record data.

## **SCIENCE**

85. Standards at the end of Years 2 and 6 are in line with national averages. All pupils make good progress. This includes those with special educational needs and those for whom English is an additional language. This is an improvement since the last inspection when standards at the end of Year 6 were below average.
86. In Year 1, pupils enthusiastically label parts of the body and enjoy learning about how humans move. By the end of Year 2, pupils know about the different properties of materials such as clay, salt, and dough. They organise different types of electrical items into those that produce heat, light, sound and movement. Pupils have a secure knowledge about the plants and animals and, for example, they know that mini-beasts can be found under the stones in their playground. Pupils also confidently make electrical circuits, using batteries, bulbs and wires.



They show very good concentration when they undertake this activity and work well in groups and pairs to achieve this. Good use is made of their mathematical skills to record data collected on surveys about different colours of hair and eyes.

87. In Year 3, they carefully group and classify materials, clearly identifying properties such as strength and flexibility. For example, they have compared and contrasted elastic bands with other materials that are used to tie up materials and describe the 'stretch' well. Good use is made of mathematical skills to collect their investigative data. In Year 4, pupils gain an appropriate knowledge of the human skeleton and know many of the most common bones. They confidently explain how joints and muscles work. Good use is made of mathematical skills to collect data such as in grids to illustrate the length of arms and legs. In Year 5, they know that solids, liquids and gases are able to change in form. For example, the majority of pupils are able to explain how condensation occurs. They also confidently record the results of changing processes on to a software program. For example, during a lesson in Year 5 they confidently recorded the changes to a block of ice as it melted. Lower achieving pupils are able to explain the process by diagrams. By the end of Year 6, pupils know that plants need water, sun and soil to grow. They understand that bees transport pollen and plants gain food and water from the soil. However, they are not always keen to work together in groups to investigate their findings. For instance, in a practical lesson in Year 6, a significant minority of pupils were dissatisfied with the activity and behaved in a challenging manner.
88. The quality of teaching and learning is good, overall, but varies from excellent to unsatisfactory. Most teachers have good subject knowledge, have planned their lessons well and have set suitable learning intentions. In the best lessons, these are referred to during the session and are used to successfully evaluate what the pupils have learnt at the end of the sessions. Lessons are generally well organised and, in good lessons, effective use is made of all available resources. One excellent lesson was observed in a Year 2 class and this was mainly as a result of the very good relationships that had been established in this class. The teacher appeared very keen and worked at a very good pace, which maintained the interest and enthusiasm of the pupils. This also ensured that all pupils, including those with special educational needs and those for whom English is an additional language, were fully involved in the lessons. For instance, pupils with special educational needs were fully included in the lesson because the learning support assistants were strategically deployed to provide maximum help. One science lesson was unsatisfactory in the lower school and another was unsatisfactory in the upper end of the school. Both lessons were weak because of slow pace, low pupil expectations and insufficiently prepared resources.
89. Co-ordination has recently undergone a change of personnel, but the new subject manager works very closely with the former co-ordinator. They are both very keen and enthusiastic and eagerly promote the subject. The policy document has been reviewed, a nationally recommended scheme of work has been adopted and an overview developed to ensure progression of skills throughout the school. A portfolio of pupils' work has been collected and this has ensured consistency of standards for all teachers. A nationally recognised system for testing has been also adopted and this ensures that pupils' attainment is tracked throughout the school. The subject received a good sum of money during the last academic year, which has enabled a good bank of resources to be built up. The co-ordinators have had opportunities to attend in-service training and are now planning to develop their colleagues' knowledge. For instance, they have recently worked on promoting pupils' scientific vocabulary throughout the school.

## **ART AND DESIGN**

90. Standards in art and design are in line with national expectations at the end of both Year 2 and Year 6. All pupils, including those with special educational needs and those with whom English is an additional language, make good progress throughout the school. This is because everyone is fully included in all the planned activities. Standards have been maintained since the last inspection.
91. In Years 1 and 2, pupils undertake a range of activities, which enable them to explore pattern, colour and shape. They are introduced to paint, brush and crayon and learn to control these

well. In Year 1, for example, pupils make self-portraits, using pencils, paint and charcoal. This work is also successfully linked to their science topic on 'ourselves'. In Year 2, pupils examine leaves from various types of tree and produce detailed observational drawings, many of which are very realistic in shape and detail. The better drawings are assisted by the use of magnifying glasses. The portfolio of pupils' work illustrates the use of fabric to make collages and clay to develop three-dimensional work. Pupils use their developing art skills to provide illustrations in other subjects. They also use a computer programme to produce colourful pictures.

92. Pupils continue to make good progress throughout Years 3 to 6, because teachers have good subject knowledge. This progress is evidenced by the pupils' sketchbooks, which they use to plan their artwork. For example, in Year 6, pupils drew a keyhole drawing in their sketchbooks and went on to produce a full abstract picture using a viewfinder. These pictures showed their understanding of the use of colour, texture, line and shape. The use of sketchbooks has improved since the last inspection. Observational skills in Year 6 are further developed as instanced by pairs of pupils working together, with each pupil drawing and painting one half of a plant and then bringing the two halves together. This work results in good paintings and gives the pupils an opportunity to discuss the differences in their observations. Pupils use the Internet to retrieve information about different aspects of art. However, pupils' knowledge of artists and their styles, requires further development.
93. The overall quality of teaching and learning is good. Lessons are well planned. Teachers use a variety of teaching strategies to keep pupils interested and to help them develop the ability to recognise effective work, done by themselves and others. For example, in a Year 4, class the pupils' paintings were displayed in the hall and through skilful questioning the teacher facilitated a good discussion among the pupils about textures, techniques and colours they had used. A few immature pupils were well controlled and encouraged to join in the discussion. Teachers use time and resources well. For example, in a Year 6 class, the pupils produced colourful abstract paintings within a set time. The good subject knowledge of the teacher and the classroom assistant, plus their perceptive questioning, enhanced the learning and motivated the pupils. It was also evident in this lesson that the pupils with special educational needs worked and produced very effective paintings, because teacher expectations were high for all individuals in the class.
94. A nationally recommended scheme has been introduced to support curriculum planning. Visits to art galleries, museums and local architectural features are all used to illustrate the curriculum for the pupils. Resources are adequate and well organised. The library has a limited range of books to support learning. The subject manager is knowledgeable, well organised and dedicated to improving standards. There is careful monitoring of teachers' planning and the pupils' work and sketchbooks. New assessment procedures are being trialled this term.

## **DESIGN AND TECHNOLOGY**

95. Little teaching of design technology took place during the period of the inspection. Taking into account examples of work from the previous year and photographic evidence, the standard of work achieved by the end of Year 2 is in line with national expectations. Younger pupils have opportunities to design, make and use a range of recycled materials, card and textiles. They use construction kits and recycled materials, developing their skills of cutting, sticking and joining. In Year 1, pupils use planning sheets and learn about pivots and how movement is created. This helps them to design effective 'moving pictures' as one of their design projects. In Year 2, pupils make different types of puppets and the completed puppets are finished to an appropriate standard. Pupils are able to generate ideas and plan what to do next, based on their experience of working with materials and components. They use models, pictures and words to describe their designs. Pupils carefully select appropriate tools, techniques and materials and use them to assemble, join and combine materials and components in a variety of ways. They recognise what they have done well as their work progresses and suggest things they could do better in the future.
96. By the end of Year 6, pupils are also working at nationally expected levels. Older pupils further develop their design and making skills. Pupils in Year 6 have made models that use

electricity to provide light or movement, which links with a topic studied in science. They also draw on their knowledge of the local environment and its buildings to enrich their projects. Year 3 pupils constructed Viking Houses that linked with the work that they were doing in history and were able to decide what had worked well in their models. Pupils in Year 5 created musical instruments of many different kinds to strike and pluck, using a wide range of recycled materials such as empty tissue boxes, wood, nails, card and elastic bands. These were finished to an acceptable standard. There is little room for display of pupils' work outside the classrooms and it would be useful if this could be remedied when the building programme is complete so that pupils' work could be celebrated. They confidently recognise that their designs have to meet a range of different needs and can clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs. Pupils show an appropriate awareness of constraints, e.g. making models using only biodegradable materials and can, to a limited extent, develop alternative designs and choose the most suitable. However, this is an area that the curriculum manager realises still needs further development.

97. In the last inspection, design and technology was judged to be unsatisfactory. The requirements of the National Curriculum were not being met and the standards of the work done by pupils were low. The teaching of pupils in Years 3-6 was unsatisfactory and behaviour poor. There was no curriculum manager for the subject and there was no opportunity for pupils to use information and communication technology. All these weaknesses have now been remedied.
98. Pupils enjoy this subject and talk in favourable terms about it. In the lesson that was seen during the inspection they co-operated well and were eager to come back in free time to do some more work on their projects. They were able to make an evaluation of the quality of their work and how suitable the pop-up books they had made would be for different age groups. The use of the subject to support literacy was good, as pupils had to word-process a text that formed the basis of the story in the pop-up books. The teaching observed was good and the teacher made effective use of the evaluation sheets to promote social development, by including a question about how well each group had worked together.
99. The subject manager has been in post for three years. She has adopted a nationally recommended scheme of work for this subject and has chosen the appropriate topics for each year group. Teachers assess pupils' work by using evaluation sheets and there is good liaison between teachers in each year group. The curriculum manager uses a digital camera to make a collection of photographs to illustrate the range of work undertaken by the pupils and the progression of skills as they move from class to class. There are resources kept in each classroom and they are adequate in quality and quantity. To supplement these, there are other tools and materials in a central and accessible location. There is some good use of information and communication technology to support pupils' learning in this subject.

## **GEOGRAPHY**

100. By the end of Years 2 and 6, standards of attainment are in line with national averages for both year groups. All pupils, including those with special educational needs and English as an additional language, make good progress. Standards have been maintained since the last inspection.
101. In Years 1 and 2 the pupils gain a satisfactory knowledge of the local environment through the drawing of maps, which illustrate their own personal journeys to school. They have a good knowledge of their own local environment and understand where the Millennium Dome is in relation to their school. They know that people have different jobs of work and have talked about the importance of school teachers, shopkeepers and security officers in our daily life. They confidently compare hot countries with cold lands. For example, they have a clear understanding that deserts are found in hot countries and cold lands, such as Greenland have glaciers and ice permanently. Through the use of a familiar storybook 'Katie Morag', they have compared life on an Island with that of life in Greenwich. For example, they know that islands only have a few shops such as Post Offices, whereas they live near many shops.

102. In Year 3, pupils are starting to gain an appropriate understanding of climatic zones. They understand that to holiday in a hot country requires totally different clothes from those worn in a cold country. In Years 4 and 5, the pupils satisfactorily recount some basic geographical facts such as the number of continents and the positions of the tropics of Cancer and Capricorn. They have a sound knowledge of the main rivers of the world and confidently name the River Nile as the longest in the world. By the end of Year 6, they confidently label the countries that make up the British Isles, clearly understanding that Ireland consists of a southern and northern part. They are able to name the highest mountain in the world and give detailed explanations on the importance of rivers and seas in the water cycle. Good links are made with other curriculum areas such as numeracy when they learn to record temperatures around the world. History topics are closely linked with geographical studies. For example, when they study Ancient Egyptian history they also study the city of Cairo as it is today.
103. The quality of teaching and learning is good. Only one lesson was observed during this inspection and, although it was satisfactory, overall, it had been planned well and high expectations were set. Pupils with special educational needs were well supported in this lesson, particularly those who were experiencing behaviour problems. These pupils were consistently reminded about their behaviour targets and this had a positive impact on the lesson. Planning is consistent through the school and skills are progressively developed. Good use is made of the available resources. In discussion with pupils, they are keen, interested and motivated in the subject.
104. The subject is satisfactorily managed by the deputy headteacher. She has recently taken over the co-ordination of the subject and feels that, as yet, there has been little time to achieve any initiatives. Long term planning has been reviewed and the nationally recommended schemes of work have been adopted to ensure adequate coverage. Plans are in place to link both numeracy and literacy to this subject to ensure consolidation of skills. The subject has been allocated a good amount of money and the subject manager is aware of the gaps in the resources that will need to be filled. For example, although resources are satisfactory, overall, there are weaknesses in the provision of updated atlases and textbooks. Good use is made of the local environment as a local learning resource.

## HISTORY

105. By the end of Year 2 and Year 6 standards are in line with national expectations. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. Standards have been maintained since the last inspection.
106. By the end of Year 2, pupils are able to confidently discuss famous people from the past. For example, they clearly understand that people such as Charlie Chaplin and Elvis Presley were well known characters in the past, but are now dead. They confidently discuss the life of Florence Nightingale and know that hospitals were very different places in the past compared to those of today. They also make good use of their numeracy skills by displaying an appropriate knowledge of her date of birth and death. Pupils in Year 1 are developing their historical skills well by comparing homes of today with those in the past. They also have a clear understanding that castles are very old buildings.
107. Pupils in Year 3 gain an appropriate understanding of life during the Roman times and describe aspects of the Viking invasion. In Year 4, pupils gain an appropriate understanding of life in Ancient Egypt and this is well linked to their geographical development. Pupils in Year 5 have an appropriate knowledge of the Victorian era. For example, they use their number skills well to depict the passage of time during this period through use of a number line that illustrates the different types of toys played with by the children. They also have a sound understanding of the differences between rich and poor families during this period. In Year 6, pupils gain an appropriate understanding of the importance of the life of Dr Martin Luther King and describe clearly the impact of his life on the history of America. They know when and where he was born and discuss issues surrounding segregation with developing maturity.
108. The quality of teaching and learning is satisfactory, overall. No lessons were observed in Years 3 to 6, but teacher's planning adequately provides consistent coverage of both

knowledge and historical skills. Previous pupils' work provides suitable examples of an appropriate use of differing ways to research and retrieve historical information. Teachers in Years 3 to 6 make good use of the Internet and computer programs to support the pupils' learning. The quality of teaching and learning in Years 1 and 2 varies from excellent to satisfactory. Good use is made of learning support assistants to support pupils with special educational needs and those for whom English is an additional language. Teachers also make good use of effective question and answer techniques and secure relationships between teachers and pupils have a positive impact on the standards achieved. The lesson that was of excellent quality was observed in Year 2. It was judged to be of exceptional standard because the teacher used excellent methods to manage the pupils' behaviour and skilfully ensured that all individuals were fully involved in the lesson. Good links were also made with literacy through the challenging activity that was prepared.

109. The subject manager has recently taken over this subject, but has made a very positive start to co-ordinating it. She has successfully reviewed the policy, adopted a nationally recognised scheme of work and created a curriculum map to ensure consistent coverage. Previous work has now been tracked and records created to ensure that coverage is adequate. The manager has been able to monitor a number of history lessons and has looked at coverage in pupils' books. A sizeable budget has been recently allocated and resources are being purchased to support the newly introduced scheme of work. Very good use is made of local resources such as the Naval College at Greenwich and local museums in London. A well-organised history club has a positive impact on the cultural development of the pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

110. Pupils' standards are similar to national expectations at the end of both Years 2 and 6. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. Achievements are good considering the pupils' prior learning. Standards have improved since the last inspection as a result of better equipment and the improved knowledge and planning of the teachers.
111. In Years 1 and 2, pupils confidently name items of computer equipment such as mouse and keyboard. They successfully use a keyboard to type text, including their names and short sentences. Gaps are readily placed between words, using the space bar, and, with some help, pupils are able to introduce capital letters and full stops into their writing. Using an appropriate paint package, Year 1 pupils successfully draw and paint different shapes demonstrating their good control of the mouse. Year 2 pupils give instructions to a floor turtle to produce a number of straight-line movements over varying distances. Younger pupils competently use the tape recorders to listen to stories as part of their literacy work. They use a variety of computer programs to reinforce number work and literacy skills. In Year 3, pupils successfully send electronic messages to the weatherman to support their work in science on the weather around the world. Year 4 pupils show sound skills in word processing and successfully merge pictures into their newspaper articles. In Year 5, pupils continue to improve their word processing skills and successfully move portions of text from one place to another. They also record data information from their science lesson on water evaporation. By Year 6, pupils confidently access the Internet, as well as using a range of CD ROMS to provide a variety of information for subjects such as history and religious education. Pupils with special educational needs confidently use a laptop with specific spelling and reading programs to further develop their literacy skills.
112. During the inspection, only two lessons were seen and these were of good quality. Pupils were also observed using computers in their classrooms and the evidence of the work produced suggests that teaching and learning, overall, are good. Teachers are keen and enthusiastic, providing pupils with many opportunities to use the computers. Planning is good, showing clear subject knowledge. An appropriate range of activities is provided for all pupils, including those with special educational needs, which facilitates good gains in various computer skills and techniques. Pupils respond by showing good attitudes. They are enthusiastic and interested, settle well to their work and show good levels of concentration. They clearly enjoy the subject, share computers amicably and are proud of demonstrating their skill to one

another. Teachers and learning-support assistants provide help and advice where necessary and this enables all pupils to make the required progress.

113. Provision since the last inspection has improved, with the use of information and communication technology across the curriculum developing well. The school now has an appropriate scheme of work and most aspects are adequately covered. Teachers plan carefully for information and communication technology to be used in a variety of other subjects, including English, mathematics, science, history and religious education, and this helps to improve pupils' computer skills. The subject manager has developed very good links with a local secondary school giving her pupils access to worksheets and programs. A number of sixth form students also coach the older pupils to broaden their computer skills. The subject manager has good expertise in the subject, provides in-service training for staff and monitors planning and pupils' progress. She has devised and is testing individual assessment sheets. The information and communication technology suite is being developed in line with the subject manager's vision and additional computers, which are being sought, will further enhance pupils' skills.

## **MUSIC**

114. By the end of Year 2, standards are in line with national expectations. By the end of Year 6 standards are below those expected nationally, because they have had limited opportunities in their earlier years in school to gain musical skills and develop their appreciation of music. All pupils, including those with special educational needs and those for whom English is an additional language make good progress.
115. Younger pupils in Years 1 to 2 respond well to music lessons. For example, in a Year 2 lesson, pupils were able to distinguish between different percussion instruments, name them confidently and then play simple rhythms on them. Over time these year groups are appropriately learning about pitch and duration. They are also learning to understand how sounds can be made in different ways.
116. Older pupils in Years 3 to 6 grasp the difference between pulse and rhythm well. They are also able to demonstrate various rhythms, using percussion instruments. Pupils can confidently express their likes and dislikes of various types of music. Many recognise different instruments and use appropriate vocabulary to describe the sounds they make. However, practice in composition has been minimal with no previous opportunities provided to investigate, select, combine and organise their ideas in to musical structures.
117. Music is used as a stimulus for other artistic areas and pupils have written creative pieces in English lessons as a response to music. Pupils also listen to examples of music from other cultures and appraise them. They are enthusiastic about the subject and relish their lessons. They listen attentively and work well as members of a group. Throughout the school the pupils sing in tune and have an evident sense of enjoyment in music making. Some pupils learn instruments such the violin and the recorder. These lessons are taught by visiting teachers.
118. In the last inspection, standards in music were unsatisfactory and there were no lessons for pupils in their last two years at the school. This has now been put right and all pupils receive music lessons as a regular part of the timetable. The school now employs a music specialist who comes for one day a week and teaches every class. These lessons are lively, well planned and pupils respond to them well. Management of pupils is good and time is used well. For example, a very good lesson was observed in the Year 2 class where the pupils responded very well to the teacher because she had chosen a really interesting activity that ensured attentive behaviour. Good use was also made of technical vocabulary such as 'loud, soft, high, low' and this ensured that the pupils made good progress.
119. The newly appointed subject manager uses a commercial scheme of work that covers the requirements of the National Curriculum. Planning for the subject is clear and all areas of the National Curriculum are fully included. The subject manager is clearly aware of the need to provide Year 6 pupils with more practice in composition. Teachers bring their classes to music lessons and the curriculum manager attaches importance to building their knowledge of the

subject through observing lessons and taking an increasing role in them. The scheme used has its own assessment sheets provided and the school plans to use these regularly to record pupils' progress. The resources are adequate for effective teaching and are kept in a central accessible location. Pupils who have special educational needs or use English as an additional language are supported appropriately and have full access to this part of the curriculum. One weakness is the lack of the use of information and communication technology to support this subject.

## PHYSICAL EDUCATION

120. During the inspection week, it was possible to observe only dance lessons. No gymnastics or games lessons were seen. Year 6 will take swimming lessons during this half term. None of these was observed, but teachers reported that most of these pupils have reached the desired standards. Therefore, judgements are based on a limited observation of the physical education curriculum, teachers' planning and discussion with teachers, pupils and the headteacher. By the end of Years 2 and 6, standards, overall, are in line with national expectations. Pupils achieve well, including those who have special educational needs and those with whom English is an additional language. Judgements are similar to those of the previous inspection.
121. By the end of Year 2, pupils understand the reasons for linking a series of actions. They know how to repeat these and understand ways to control their movements for best effect. They jump, twist, run and move with increasing control of various parts of the body. This is shown in their warm up session before taking part in dancing. They also link movements together to form a dance to music. In Year 4 pupils show good control and awareness of their movement, as demonstrated when they represented characters such as a proud lady, a fighting couple and a postman. In Year 5, pupils listened to the taped music and instructions on aspects of the Indians in Canada, before performing a variety of steps as small groups, following the rhythm of the music. The steps were designed to illustrate the culture of the Indians. By the age of 11, pupils are able to perform a range of basic skills, such as throwing, catching and travelling in a variety of ways. They understand the rules of football and play successfully together as a team. They organise teams of younger pupils to play rounders.
122. The majority of pupils swim the minimum requirement of 25 metres when they leave school and many pupils are reaching a higher standard.
123. The quality of teaching and learning throughout the school is good, overall. In a Year 2 dance lesson observed, teaching was very good. Teachers have good subject knowledge and set a good example to pupils by dressing appropriately and leading by example. During the inspection all pupils were appropriately dressed for physical activity. This is an improvement since the last inspection. All lessons include the essential elements of warming up and cooling down. Teachers ensure that lessons are well paced, which ensures that pupils work hard all the time. Teachers have high expectations of what the pupils can achieve and manage the pupils very well throughout the lessons. This results in good behaviour in lessons. All teachers give pupils the opportunity to demonstrate to each other and to constructively evaluate each other's performance. In a good Year 4 dance lesson, with a 'character' theme, the teacher showed a short scene from a silent film to stimulate the pupils' imagination and creativity, which resulted in some good co-operative work. Pupils with special educational needs and those for whom English is an additional language are fully included and involved in all physical education lessons. For example, in a Year 5 lesson the classroom assistant joined in the lesson demonstrating the movements and encouraging the pupils to achieve well.
124. Where teaching is very good, there is an obvious enthusiasm and a very good knowledge of techniques, which enables the teacher to intervene and move pupils' learning to a higher level. For example, in the very good Year 2 lesson, pupils were required to create a sequence of four different movements to reflect the making of a spider's web, the class teacher joined in throughout the lesson and continually questioned and evaluated pupils in order to motivate and challenge. The enthusiasm of the teacher and the good lesson preparation ensured that no time was wasted and the pupils were able to make very good progress. By the end of the lesson, pupils were performing a complete dance sequence, reinforcing their counting skills

and using their imagination. They were also very aware of how continuous exercise affects the body and heart rate. Pupils are enthusiastic about physical education lessons, they work well in pairs and in groups. The changing at the beginning and end of lessons is done quickly and without disruption.

125. The school uses nationally recommended guidelines as a basis for planning. This ensures that skills are progressively taught throughout the school. Pupils' achievements in all areas of the physical education curriculum are closely assessed. The size of the hall is adequate, but the outside area is small and this limits the extension of games for older pupils. However, these facilities will improve when the new school building is completed and will release more outside space. The school makes use of a local sports field for sports day. Extra curricular activities include a well-attended football club run by specialist football association coaches. There is also a swimming club for Years 3 to 6. This current year, the school won the small schools swimming cup and this clearly shows the progress that has been made in swimming. The subject manager has reorganised resources and provided labelling and this speeds up the issuing of equipment. She carefully monitors the teachers' planning, organises regular staff inset training and gives effective demonstration lessons for her colleagues.