

INSPECTION REPORT

**ST MARY MAGDALENE CE PRIMARY
SCHOOL**

Woolwich, London

LEA area: Greenwich

Unique reference number: 100171

Headteacher: Angela Barry

Reporting inspector: David Marshall
27681

Dates of inspection: 7 - 10 May 2002

Inspection number: 230355

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided Church of England
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Kingsman Street Woolwich London
Postcode:	SE18 5PW
Telephone number:	0208 854 3531
Fax number:	0208 854 3531
Appropriate authority:	The governing body
Name of chair of governors:	Grahame Stephens
Date of previous inspection:	04/04/2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	Information and communication technology Physical education Music English as an additional language	How high are standards? How well are the pupils taught? How well is the school led and managed?
19660	Deborah Pacquette	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
12764	Wendy Thomas	Team inspector	English Foundation Stage	Staffing, accommodation and learning resources
22157	Michael Roussel	Team inspector	Science Art and design Design and technology Equal opportunities	How well does the school care for its pupils?
3942	Keith Sanderson	Team inspector	Mathematics History Geography Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary Magdalene is an average sized primary school with a part-time nursery. There are 236 pupils on roll. The school has a mixed ethnic population. Almost 45 per cent are of White-UK heritage background, 39.5 per cent are of Black-African heritage, and a small number are from other ethnic backgrounds. One hundred and thirty pupils have English as an additional language, which is well above the national average. Thirty-eight pupils are supported through additional Ethnic Minority Achievement Grant (EMAG) funding. Around 27 per cent of the pupils claim free school meals, which is above the national average. Pupils' attainment on entry is below national expectations. There are 62 pupils on the school's identified list of special educational needs. Eight pupils have Statements of Special Educational Need. Both of these figures are above the national average. There have been no exclusions this year.

HOW GOOD THE SCHOOL IS

St Mary Magdalene is a good school. The quality of education provided is good overall, the school is effective in raising standards, and pupils achieve well. The quality of teaching is good; a substantial proportion of very good teaching was observed in addition to some excellent teaching. The headteacher provides very good, clear leadership and an enthusiastic governing body supports her very well. Lesson planning is thorough and the careful use of assessment in the core subjects of English, mathematics and science ensures the progress of all pupils. The school provides good value for money.

What the school does well

- When compared with similar schools, pupils achieve above average standards in the core subjects of English, mathematics and science by the time they leave school.
- The quality of teaching is good.
- Provision for pupils with special educational needs is very good; these pupils have access to the full curriculum and make good progress.
- The school's provision for pupils' moral and social development is very good. As a result, pupils' behaviour and personal development are good. They are polite and courteous and enthusiastic. They learn to think of others, and their ability to get on with each other is good.
- The school is very well led and managed by the headteacher. The governors are very effective and make an important contribution to the school's success.
- Staff promote a good atmosphere for learning across the school through the broad curriculum and the very good range of additional activities.
- Staff accurately assess pupils' achievement and uses the information effectively to ensure the best progress.
- The school's relationships with parents are good.

What could be improved

- The overall provision for the teaching of information and communication technology (ICT).
- The consistency of teachers' marking and recording of pupils' works.
- The role of curriculum co-ordinators in managing and monitoring teaching and the delivery of provision in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of their full inspection in March 1998, the school was judged to be failing to give its pupils an acceptable standard of education and was, therefore, made subject to special measures. The inspection by Her Majesty's Inspectors in April 2000 concluded that the school no longer required special measures. Since then the school has continued to make good progress on the key issues from that report. Pupils' standards in the core subjects of English, mathematics and science have continued to rise throughout the school. Although the quality of provision in ICT has improved, there are still areas to be developed. Teachers' ability to make accurate judgements about pupils' attainment and their use of this information to plan work that is appropriate to pupils' individual needs has improved well. The good quality teaching and resolve of the headteacher ensures the school is well placed to make further significant improvements.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	D	C	A	well above average A above average B average C below average D well below average E
Mathematics	E	A	A	A	
Science	B	A	C	B	

In the most recent national tests and assessments for pupils' aged seven, standards in reading were average when compared nationally, above average in writing and below average in mathematics. When compared with results from similar schools, reading was above average, writing well above and mathematics was average. Pupils aged 11 achieved standards that were in line with the national average in English and science but above average in mathematics in these national tests in 2001. Compared to those in similar schools, standards at the end of Key Stage 2 were well above average in English and mathematics and above average overall in science. The trend over the last three years has been one of continued improvement, and above the national trend. In the last two years, pupils in Key Stages 1 and 2 have reached their challenging targets in National Curriculum tests. The targets set for the 2002 are for more improvement. This continued progress is due to the teachers' careful use of assessment, the implementation of the National Literacy and Numeracy Strategies and the good variety of learning opportunities provided. As a result pupils of all abilities achieve well, including those with special educational needs. Children in the Foundation Stage achieve at least sound standards in all areas of learning, learn well and make a good start to their education.

Standards observed during the inspection in English, mathematics and science for seven and 11 year olds were generally average, but improving for older pupils as they make good progress throughout the school. Pupils' attainment in ICT is in line with national expectations and they achieve satisfactory standards in all other subjects of the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good overall. Pupils enjoy coming to school and most pupils are punctual.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and when moving around the school, is good. There was no evidence of bullying or oppressive behaviour. Pupils are aware of the effect of their actions on others. There have been no exclusions this year.
Personal development and relationships	The relationships formed between pupils are good overall. Most pupils are honest, trustworthy and show respect for others feelings and beliefs.
Attendance	Attendance is good overall and above the national average.

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 quality of teaching is good overall. During the inspection the teaching observed was good or better in over three-quarters of the lessons observed. Only two lessons were unsatisfactory. This represents a considerable improvement since the inspection in 2000. Most teachers have high expectations of pupils, which results in the overall good behaviour and good progress. Teachers plan lessons well so that they are interesting and provide activities that inspire and motivate pupils effectively. They are particularly careful to set work at the right level for pupils of differing ability. As a result, pupils with special educational needs receive strong support. Extra work at a higher level challenges the brighter pupils. The teaching of pupils with English as an additional language is also well planned and effective. The teaching of literacy and numeracy is good because teachers provide challenging tasks. A significant strength is the way teachers ask questions to encourage pupils and challenge their thinking and bring them all into the discussions. Pupils' responses are valued and this helps them feel good about themselves. They begin to concentrate well, work independently and listen carefully to their teachers and to each other. Lessons are consistently of a good pace. Teachers relate very well to their pupils and they manage classes well. Literacy and numeracy are now being included well in other subjects and taught effectively across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and the quality and range of opportunities for learning are good throughout the school. The curriculum meets all statutory requirements.

Provision for pupils with special educational needs	Very good overall. Pupils are well known to all staff and well supported throughout the school. Their progress is tracked very regularly.
Provision for pupils with English as an additional language	Provision and support in this area are good. Pupils make good progress and achieve appropriately high standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, social and health education is very good. The provision for pupils' moral and social development is also very good. Their spiritual and cultural development is well provided for.
How well the school cares for its pupils	Procedures for child protection are very good, as is the school's provision for the pupils' welfare. There are very good procedures to improve pupils' behaviour and attendance. Procedures for assessing pupils' attainment and progress are good.

Parents' views of the school overall are very positive. They are pleased with the school and the progress their children are making. Information provided for parents is good. Parental contribution to pupils' learning at school and home is satisfactory through helping in school, pupils' reading diaries, homework schemes and occasional workshops. Parents with children with special educational needs, or English as an additional language are encouraged to become involved as soon as needs are identified.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and gives a clear direction to the work of the school. The deputy headteacher and other staff, as co-ordinators, have yet to develop their role in monitoring teaching and standards.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well. They visit regularly, offer very good support and understand the needs of the school well.
The school's evaluation of its performance	Good overall. The school has addressed well the priorities and areas for development since the last inspection. Standards have improved as a result of lesson observations by the headteacher.
The strategic use of resources	The school uses all resources well. The administration officer is very efficient and has good procedures in place to ensure they acquire best value at all times.

The school has a sufficient match of teachers and support staff to deliver the National Curriculum in full. The support assistants make a very effective contribution to pupils' progress. The school has very good policies for the induction of newly qualified teachers, and teachers and learning support assistants new to the school. The accommodation is

satisfactory, although some rooms are rather cramped. Outdoor facilities are satisfactory. Resources for learning are good in most curriculum areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and are making good progress.• The leadership and management of the headteacher.• The good teaching.• The school works closely with them and all teachers are very approachable.• The school is helping their children to become more mature and responsible.	<p>There were no significant issues or concerns raised by parents at the meeting or on the parent questionnaires.</p>

Inspection findings agree with the overwhelmingly positive views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the nursery their speaking skills, their early mathematical skills and their personal, social and emotional development and their knowledge and understanding of the world are below national expectations. During their time in the nursery children make good progress in all the areas of learning. When children join the reception class, those who attended the school nursery have average levels of attainment. A number of children who join the school at the beginning of the reception year have low levels of attainment. All children are making good progress towards achieving the nationally recommended Early Learning Goals¹ for children at the end of the reception year and the majority are likely to attain them.
2. In the 2001 national tests for pupils aged seven the results in reading were average and the results in writing were above average. Pupils' attainment in reading was above that attained by pupils in schools with similar intake. Their attainment in writing was well above that attained by pupils in similar schools. Pupils aged 11 attained standards well above average when compared with the results attained by pupils in similar schools. Over the past four years, pupils' attainment in English has improved at a rate higher than the national trend.
3. In mathematics, the most recent national test results for 2001 show that standards for seven year olds were average when compared to similar schools, and those for 11 year olds were above average when compared to similar schools. At the time of the most recent inspection in April 2000, standards had improved and this trend is continuing. This is because of good quality teaching, committed and knowledgeable subject leadership and enthusiastic and perceptive application of the National Numeracy Strategy, resulting in good learning opportunities for all.
4. In science, standards for seven and 11 year olds are in line with national expectations for their age. In the 2001 standard attainment tests, teacher assessments for seven year olds was close to the national average, both in those attaining national expectations for their age and those who achieved above national expectations. Whereas, at the age of 11 the percentage of pupils achieving national expectations was in line with the national average, the proportion of pupils achieving the higher levels was below that expected nationally. However, when comparing these figures with schools in similar contexts the standards for seven and 11 year olds were above national expectations. Pupils with special educational needs make good progress overall.
5. The school's targets for pupils' achievements in English, mathematics and science in 2001 at the end of Key Stage 2 were achieved, although there was a slight dip in the number of pupils reaching the higher than expected levels. Inspection evidence shows that the school is well placed to extend and challenge all pupils further. In 2002 the school's targets were raised to an appropriate level in all subjects. The

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development - personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

school's rate of progress has been above the upward national trend in the last three years.

6. Inspection evidence shows that the attainment of pupils now in the infants in speaking and listening was below average when they started school. Progress throughout the school is good. As a result, pupils in Year 6 speak with confidence and enthusiasm in discussions and about the books and authors they enjoyed, and achieve above average standards by the time they leave school. Pupils make good progress in reading throughout the school. Seven year olds develop a secure knowledge of sounds. Higher attaining pupils show great enjoyment of books. They read with good expression, adopting different voices for the various characters in the story. Pupils in Year 6 read well. They are familiar with a good range of books and authors. They retell the stories they have read and confidently predict what might happen next. They become confident users of reference books, the Internet and CD-ROM to find information for their topics. Pupils aged seven attain above average standards in writing. Pupils in Year 2 show a good developing knowledge of punctuation. Older pupils are able to draft and edit their work though the school could usefully develop this further. Pupils are beginning to evaluate their own writing and suggest improvements. Although satisfactory, spelling and handwriting are areas that the school has identified for improvement.
7. Pupils throughout the school achieve well in mathematics, particularly in number work, and inspection evidence shows that standards are at the expected levels for seven and 11 year olds. By the age of seven pupils have a sound knowledge of place value to 100 and some work confidently with larger numbers. Many pupils are able to make reasonable estimations when measuring and are able to use standard units to check results. By the age of 11 many pupils are well used to finding different ways of solving problems. Teachers work hard to increase pupils' understanding and use of vocabulary specific to mathematics. Analysis of work shows a satisfactory understanding all aspects of the National Curriculum Programme of Study. For instance, pupils have a secure level of understanding in using metric weights and measures and they can find the perimeters of simple shapes, with higher attaining pupils using their knowledge to work out the perimeter and area of irregular shapes. Also by the time they leave the school pupils are more confident in analysing data in graphs and charts.
8. Inspection evidence shows that pupils achieve good standards in science by the age of seven. They tackle a good range of scientific topics and through good investigations begin to understand the need for a fair test. By the age of 11 pupils have revisited previously learned topics to reinforce and build well on their knowledge base. For instance, they have good knowledge of electrical circuits and have learned about solids, liquids and gases, and how some changes in materials can be reversed. Pupils confidently use specific scientific vocabulary. However, there is limited use of ICT and opportunities for pupils to develop independent strategies in planning and conducting their own investigations.
9. Pupils with special educational needs are making good progress throughout the school. A great deal of care and attention is paid by the headteacher as special educational needs co-ordinator (SENCO), and all teachers assess the pupils' levels of achievement and give instructions for written tasks to the pupils' lower reading levels well. As a result, all manage to complete the work they are set well. The school has strategies in place to identify pupils with higher ability and, whenever necessary, pupils receive extension work in literacy and numeracy. Work is very well matched to the needs of all pupils, and achievement is good for all groups of pupils

with special educational needs or with English as an additional language. Their quality of learning is good and most pupils make good progress over their time in school, due to well-organised in-class, group and individual support.

10. Levels of attainment in ICT are now average by the time pupils are seven, and when they leave the school. At Key Stage 1, pupils can use a computer mouse competently to load a program and to draw, using a number of functions from different art programs. They are also able to use different word-processing packages. These skills are at a sound level and the opportunities they have are now good, and better than at the time of the last inspection. However, there is limited opportunity for modelling or database work. In Key Stage 2, pupils build on their previous knowledge effectively. They can store data in word-processing programs and databases. Their progress in these aspects is now consistent. The range of opportunities for other aspects, such as art and music, is still limited.
11. Attainment is at the expected levels in art and design, design and technology and physical education at the end of both key stages. Pupils make sound progress in history and geography and achieve levels in line with those expected for their age by the time they are 11. In music, pupils make good progress in singing and attain standards above expectations for their age. Many have above average performing skills by the time they leave school.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are good. Most pupils enjoy coming to school and are motivated to learn. They are interested in learning and participate well in the many activities of the school. Those with special educational needs and English as an additional language have positive attitudes to learning and are well integrated into the school.
13. Pupils' behaviour in lessons and when moving around the school, is good. There are a few pupils who cannot sustain concentration during lessons for very long periods. These pupils' needs are clearly identified and the school has good support mechanisms and clear and positive strategies for managing their behaviour. Teachers work closely with learning support assistants and the SENCO to ensure that the disruption to the rest of the lesson is minimal. Parents support the view that the school is working hard to promote good behaviour, and behaviour in general is good. The school is working hard to include all its pupils. No pupils have been excluded in the last year. Pupils respect and care for the school's property and environment.
14. Pupils in general are polite, friendly and courteous to visitors, greeting them warmly, holding open doors and offering directions when asked. When invited to do so, they speak freely about life in school and willingly share their experiences. Most pupils are honest, trustworthy and show respect for others' feelings and beliefs. Overall, positive attitudes and behaviour are encouraged by the very good whole-school system established to reward and sanction pupils' efforts.
15. The personal and social development of pupils is good. Pupils enjoy taking responsibility. For instance, pupils set up the hall for assembly, operate the overhead projector, and serve as monitors, school council members and are involved in the citizenship programme. When asked to work in pairs or groups in lessons, most pupils do so successfully. They co-operate well with each other and the adults present, and they share resources responsibly.

16. The relationships formed between pupils are good overall. They are often observed helping and supporting each other. They play well together. Similarly, the relationships between pupils and adults are good and effective. Teachers of junior pupils develop good relationships with them through personal journals. Pupils with special educational needs show positive attitudes to their work during group activities and in lessons. They are generally appreciative of the extra support they receive, and relationships between pupils and adults are good. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they are supported in their learning.
17. Attendance is good overall and above the national average. Pupils enjoy coming to school and most pupils are punctual. The school has a comprehensive policy on attendance and has implemented a number of effective strategies to maintain good attendance. Pupils' attendance and punctuality make positive contributions to the quality of learning in the school.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching is good overall. Over three-quarters of lessons seen during the inspection were good or better, and almost all the remainder were satisfactory. Only two unsatisfactory lessons were seen. Examples of high quality teaching were found in all parts of the school. The teaching seen during the inspection showed numerous strengths, many of which were common to most lessons. While some shortcomings occurred in individual lessons, there were no recurrent weaknesses. This is a strong picture. This represents a considerable improvement over the position noted at the time of the last inspection in 2000.
19. Teachers' management of pupils is good. This helps to create a constructive, purposeful ethos for learning. In all parts of the school, teachers combine thoughtful, supportive management with sharp focus on the task in hand. They successfully communicate a sense of shared enterprise in learning and the determination to succeed and improve. This promotes good attitudes to learning, secures pupils' commitment to the task in hand and encourages good progress.
20. Teachers motivate and encourage pupils by praising and by valuing their contributions. This gives pupils the security and confidence to make suggestions and gives them satisfaction in learning. Good relationships bring warmth and purpose to lessons in all parts of the school. Teachers and learning support assistants promote effective relationships by skilled management and through the models they provide of attentive support and collaboration. As a result, pupils are well behaved, good-humoured and hard working. They work constructively alongside one another and co-operate well. Good examples of this were seen in the different physical education lessons where older pupils were at very different levels of ability, but did not compete with or tease each other, but tried to help each other to achieve more.
21. Planning is effective. Clear learning objectives determine the course of each lesson. These are drawn from coherent overall plans, so that each lesson builds progress within a strong framework. Teachers share the lesson objectives with pupils, ensuring by concise explanations and examples, that pupils understand them fully. This makes for secure, purposeful learning. It helps to create a sense of joint enterprise in learning and enables pupils to work confidently and independently.

22. Planning is supported by effective ongoing assessment. Teachers and teaching assistants support pupils very attentively, for example, during writing tasks. They ensure that pupils fully understand their work, check and clarify pupils' progress and guide them towards the next step in their learning. In their planning for most lessons, teachers identify several pupils for more focused assessment. This arrangement combines practicality with effectiveness. It ensures that each pupil benefits from frequent, detailed assessment and enables teachers to build progress from one task to the next.
23. There is a good school policy for marking written work that encourages the frequent use of feedback to pupils, which is related to the learning objectives of the lesson. Some teachers mark pupils work very carefully, for example, in English, mathematics and science, nurturing pupils' confidence and giving each pupil clear advice on how to improve. These arrangements motivate pupils, encourage positive attitudes to learning and promote good progress. This quality of marking, seen in more than one class in the school, is not being universally applied. Where the marking is good, pupils are not left in any doubt about how well they have done and how they can improve. However, the policy is not always implemented consistently across all subjects and classes. This means that at times pupils are not sure whether they have successfully completed a piece of work, whether more is needed, or how they might improve in the future.
24. Teachers' subject knowledge is generally good. For example, in a very good early years lesson, the teacher's very good subject knowledge enabled him to devise exciting tasks that captured pupils' interest and extended their understanding of numbers. Very good subject knowledge was a feature of several mathematics lessons in the juniors. Here, the teachers' expertise and enthusiasm ignited pupils' interest and promoted excellent progress in numeracy and data handling.
25. In all parts of the school, teachers are careful to use language concisely. This brings clarity to their explanations and improves the accuracy and quality of pupils' speaking and writing. It also sharpens pupils' subject knowledge because they learn the right terminology. For instance, pupils confidently use scientific vocabulary, such as 'upthrust', 'gravity', 'repel' and 'attract' when describing what they have learned in their investigations.
26. Teachers question effectively. In many mathematics lessons, teachers improve pupils' mental agility by rapid, well-directed questioning, moving swiftly from one challenge to the next. In other subjects, for example, English, they use questioning to extend thinking and encourage reflection. For example, in a successful upper junior lesson, the teacher deepened pupils' understanding of a story extract by encouraging them to think about the author's choice of words and portrayal of character. In this and most other lessons seen, teachers target their questions carefully, taking account of pupils' differing needs and abilities. This builds pupils' self-esteem, giving them the confidence to frame their own ideas, and enables them to progress well.
27. The pace of lessons is almost always well judged. The initial discussion and writing tasks do not overrun, so there is good time left for the final plenaries, which teachers use well to reinforce pupils' learning, and to review what they have learned and share their thoughts about it. This enhances the effectiveness of learning in many lessons.
28. Effective use is made of homework, for example, in English, science, history and ICT. Arrangements are systematic and carefully planned to ensure that homework is integral with classroom learning. As a result, homework extends the range of pupils'

study, encourages independence and responsibility and helps to forge a valuable learning partnership between home and school.

29. Teachers develop basic skills thoughtfully in different subjects. For example, discussion and factual writing in history is planned to improve pupils' speaking, listening and writing skills. The teaching of literacy and numeracy are effective. The many strengths identified in teaching promote good progress in the basic skills of speaking, listening, reading and writing and in the different aspects of mathematics. Teachers make lessons interesting for pupils by setting challenging and varied tasks. They instil enthusiasm and motivate pupils well so that they are fully engaged and keen to improve.
30. Pupils with special educational needs learn well and make good progress. This is due to good organisation, sensitive support and a warm yet purposeful ethos for learning. Teachers successfully include all pupils in their lessons, including those with special educational needs. Teachers know pupils very well and work closely with teaching assistants to implement pupils' individual education plans. Teaching assistants work very effectively with groups of pupils and within lessons. Teachers plan well for pupils of different abilities in their classes. Provision is consistent and because of the knowledge class teachers have of pupils with special educational needs through the "floppy blue" files, good provision is made in planning. As SENCO, the headteacher has no full-time class responsibilities, and works very closely with colleagues and gives very good support. This ready availability, alongside the generous provision of teaching assistants and good support for pupils with statements, means provision for a variety of teaching approaches is very good. The school works hard to ensure those pupils with special educational needs take part in all activities. Able pupils are consistently challenged in lessons because teachers' expectations are high and well informed. As a result, they make good progress. Many pupils benefit greatly from the additional activities that teachers provide, for example, in mathematics.
31. The quality of teaching of EMAG staff as judged from support within the lessons, the scrutiny of pupils' work and teachers' own records of their progress, is satisfactory. All staff take responsibility well for supporting pupils with English as an additional language, or those provided for through the EMAG funding, within classrooms, guided by the headteacher as English as an additional language/EMAG co-ordinator. There is a bilingual teacher who plays an active role in planning jointly with the class teachers when giving in-class support. Good individual targets are set to support the pupils in the initial stages of language acquisition. Good ongoing verbal feedback on progress is given to the class teacher. The teacher or teaching assistant working with pupils is aware of the language needs of the identified pupils and plan effectively with clear learning objectives and well matched tasks making good use of interesting and stimulating resources. Literacy and numeracy lessons are well planned. The EMAG bilingual teacher and assistants are generally well deployed during literacy and numeracy hours to make best use of time for targeted pupils. There is an effective partnership between the class teacher and EMAG and special educational needs staff, in planning, target setting and sharing expertise.

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

32. The curriculum is broad and balanced and the quality and range of opportunities for learning are good throughout the school. The curriculum meets all statutory requirements. Although there is the need to develop more fully the range of learning

opportunities in ICT, of which the school is very aware. Because of the school's very positive ethos all pupils have equal access to a curriculum that is well planned and appropriately relevant to their age. Since the previous inspection, in April 2000, the school has developed more learning opportunities for pupils who learn most quickly, principally through its "setting" groups in numeracy, held once every week. In addition, all subject co-ordinators have had further training in providing opportunities for more able pupils, within their subject areas.

33. Provision for personal, social and health education (PSHE) is good. Sex education is taught through themes linked to science and is suitable for the age and maturity of the pupils. Provision for drugs education is sound, with the local health authority involved in talks to older pupils, raising awareness of the use and mis-use of drugs. Personal and social education is developed well through collective worship, a wide range of school activities including residential visits and sporting activities, the work of the school council and through "circle time" experiences. The school also uses "journals" where pupils can write, confidentially to their teachers about any concerns they have, and can receive a confidential response. These work well as the pupils confirmed in discussion during the inspection.
34. At the time of the previous inspection a key issue related to "using this (assessment) information to plan work matched to the needs of all pupils, particularly the more able". This issue has been tackled satisfactorily. Lesson planning is good. Clear guidance is provided over time for teachers to plan work for pupils of all abilities. Plans specify what pupils are intended to learn in lessons. Planning increasingly takes account of pupils' needs and does not slavishly follow a given route. This can be seen in the carefully planned programme devised by the school for its Year 6 pupils.
35. The strategies for teaching literacy and numeracy are good. The school has responded effectively to these national initiatives and this is helping to provide a broader range of opportunities, especially in numeracy where Friday "setting" arrangements are very effective.
36. The school complies fully with the Code of Practice. Individual education plans are good and appropriate targets are identified. Pupils generally make good progress towards the targets set for them. Most targets are well defined and constitute achievable steps for the individuals concerned. Monitoring of the targets by class teachers and learning assistants is done well on a daily/weekly basis. The headteacher, in her role as SENCO monitors these files termly and gives written feedback. Comments such as "only add more detail if you feel it will guide your teaching input more" give guidance and re-assurance to teachers. There is very good evidence of close liaison between class teachers, learning assistants and the SENCO and this has a positive impact on how well pupils achieve.
37. Good opportunities for pupils with English as an additional language are provided so that they participate well in all curriculum related tasks. The language demands that pupils will have to tackle in individual lessons are analysed, and support also given in other subjects as appropriate, in developing new subject related vocabulary. The planned activities, the quality of support and teacher interventions ensure equality of access to the curriculum. Individual needs including special educational needs are well met. A clear distinction is made between pupils with English as an additional language and those with special educational needs. In most lessons, work was well matched to targeted pupils.

38. A very good range of extra-curricular activities are available to all seven to 11 year olds which enhances the curriculum and demonstrates the commitment to equal opportunities. These include recorders, violin, flute, clarinet, choir, art, "Green Fingers", board games, "Popmobility", computer club and clubs for Spanish and homework. Good use is made of resources outside school to provide educational and social experiences for pupils.
39. The overall provision for the spiritual, moral, social and cultural development of pupils is very good, but with some differences between them.
40. Provision for pupils' spiritual development is good. Teachers listen to and value pupils' ideas and encourage in them a positive self-image. This helps pupils develop a sense of self-worth and teaches them about relating to others in ways that are positive. The strong Christian ethos is evident both in assemblies and the links with the local church. Ideas of friendship and feelings are explored as when older pupils consider their "special places". One of the notions behind the "Green Fingers Club" is that pupils can explore some of the "wonders" of the environment.
41. The provision for pupils' moral and social development is very good. "Circle time" activities and discussions are an important contributor such as when Year 2 pupils discuss what is "fair" and "unfair in their life in the school". Staff are good role models and positive relationships encourage mutual respect. Pupils are fully aware of what is expected of them in terms of behaviour and attitude. Extra-curricular activities, residential weeks and the school council make very good contributions to pupils' social development. The school council meets each month, chaired by the headteacher. So far, pupils have come up with ideas for "some grass" around school, now developed by "Green Fingers", for improvements to toilets, now being completed and for alterations to dinnertime arrangements. Discussions and responses are mature and thoughtful and pupils relish the chance to be involved in how aspects of the school develop.
42. Cultural development is good overall. It is enhanced by visits to museums, art galleries, libraries and local churches such as "The New Wine Church" and the Woolwich Mosque. Visits by musicians and actors reinforce learning in history and geography. Pupils visit Woolwich library for a Japanese art morning, and residential visits to Wales and Kent enable pupils to experience the "countryside culture". Pupils particularly reminisced about the "quiet", "the darkness" and the "clear clean air".
43. The school's links with the parish church community are strong and benefit pupils. The parish priest of St Mary Magdalene church is closely involved in the work of the school. He regularly visits the school and takes assemblies. The school's association with the community police is good, for example, the community police co-ordinates a junior citizen project in the school where all classes participate in topics, such as, say no to strangers, drugs and personal safety. Effective use is made of local and national events, for example, Southwark Cathedral, where Year 6 pupils attended Southwark Diocese Leavers' Service. Also, the whole school had a trip to New Barn Park, in Swanley.
44. The school has constructive links with its neighbouring secondary schools and work with them on a number of projects to benefit pupils' development. For example, the SENCO meets with SENCOs from secondary schools where pupils will be going onto, to discuss individual pupil's progress. In addition, pupils from neighbouring secondary schools come to St Mary Magdalene for work experience. Overall, the relationships with a number of local secondary schools make the transition to the next

phase of education for pupils at the age of 11, good. The school has close and effective links with a teacher training college, where student teachers successfully complete practical training in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Procedures for the assessment of pupils' academic progress are good overall. Early, baseline, assessment is undertaken in pupils' first half term in school and is used well to give pupils an appropriate level of challenge from the time they first start school. Reading tests are undertaken once a term to carefully track pupils' progress. Comprehensive procedures are in place for the assessment and recording of pupils' progress in English, mathematics and science and the analysis of these assessment leads to good target setting. Optional standard attainment tests are used well to track pupils' progress throughout Key Stage 2. In the infants, pupils have individual target cards for literacy with class and group targets for numeracy and class targets for science, highlighted on display boards in the classrooms. A similar process is undertaken in the juniors and lesson objectives for each lesson are written on the boards for literacy, numeracy and science so that pupils will know what they are learning.
46. The use of assessments to guide planning is inconsistently applied across the school. Where the quality of planning is better, then there is consequently a better match to the assessments guiding the planning process. All teachers have an assessment file and a scrutiny of these files show that a majority of these files are well kept, up to date and easy to track the progress of pupils in each class over time. However, a particular weakness in a few files is the inconsistency of practice in completing the parent-teacher consultation record. Where the records have been completed correctly it is easy to track progress and the comments of parents helpful in gaining a full picture of each individual pupil. The teachers' planning files are generally well kept with a more consistent approach than the assessment file.
47. The tracking of pupils' assessment results are entered on to 'Assessment Manager,' a computer program that collates all assessment records and is managed by the assessment co-ordinator.
48. The school has very good procedures for child protection and ensuring pupils' welfare. There is a staff member with overall responsibility for child protection and all members of the staff team are aware of lines of accountability. Procedures are well established and clear guidelines are available to all staff. The school has a good recording system, for example, the use of a Concern Form to record concerns staff may have about a child. The school knows their pupils very well. Staff are genuinely interested in the pupils' welfare. There are very good measures in place to ensure that pupils are very well cared for and staff during the entire school day supervises them very well. The provision for medical care and first aid is very good. The school works closely with the school nurse and other health professions who visit the school regularly to ensure the health needs of all pupils are very well met. Staff undertake regular health and safety routine checks of the school premises, and as a result health hazards are quickly identified. A rolling programme of maintenance to the building is in place, which is effectively implemented.
49. Procedures for monitoring and improving attendance are very good. The school uses very good strategies to promote full attendance, such as, ad hoc 'late gate' monitoring, certificates, prizes, late/absent book, regular contact with the education social worker, and follow up letters to parents. The importance of regular attendance

and being punctual is also promoted through newsletters, at assemblies and through direct meetings with parents. These strategies are effective, and the school continues to see good improvement in attendance.

50. The school has very good procedures to monitor and promote acceptable behaviour and to eliminate bullying. These have a positive impact on the attitudes and behaviour of most pupils. The school has clear appropriate systems for rewarding good behaviour and sanctioning poor behaviour in lessons. Self-discipline and inclusion are also promoted through one to one discussion, comprehensive individual education plan and working in partnership with parents. The school has clear rules displayed prominently to ensure good conduct and discipline. These outline, in a positive way, school expectations of pupils' behaviour and make a significant contribution to the standard of behaviour throughout the school. Additionally, the needs of pupils with special educational needs are well identified and these pupils are well supported through specific programmes.
51. Procedures for monitoring and supporting pupils' personal development are very good. All pupils are encouraged to be fully involved in the classroom and at play times. Pupils' educational and personal development is also developed through PHSE, circle time, assemblies and the school council. They offer pupils opportunities to discuss and participate in activities where they are required to demonstrate very good democratic practices.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents views of the school overall are very positive. This was confirmed when talking to parents in the playground, at the parents' meeting and through the questionnaire analysis. Most parents are pleased with the school and the progress their children are making. They feel welcome in the school and listened to. Parents are happy with the daily activities of the school and the 'open door' policy that is in operation. Most parents feel that the school is well led and managed and the school contributes positively to their children's lives.
53. The impact of parents' involvement on the work of the school is good. The school has taken key steps to extend parents' contribution to the school through its parent involvement policy, which is comprehensive. A number of good initiatives have been implemented, for example, parents are invited to some assemblies and joint church services. Some parents participate as volunteers in the school, for example, through reading, art, environmental projects and extra curriculum activities. Parents are also invited to participate in a whole-school curriculum week. Although the school does not have a formal Parent Teachers Association, parents come together when necessary and successfully organise fundraising and social events, which enable additional items to be bought for the school.
54. In general, information provided for parents is good. The school uses parent questionnaires, which gives them an indication of parents' views in relation to a number of areas. Parents also receive regular handwritten letters informing them of trips, curriculum topics, physical educational lesson times and all other special arrangements. Newsletters are sent to parents monthly. There are well designed and comprehensive. Parents meetings are organised to keep them fully informed of new initiatives, such as, science week, book week and humanities week. The school uses the local education authority's parents' partnership officer in an advocacy and support role for parents with children with special educational needs. The school also provides information for parents at strategic points, which is sited where parents can

easily gain access to it. Reports to parents about their children's progress are satisfactory. They give detailed information about pupils' achievement but do not identify any targets for further improvement. The school's prospectus and governors' annual reports are satisfactory. Parents' attendance at governors' annual general meetings is very good.

55. The parental contribution to pupils' learning at school and home is satisfactory. It consists mainly of some parent helpers in the school, reading diaries, homework schemes and occasional workshops for parents. Parents with children with special educational needs are encouraged to become involved as soon as needs are identified. They are invited to review meetings and the school is very careful to follow up the rare instances of non-attendance at these meetings. The headteacher and governing body have set out an appropriate special educational needs policy. The special educational needs governor is a regular visitor to school and works well with the headteacher, both through formal meetings and informally. The headteacher has benefited from the special educational needs governor's support in potentially "tricky" meetings with parents and families.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are good overall. The leadership of the headteacher is of a high quality. She has a very clear vision of the direction that she expects the school to take to ensure the best possible education for all pupils. She is a firm and caring leader with a very high level of professional knowledge and expertise that is clearly reflected in all aspects of her work. She has used these attributes to bring together a team of hard-working teachers who understand the aims of the school well and are dedicated to providing pupils with the best possible learning opportunities in the education they receive.
57. An outstanding feature of her leadership and vision is evidenced by the way in which the school has moved forward so well since the inspection in 1998 when it was deemed to be failing and requiring special measures. She has been unstinting in her drive and application and the very good progress made since then is an object lesson to others.
58. This strong leadership structure is strengthened further by the good work carried out by some, but not all, of the key staff. As a result of specific training, some co-ordinators are clear about the roles that they fulfil and they do this well with varying degrees of effectiveness depending upon the length of time that they have held their specific responsibilities. At the moment, most only monitor teaching in their subjects through carefully evaluating teachers' plans and pupils' work on a very regular basis. They are not yet given time away from their class to monitor the teaching and overall provision in their subjects effectively. This does not enable them to track the changes and improvements they have planned and build on the progress being made in their subjects.
59. The management of pupils with special educational needs is very good, and they make good progress. Each class has a full-time teaching assistant, who has a time commitment for pupils with statements. This is proving very effective and contributes well to the progress pupils make. Staff are supported in writing individual education plans and the use of local education authority support staff and the work of other external agencies is managed very effectively. Parents also know that, at all times, they will be received with care and consideration to discuss matters of importance to them or to seek help when they are in need.

60. The quality of monitoring and evaluation of the school's performance and the taking of effective action by the headteacher and governors are very good. The main focus has been on developing the key skills of literacy and numeracy in particular and this has been successful. The whole staff has contributed to discussions on effective teaching and the positive results of this combined approach were clearly observed during the inspection. The headteacher monitors and evaluates each teacher in action at least once per year. The introduction of new staff to the school, including newly qualified teachers, is also good. The staff booklet provides a clear set of guidance for new teachers to follow and includes a relevant induction sheet to support new teachers as they settle in. Newly qualified teachers are monitored regularly to ensure that they develop in a positive way. They receive regular guidance and targets are set to help them grow in confidence and skills. To this end, they are provided with appropriate opportunities to observe other colleagues in action and so learn from the good teaching practice of others.
61. The governing body is led by an experienced chairman and fully supports the actions that the headteacher is taking to move the school forward. The effectiveness of the governing body in fulfilling its responsibilities is very good. They take their responsibilities seriously and play an important and effective role in shaping the direction of the school. Various standard committees meet on a regular basis to ensure that the management of the school is effective. These include a curriculum committee that has a close liaison with the curriculum co-ordinators so that it is kept fully informed of what is happening in each subject. Each governor has a link with a particular subject and is matched with a specific class so that the development of the subject can be monitored from year to year.
62. Governors understand the strengths and weaknesses of the school very well because of their close involvement with what is going on. Parents feel that they can talk to governors about any issues as they see them in and around the school. The governing body also has a clear strategy for checking on the progress that is being made. For example, it works closely with the headteacher to set targets for her to achieve and monitors the progress that is being made on a regular basis. This is a strong aspect of their involvement with the school.
63. The school's improvement plan is very good. This deals with all relevant aspects of planning and action and relates various priorities accurately to the costs involved and to the budget implications. All teachers are involved with the development of this plan and co-ordinators take responsibility for developing their parts of it. However, as yet their role in monitoring the implementation of the plan is limited. The headteacher and governors ensure that specific success criteria are included in the plan so that regular evaluation of its progress occurs to ensure that the school's targets are met.
64. Since the last inspection, the school has made good progress with improvements in all areas of concern. The curriculum is now well balanced and supported by policies and schemes of work for all subjects. Assessment has been impressively improved. Procedures and action now relate clearly to pupils' learning targets. Learning objectives are clearly defined for every subject and for pupils of all abilities in the core subjects and planning for this is good at all levels. Assessment procedures for the foundation subjects are at various stages of development. The curriculum provision for ICT has been improved in order to support pupils' attainment, but there are still aspects to develop. The level of ongoing appraisal and assessment of teachers at work is now of good quality. Both the headteacher and the governing body have a

clear understanding and insight on what needs to be done to improve the school further.

65. The school manages its finances effectively. The day-to-day functions of the office are carried out professionally by the office team, and the senior administration officer ensures that all matters relating to income and expenditure are dealt with efficiently. Specific grants are used effectively for their designated purposes and the headteacher has been particularly successful in seeking out and obtaining additional funds from various sources to support the excellent education offered to pupils of this school. The school's use of best value principles in deciding upon purchases of resources is good.
66. There is a sufficient match of teachers and support staff to deliver the National Curriculum including religious education and special educational needs. There is also a part-time teacher to support pupils with English as an additional language. At the time of the inspection there were two temporary teachers. The school has made permanent appointments for the autumn term. The school has very good policies for the induction of newly qualified teachers, teachers new to the school and learning support assistants. Staff development is based on the school improvement plan and the school's performance management policy. The school also works closely with teacher training institutions to support students.
67. The accommodation is satisfactory, although some rooms are rather cramped. Outdoor facilities are just adequate, though the dedicated play area for children in the Foundation Stage is very small, but careful timetabling enables both nursery and reception classes to use it effectively.
68. Resources for learning are good except in art, ICT and physical education where they are satisfactory. In ICT there is a need to develop use of the Internet and to provide resources for control technology. The range of software being used is limited. Some of the large apparatus for physical education is becoming worn and needs replacing. In art there is a reasonable range of resources but these are not of high quality and this has an impact on the quality of work pupils are able to produce.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In the context of the school's many strengths the governors, headteacher and staff should address the following issues in their action plan:
 - (1) Continue to build on the improvements made in the provision and teaching of ICT so that all pupils are provided with the full range of activities required by the National Curriculum Programme of Study.
Paragraphs 10, 32, 68, 95, 97, 104.
 - (2) Ensure that the school's best practice in the marking and record keeping of pupils' work is uniformly applied in every class.
Paragraphs 23, 46, 94, 100, 120.
 - (3) Address the role and responsibilities of all key staff so that best use is made of their experience and expertise in monitoring teaching and learning, and therefore enabling standards to rise further.
Paragraphs 58, 95, 101, 106.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	29	9	2	0	0
Percentage	2	13	62	19	4	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	190
Number of full-time pupils known to be eligible for free school meals	0	52

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	2	60

English as an additional language	No of pupils
Number of pupils with English as an additional language	130

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.0

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
---------------------------	-----

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	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	13	13	14
	Total	23	24	26
Percentage of pupils at NC level 2 or above	School	82 (83)	86 (80)	93 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	12	14	14
	Total	23	26	26
Percentage of pupils at NC level 2 or above	School	82 (83)	93 (90)	93 (93)
	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	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	10	13	12
	Total	20	25	25
Percentage of pupils at NC level 4 or above	School	77 (81)	96 (100)	96 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	11
	Girls	8	8	12
	Total	15	19	23
Percentage of pupils at NC level 4 or above	School	58 (77)	73 (73)	85 (96)
	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	3
Black – African heritage	66
Black – other	2
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	75
Any other minority ethnic group	19

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	295

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	11.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2001/2002
	£
Total income	618,503
Total expenditure	601,407
Expenditure per pupil	2,593
Balance brought forward from previous year	45,000
Balance carried forward to next year	62,096

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	70	30	0	0	0
Behaviour in the school is good.	53	37	3	3	3
My child gets the right amount of work to do at home.	50	33	10	0	7
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	63	27	7	3	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	67	23	7	0	3
The school is well led and managed.	63	33	0	0	4
The school is helping my child become mature and responsible.	57	40	0	0	3
The school provides an interesting range of activities outside lessons.	33	37	7	0	23

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

70. Children join the nursery shortly after their third birthday and transfer to the reception class in the September after they are four. For many of the children English is an additional language and for some this is their first experience of being outside the home. When children join the nursery their speaking skills are below average as are their early mathematical skills. Their personal, social and emotional development and their knowledge and understanding of the world are also below levels expected of children nationally. During their time in the nursery children make good progress in all the areas of learning. Not all the children who attend the nursery transfer to the reception class and a small number of children in the reception class have had different pre-school experiences. When children join the reception class, those who attended the school nursery have average levels of attainment and are making good progress towards achieving the nationally recommended Early Learning Goals for children at the end of the reception year. A number of children who join the school at the beginning of the reception year have low levels of attainment. All children in the reception class make good progress and a number of them are already meeting some of the Early Learning Goals. The majority is likely to attain them by the time they start in Year 1.
71. Teaching observed during the inspection in the Foundation Stage was consistently good, and often very good. Teachers have very good knowledge and understanding of the learning needs of young children. All children, including those with special educational needs and those with English as an additional language follow a broad curriculum based on the Early Learning Goals relating to personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development. Children are provided with good opportunities to improve standards in all areas of learning. The nursery and reception teams plan together, they ensure that there is progression from the ages of three to five in all the topics covered. They also make very good use of resources by alternating some activities. The nursery outdoor play area is quite small but is used very well by both classes
72. All staff in the nursery and reception classes make good observations of the children and know them well. This enables them to plan activities that are appropriately challenging for all children. As a result, children are very happy and settled in school. They are familiar with class routines and settle well to their activities. In both the morning and afternoon nursery classes, there were some children who had only been at school for a few days. These children had settled in very well and enjoyed their activities. All the adults in the nursery and reception classes have very good relationships with children and manage them well. They act as good role models for the children who respond very well. They are very concerned to make learning fun for them all. They are successful in this and provide a rich and rewarding start to the children's time at school. The school has made good progress in its provision for the Foundation Stage since the last inspection. In particular the new nursery building is a great asset.

Personal, social and emotional development

73. Many of the children enter the nursery with immature skills in personal, social and emotional development. The staff support them very well and they quickly become

used to nursery routines and enjoy coming to school. Most children play happily alongside each other as is common for children aged three. The staff provide good opportunities for children to play co-operatively and as they become more confident they are happy to play together. Children develop their language skills well and learn to ask for what they want and begin to negotiate with other children, learning to share toys and take turns. They begin to show good levels of concentration and stay with their chosen activities for a reasonable length of time. They are curious and keen to try out new activities. They show care for each other and greatly enjoyed looking after their sick pets in the "Vet's surgery". One child had made a lifelike crocodile out of play-dough for the class Ark. He then said that he should make another to be its friend so that it would not be sad. The majority of children are learning to be sociable and co-operative. They are likely to attain the Early Learning Goals for this aspect by the time they start in Year 1.

Communication, language and literacy

74. When they start school children's speaking skills are below levels expected nationally. A high proportion of children have English as an additional language. Because staff work very hard to develop all children's language skills, they make good progress and by the time they are ready to start in Year 1, many of them exceed the Early Learning Goals for this aspect of learning. Children have many opportunities to write, for example in the "Vet's surgery" they write appointments in the diary and write prescriptions for sick pets. In the reception class children continue to develop their writing skills well. They record notes for the class, reminding the teacher that they need to "do the weather chart". The teacher uses good strategies to motivate and involve children, for example, using "Winnie the Pooh" as his voice to test children's knowledge of sounds. This held their attention and enabled them to work with enthusiasm. Most of the children in the nursery recognise their own names and a good number write their names without help. They recognise letters used in their names when looking at other words. Children write cards and letters to their friends. Pencils, crayons and different kinds of paper are readily available and children regularly use them. Children enjoy looking at books and they happily talk about the illustrations. One child in the nursery is already reading a number of words. Another child in the reception class is a confident reader. He loved reading the book "A is for Africa" and talking about the text and pictures. His attainment is well above average for his age. Children regularly take books home to share with adults. They have favourite books and enjoy retelling the stories. By the time they start in Year 1, most children will attain the Early Learning Goals for this aspect of learning and a significant number will exceed them.

Mathematical development

75. When they start in nursery a small number of children have average attainment in mathematical knowledge and understanding but the majority have skills in this area that are below average. In the nursery and reception classes they make good progress. Some children in the nursery can already count reliably to five and several can count beyond this. They match the numerals to objects reliably as they count. Several children in the nursery write series of numbers correctly though they sometimes write them the wrong way round. One child wrote the numbers from one to ten. When she read this back she realised that she had missed out the number nine and then added it. The children enjoyed counting animals into the Ark and knew that the animals went into the Ark two by two, and confidently counted out pairs of different animals. In the reception class children recognise the numerals one to nine. They quickly identify the number that is one more or one less than a given number.

They show good understanding of shape and space by using construction toys to build an Ark for a given number of animals. They show good understanding of mathematical language, for example, in playing with the water they talk about containers being full or empty. The majority of children will attain the Early Learning Goals for mathematical development by the time they are ready to start in Year 1 and a significant number will exceed them.

Knowledge and understanding of the world

76. A small number of children have a good basic general knowledge when they join the nursery but the majority of children have limited experience and understanding in this area. Children show an interest in how things work and are questioning and curious. Staff promote this well and encourage children to explore the environment. Children enjoy looking after the goldfish in the nursery. In both classes children confidently use the computers and learn these skills well. Several can load programmes independently. They are able to control the mouse to move objects on the screen. In the reception class children can use the paint programme. The teacher clearly explains the use of a new tool, the spray can, and children then use this well to make 'rainy day' pictures. Children enjoy using construction toys. They build shelters and Arks for a specified number of animals. Adults take part in activities and act as good role models for children and play with them to encourage them to take part. They take every opportunity to encourage children's language development in all aspects of play. By the time they start in Year 1 most children are likely to attain the Early Learning Goals for this aspect.

Physical development

77. The outdoor play area for the nursery is quite small but is well organised and well used. Children in the reception class also have access to this. They also use the hall for some physical activities. Children are lively and responsive in physical activities. The nursery children greatly enjoyed a movement lesson in the hall. They were very enthusiastic and tried hard to follow the teacher's instructions. Children understand that when they exercise, their hearts beat faster and they feel out of breath. By the time they are in the reception class children can control their movements well and use different apparatus with agility. They work with enthusiasm and developing skill. Children use pencils, brushes, scissors, glue sticks and other small tools with developing confidence and skill. The majority of children are likely to meet the Early Learning Goals for physical development by the end of the reception year.

Creative development

78. Children make good progress in this area of learning in both the nursery and reception classes due to the very good teaching. Children enjoy making pictures with paint and collage. They have opportunities to draw and to explore a range of materials, including a paint programme on the computer. Children enjoy music making. They enjoy exploring the xylophones and other instruments provided. Children enjoy singing a range of familiar songs and rhymes. They enjoy moving to these in their hall sessions. Children enjoy using paint to print and make pictures. In both classes, children have opportunities to draw, paint and explore a range of materials. They enjoy role play, for example pretending to be vets and caring for their sick pets. Teachers provide a good range of opportunities for children to develop their imagination. By the time they are ready to start Year 1, the majority of children are likely to attain the Early Learning Goals for creative development.

ENGLISH

79. In the 2001 national tests for pupils aged seven the results in reading were average and the results in writing were above average. Pupils' attainment in reading was above that attained by pupils in schools with similar intake. Their attainment in writing was well above that attained by pupils in similar school. Pupils aged 11 attained standards well above average when compared with the results attained by pupils in similar schools. Over the past four years, pupils' attainment in English has improved at a rate higher than the national trend.
80. The attainment and progress of learning of pupils from different ethnic minority communities and those with English as an additional language match those of the school as a whole. Those who enter the school with weaker English skills receive support appropriate to their needs and with such support make good progress overall. There was little difference between the performance of girls and boys seen in speaking, listening, reading or writing by the age of 11.
81. By the ages of seven and 11, inspection evidence shows that pupils are achieving standards in line with national expectations in all areas of the English curriculum. Most of the pupils now in Year 1 did not attend the school nursery. When they started in Year 1 their attainment in speaking and listening was below average. The staff have worked successfully to provide opportunities to develop pupils' skills and as a result pupils' skills have improved. In lessons and assemblies, pupils listen well to their teachers and to each other. They are confident in speaking to the class. They are beginning to use a good range of vocabulary and construct their sentences well. In a Year 3 lesson, pupils talked confidently and clearly to their classmates about the invitations they had written. Pupils in Year 6 spoke with confidence and enthusiasm about the books and authors they enjoyed.
82. Seven year old pupils make good progress in reading and achieve standards in line with expectations for their age. They are developing a secure knowledge of sounds. Higher attaining pupils show great enjoyment of books. They read with good expression, adopting different voices for the various characters in the story. They adopt a good range of strategies for tackling unfamiliar words, such as sounding out the letters, looking at the pictures to check for meaning and using the context of the story. In a Year 1 lesson, pupils greatly enjoyed joining in with the repeated phrases of the story "Owl Babies", and read these with good expression. Pupils regularly take books home to read with an adult. They know the difference between fiction and non-fiction and are able to sequence stories correctly.
83. Pupils in Year 6 read well and are achieving above average standards. They are familiar with a good range of books and authors. They retell the stories they have read and confidently predict what might happen next. They express their personal responses to the text confidently, giving reasons why they like or dislike stories. The higher achievers use the text well to infer meaning and can explain their reasons. They are confident and fluent when reading aloud. They read with good understanding and expression. Lower attaining pupils attain satisfactory standards in reading, checking that their reading makes sense and correcting their own mistakes by using the context. Many pupils regularly visit the local library and can explain how libraries are organised. They are confident users of reference books, including dictionaries, encyclopaedias and thesauri. Many of them use the Internet and CD-ROM to find information for their topics. Pupils enjoy poetry and are able to select descriptive features from the poems they study.

84. Pupils aged seven attained above average standards in writing in the national tests for 2001. The pupils at this age now continue to make good progress. They enjoyed writing invitations to different events. They understand that an invitation must contain specific information such as the date and venue. One pupil wrote a delightful invitation to a party welcoming his older sister back from a long holiday. Pupils in Year 2 show a good developing knowledge of punctuation. They are able to edit passages correcting the punctuation and grammar. They then use capital letters, full stops and question marks correctly in their independent writing.
85. Older pupils are able to draft and edit their work though the school could usefully develop this further. Pupils are beginning to evaluate their own writing and suggest improvements. They use their writing skills well across the curriculum, for example in writing up science experiments and for work in history and religious education. Spelling and handwriting are areas that the school has identified for improvement, although standards are satisfactory now. This has been recognised by the co-ordinator in his monitoring of the subject and the school's strategies for these aspects of English are to be reviewed.
86. During the inspection the teaching of English was good overall though one unsatisfactory lesson was observed. Teachers are secure in their understanding of the basic skills of literacy and teach them well. The national strategy for literacy has been implemented well. Teachers explain the work well to pupils. This helps them to understand the tasks and enables them to make progress. The most successful lessons are well paced and enable pupils to achieve well. Where teaching was less successful, the planning was brief and did not identify clear learning intentions. This meant that pupils were not clear about what they should do. The slow pace of one literacy lesson meant that pupils achieved little and did not make gains in their knowledge and understanding.
87. In the best lessons, teachers planned their work well building on pupils' previous knowledge and understanding. They ensure that pupils are clear about the learning intentions for the lesson and refer to these during the lesson. At the end of the lessons they review learning well and refer back to the learning intentions, often asking pupils if they think they have achieved what they set out to do. They set individual learning targets for pupils and review these regularly. Pupils with special educational needs and those for whom English is an additional language are well supported by learning support assistants. This enables them to take a full part in lessons and make good progress. Teachers generally use time and resources well. They engage pupils' interest by presenting the work in a lively manner. This motivates and encourages pupils to work hard and as a result they achieve well.
88. Management of English is very effective. The subject leader is very knowledgeable and very well organised. He has a good understanding of the school's strengths and weaknesses in English and has established an action plan, which should be effective in raising standards still further. He regularly monitors colleagues' planning and has provided very helpful feedback on this. He has led professional development for colleagues and further work is planned. The priorities for development of English focus on writing. The school improvement plan takes account of this and development priorities are appropriately identified and costed.
89. The previous inspection report identified standards in English for seven year olds as satisfactory with some good standards in writing. Standards for 11 year olds were described as satisfactory with some pupils attaining good standards. The school has

maintained good progress in all aspects of English since the previous inspection.

MATHEMATICS

90. Pupils throughout the school achieve well in mathematics, particularly in number work, and inspection evidence shows that standards are at the expected levels for seven and 11 year olds. Most recent national test results for 2001 paint a similar picture, and also show that standards for seven year olds were comparable to similar schools, and those for 11 year olds were above average when compared to similar schools.
91. At the time of the most recent inspection in April 2000, standards had improved and this trend is continuing. This is because of good quality teaching, committed and knowledgeable subject leadership and enthusiastic and perceptive application of the National Numeracy Strategy, resulting in good learning opportunities for all. An example of the perceptive and innovative application of the numeracy strategy is the arrangement the school introduced over a year ago for organising pupils in Years 3 to Year 6 into sets of similar ability for one session per week. This enables more open-ended tasks to be targeted at age and ability groups. These activities build on pupils' previous learning and encourage them to utilise their mathematical knowledge. Consequently, further opportunities are being created, especially for higher attainers, and this alongside the very full programme of support for pupils with special educational needs is helping all pupils achieve well. There are no marked differences in the performance of boys and girls.
92. By the age of seven pupils have a sound knowledge of place value to 100 and some work confidently with larger numbers. They know the properties of two-dimensional and three-dimensional shapes and many pupils use the correct mathematical vocabulary such as "edge" and "corner" to describe the properties of shapes. This makes a positive contribution to increasing pupils' understanding of mathematical vocabulary. Many pupils are able to make reasonable estimations when measuring and are able to use standard units to check results. Pupils gather information using tally charts and represent these findings on graphs. They are able to respond to questions about computer generated graphs and tables.
93. By the age of 11 the good quality of teaching ensures that many pupils are well used to finding different ways of solving problems. For example, a group of Year 5 and Year 6 pupils explored the use of letters in number calculations. The teacher challenged the pupils with some sharp, searching questioning, and frequently asked them to clarify and justify their answers. Pupils used "elimination", some worked answers mentally and quickly whilst others used "trial and error". All were happy to talk about their methods, and their ability to work independently, and their levels of self-confidence, was boosted. Teachers work hard to increase pupils' understanding and use of vocabulary specific to mathematics. This improves the confidence of all pupils, including those with special educational needs, in dealing with numbers mentally and in writing. Analysis of work shows a satisfactory understanding of the correlation between different types of fractions including decimal and percentage. Pupils have a secure level of understanding in using metric weights and measures. They find the perimeters of simple shapes, with higher attaining pupils using their knowledge to work out the perimeter and area of irregular shapes. Teachers set lots of work involving real life problem solving such as working out the ratios of dollars to pounds and pence to Euros. Consequently, pupils are more confident in analysing data in graphs and charts.

94. The effective implementation of the National Numeracy Strategy provides a clear structure for mathematics teaching, and is having a positive effect on pupils' ability to calculate mentally. Lessons begin with a short mental arithmetic session and end with a summing up, where very effective questioning from teachers enables them to gauge pupils' understanding, and also gives pupils awareness of what they have learned. As a result of good training opportunities, teachers are confident with the required structure, have a secure knowledge and understanding of the subject and are confident in their teaching. The teaching of mathematics was good overall with no unsatisfactory teaching seen. Eight of the ten lessons seen were judged to be good, with one excellent. This is an improvement since the previous inspection. Although there are variations in teachers' skills, a number of strengths were generally in evidence in lessons. These include good planning, consistently good management of pupils, effective and varied teaching methods and productive ways of using time, resources and support staff. Pupils appreciate the good support and encouragement given to them by adults and relationships between pupils and adults are good. This has a positive impact on progress. Teachers provide good role models in their respect for pupils' contributions. This increases pupils' self-respect, levels of co-operation and respect for each other's contributions. This in turn helps pupils concentrate well and show interest in their work. Teachers take care to build pupils' confidence. Books are regularly marked, and sometimes marking is discussed with pupils so they can learn from errors. However, marking sometimes consists of just comments of praise and "ticks". Opportunities to indicate the next step in learning and what pupils have to do to improve are sometimes missed.
95. The subject is well led. The subject leader's guidance and enthusiasm help teachers be confident and enthusiastic, and consequently pupils have good attitudes to the subject. Lesson planning and outcomes are monitored carefully, but the co-ordinator has not had the opportunity to monitor teaching in the subject. However, staff work closely, sharing and developing ideas together. Procedures for monitoring attainment are developing well, and resources to enable teachers to deliver varied, challenging and appropriate lessons are good. The co-ordinator is aware of the need to boost resources in order to develop the use of ICT in supporting mathematics.

SCIENCE

96. Standards for seven and 11 year olds are in line with national expectations for their age.
97. Only one lesson was observed in Key Stage 1 and in this lesson pupils were investigating how living things vary. They had already compared plants and leaves and had produced an informative display, showing through well-produced sketches and labelled diagrams, what they had learned. However, in this lesson pupils were comparing the differences between themselves and other pupils through measuring their 'hand spans.' In this lesson the class teacher used good strategies to raise pupils' awareness to the importance of a fair test and to then predict what they thought would be the outcome of their investigation. Good links with mathematics was seen where the teacher produced a tally chart of measurements of each hand span and then transferred the data to produce a block graph. Pupils then produced their own graphs. During the inspection the use of ICT to support scientific learning was generally limited and underdeveloped. However, in this lesson one pupil did produce a block graph and was confidently able to explain how she entered the data to obtain a graph, prior to printing it.

98. Further evidence of the teaching and learning, and the good progress being made, in the infants was gained through looking at pupils' work, displays around the school and in talking to pupils. In Year 1 pupils had studied plants and completed sketches with labels to indicate the flowers, leaf, stem and root. They had also investigated what is needed for plants to grow. In this good investigation the pupils had planted cress seeds to test under certain conditions. From their record of results pupils were able to confidently conclude what they had found out. Other investigations involved a study of sound, the identification and labelling of body parts, learning about the five senses and human development from baby to toddler, through to old age. By Year 2 pupils have learned about forces and the different ways objects can be moved. They have sorted materials by man-made or natural and understand that materials can be changed in many different ways. Pupils could clearly explain how, in one investigation, they had placed chocolate and butter in various places, such as a radiator that was on and one that was not on and predicted what they thought would happen. In this context they had learned well and were able to also explain what constitutes a fair test.
99. By the age of 11 pupils have revisited previously learned topics to reinforce and build on their knowledge well. This was seen in the Year 6 class where they were revisiting electrical circuits in preparation for the forthcoming national tests. In this lesson pupils were predicting what would happen to the brightness of a bulb if they added batteries or if they added bulbs into the circuit. In addition, pupils were learning how to draw a circuit diagram, using conventional symbols to represent the components in a circuit. In the interview with pupils they were keen to talk about what they had learned in science about solids, liquids and gases. This included how some changes in materials can be reversed; such as when water is frozen it turns to ice and how on heating it can be changed back to water and if further heated to boiling point it turns to steam. They could also explain about those materials that once changed, cannot be changed back, such as heating clay. Pupils were confidently using scientific vocabulary when describing what they had learned in their investigations. For example, in their studies on forces they referred to 'upthrust' and 'gravity' and how magnets 'repel' and 'attract', depending on their what poles are facing each other. One study they were keen to talk about was the spread of bacteria in the throat and how bacteria can double every 20 minutes. They were amazed in their calculations of how many bacteria were present from the moment of infection at night till the next morning. Another example was a timed study of light and shadow, where they had been in the playground on a sunny day and had drawn around a shadow of another pupil. At timed intervals they had drawn around another shadow and had deduced that the higher the sun in the sky the shorter the shadow and the lower the sun in the sky the longer the shadow. In a Year 3 class pupils were also studying light and learning about how some materials allow light through and the meanings of opaque, translucent and transparent. The teacher had given them various materials, consisting, for example, of tissue paper, crepe paper, wallpaper, tinfoil, and tracing paper. Pupils were given a chart and working in a group had to investigate with a torch which materials could be sorted as opaque, translucent or transparent. There was a moment of 'wonder' when one girl moved a torch backwards and forwards along a piece of material and the other pupils spontaneously responded with an "Oh!" However, in addition to the limited use of ICT there is little opportunity for pupils to develop independent strategies in planning and conducting their own investigations, especially in learning to hypothesise and carry out an investigation which will prove or disprove their hypothesis.
100. Overall pupils' attitudes to learning are good and invariably where there is good teaching there is good learning and consequently, good behaviour. The quality of

teaching was good overall and this is making an impact on standards. Of special mention is the quality of displays of science work across the school, especially the interactive displays. However, the standards of assessment, especially day-to-day assessment, used to influence future planning are inconsistently applied across the school. For example, where there is good marking that is accompanied by comments designed to move pupils on in their learning then there is a consequent gain in learning.

101. The school policy for science has been recently updated and the scheme of work is based on national guidance for teaching science, including some reference material from a published science scheme. Since taking over the management of the subject again the science co-ordinator has produced trays of resources linked to the scheme of work. However, a number of areas have been identified as priorities for development. These include supporting staff in the use of the scheme of work to effectively enhance the teaching and learning in science, consistent development of skills to build on learning as pupils move through the school and the efficient use of time in conducting investigations. Overall the standards in science are similar to the previous inspection.

ART AND DESIGN

102. The standards in art and design are similar to that expected of pupils aged seven and 11. There are some good examples of previously completed artwork around the school, notably that of the large clay slab murals undertaken by each class with the help and support of a professional artist for the millennium celebrations. Displays around the school celebrate work that the pupils have done in art and one in particular is the school's contribution along with 49 other church schools to present to the Queen at a garden party to be held in July at Lambeth Palace. The school has been working on a presentation of artwork and writing based on key events from 1964. A very good display in the main entrance has been produced to mark the occasion and consists of a large abstract portrait of the Queen that has been completed by children from Year 3 to Year 6. There are other good murals around the school to mark the Flora London Marathon that passes the school each year.
103. Only two lessons were observed during the inspection, one in the infants and one in the juniors. In Year 2 pupils were continuing with the work they had done in observational drawing, only instead of the impressive sketches of objects from nature they were going to focus on a part of another pupils' face and sketch it. They were to then model their sketch in plasticine. This was following on from their visit to the Tate Modern where pupils were inspired and keen to follow up the ideas they had gained from their visit when they returned to school. At the start of the lesson the teacher modelled the activity by sketching a nose of one of the pupils and then creating a three-dimensional model out of plasticine. It was testament to the good relationships that had been developed in the class that when the teacher finished there was a spontaneous round of applause from the class. In the other lesson observed pupils in Year 5 were exploring how stories have been represented in textiles in a different culture and to use for developing a playscript for performance purposes. The theme had centred on African masks and there were a number of real African masks in the classroom to stimulate the imagination of the pupils. The aim of the lesson was to design a mask on a sheet of A4 and this would be used to create a mask from the papier-mâché that was used to cover a balloon to create a three-dimensional mask. However, it was not easy to gain an impression from the sketches how pupils were going to create these illustrations in three dimension and in talking to pupils it was discovered that they were not sure either.

104. All pupils have sketchbooks and the scrutiny of a sample of these books revealed an inconsistency of teaching and learning. For example, in the better examples pupils had used their sketchbooks to practise a number of skills. However, there were few examples of practice in colour mixing, study of pattern and texture or the building up a range of skills in drawing that could be referred to for future artwork. In addition, there were no examples from a study of the work of famous artists or for the pupils to use the artist's particular skills and techniques in their own work. There was only one example of printing on display and no examples of printing on fabrics or the study of the work of famous designers such as William Morris. However, in discussion with groups of pupils from Year 2 and Year 6 they could all remember being taught these skills and ideas but not consistently as they went through the school. For example, younger pupils could talk about mixing colours with their fingers and brushes, knew the primary colours and were able to say what colours can be produced by the mixing of two primary colours. The older pupils could remember times when they had practised different shading and textures using pens, chalk, charcoal and pastels and how they could 'smudge' to get different effects. In addition, they discussed the effects of creating a range of textures in mixing paint, such as mixing PVA glue or sand and what the result was. However, they were less confident about printing and weaving with a range of materials, although some had experienced tie and dye with one teacher. There was only one example of computer art in the school and that was in the reception class and none of the pupils interviewed could remember undertaking any computer art. Pupils were keen to talk about their visits to art galleries and the visit of the artist to the school, including the book illustrator who had visited the school in book week.
105. Pupils' attitudes to art and design are very positive and there was a number of examples of artwork seen that highlights pupils who have special talents in art. Only two lessons were seen, but combined with the scrutiny of work seen standards in the quality of teaching are satisfactory overall.
106. The subject co-ordinator has only recently taken responsibility for the subject and has written an action plan each term for development in the teaching and learning. The policy for art and design is in place and a new policy is in place for display. The scheme of work is in line with national guidelines for teaching and learning in art and design. The subject co-ordinator has identified areas for development and is aware of the need to ensure a consistency of practice and progression of skills as pupils move through the school. In a drive to raise standards there is a need to update and provide a wider range of quality of art resources and combine this with staff training and development in their use.

DESIGN AND TECHNOLOGY

107. Standards in design and technology in the infants and juniors are meeting expectations. It is not possible to give an overall judgement of teaching as only one lesson was seen. Judgements on standards were made after looking at samples of pupils' work, displays and through discussion with teachers and pupils.
108. The subject co-ordinator took on the responsibility for design and technology in September 2001. In that time she has ensured that the scheme of work, based on national guidance for design and technology, is in place and this has made it easier for teachers to ensure that pupils' progress from year to year. Furthermore, the development of resource boxes for each unit of work has been organised to support teachers as they undertake each unit of work. Already the pupils in Year 6 have

experience in computer controlled technology, following a visit to the local teachers' centre where they were able to take part in activities and gain valuable experience in preparation for their fairground project.

109. Displays around the school are varied in quality, but an excellent display of hand puppets that had been made in Year 2, shows just what can be achieved when pupils plan their design well and follow a systematic design and make process. For example, the first thing the pupils did was to look at puppets to see how they work and are made. Following this, pupils drew their sketches of how they wanted their hand puppet to look and investigated a range of materials and practised joining techniques. Once they had done this, they made a paper template and pinned it to the material, cut and sewed their puppet, finally adding the finishing touches and evaluated their product. Another good display of completed work was seen in Year 3 where pupils had investigated purses with the overall aim of designing and making their own money containers. Photographic evidence of pupils working on their money containers supported the making process. However, not all teachers are confident with the teaching of design and technology from the scheme of work and need support in accessing relevant areas within a unit. When pupils tasks are more focused and match their stage of development in the design and make process then there is less confusion about what they are required to do. For example, there is an inconsistent approach at the present time to the design specification and an example of "design and make" planning sheets were seen to be introduced in one class where the pupils had no experience in completing the sheets and were confused.
110. Pupils' attitude to design and technology overall is one of enthusiasm, particularly where there has been a successful conclusion to their design and make project. These pupils are keen to show what they had made and are able to clearly articulate the process from beginning to end. For example, this was clear from the Year 2 pupils' interviews where they talked about their hand puppets and what they remembered about making pop-up greetings cards. These pupils were also clear about methods of joining materials and referred to using pin and sewing methods for joining materials and staple, sellotape and glue for joining paper and card. In the Year 6 interview, although their design and make project is focused on fairgrounds and has yet to be undertaken, they were keen to talk about previous projects. For example, they talked about the food technology where they made bread and pancakes, the designing and making of hats and slippers and explained the need to make a prototype out of paper to test the design specification. However, a less developed area is in construction and working with rigid materials, particularly the use of a range of tools and knowledge of how to construct a strong frame construction. The current leadership and management of the subject are in their early days, but the emphasis now on a more consistent teaching approach is beginning to impact upon learning, and a subsequent rise in standards is occurring.

GEOGRAPHY and HISTORY

111. It was only possible to see one geography lesson in each key stage; however, history was a focus during inspection week and four lessons were seen. Judgements are based on these lessons, scrutiny of work, teachers' planning and talking to staff and pupils. Standards in both subjects are broadly in line with expectations. Pupils make satisfactory progress in both subjects because of a well-planned curriculum and some enthusiastic teaching.
112. In geography, pupils aged from five to seven are beginning to develop an appropriate vocabulary to describe the area in which they live. They are able to draw simple

maps showing journeys they make in the area. They look at a contrasting locality, the Isle of Struay, and highlight differences in lifestyle for people there compared to Greenwich. They write their reasons why they would/would not like to live there well. Older pupils aged from seven to 11 consider their local environment in greater detail. They study the work of the local market and are amazed to find that stallholders get up at 4am to prepare for the day's work. They carry out litter surveys and identify what can be re-cycled. Older pupils make good use of literacy skills in finding information on "Rivers" and "Mountains", and in writing detailed comparisons between their own locality and those of villages in Wales and Kent following residential visits.

113. In history, some of the youngest pupils consider "old" and "new" toys, identify some of their characteristics and classify them as "wooden", "paper" and "game". Year 2 pupils show sound understanding of events in the Great Fire of London, and come to understand the importance of "eye-witness" accounts such as those of Samuel Pepys in his diary. Older pupils develop a greater understanding of changes over time and what it was like to live here in the past. They learn about the different lifestyles of rich and poor in Tudor times. Good teaching enables them to become aware of similarities and differences between schools in Victorian times and now. They use literacy skills to tell Megan's story, using such vocabulary as "scullery", "chores" and "fever" and write detailed instructions on how to make a woollen doll. By the end of the key stage pupils have gained an appropriate sense of chronology in history and know something about the main events and people they have studied.
114. The teaching seen was never less than satisfactory and four of the six lessons were good or better. Teachers have a good range of stimulating resources to hand and these are well used. Tasks are clearly explained and the teachers' expectations are passed on so that no-one is in any doubt about what they should aim to attain. Questions are consistently posed and pupils are encouraged to hypothesise about "What would happen if.....?" and "Why.....?" A strength of the history and geography provision is the use made of educational visits to provide an additional dimension to learning. Effective use is made of artefacts to foster enquiry, and teachers plan different activities that are appropriate to different abilities. Consequently all pupils, including those with special educational needs, are well supported and achieve well.
115. The history and geography co-ordinator monitors planning and gives good feedback that is both supportive and developmental, leads both subjects. There is a consistent level of appropriate, well-organised resources to support teachers. Overall, she is working hard to raise the profile of the subjects, through developing assessment procedures, improving the developmental nature of the marking and increasing the use of ICT to support the humanities curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Pupils' achievements in ICT are broadly typical when compared with most schools. At the last inspection attainment was below expectations. Pupils' achievements are improving and they now meet national expectations across most Programmes of Study. In the two years since the last inspection the school has given a high priority to the subject and made good progress. There is now sufficient hardware and software and the vast majority of teachers are confident in using ICT in the classroom. The school has adopted a new scheme of work and has developed procedures to monitor pupils' experience of the Programmes of Study in the National Curriculum.

117. Pupils in Year 2 use a word processor and use “backspace”, “shift key” and the “space bar”. They are learn simple editing to enable them to rearrange a shopping list and independently box text, change the font, colour and size. Pupils’ ability to use the computer to create graphs, or use a graphics program for pictures is being developed, but is still at an early stage. Pupils in Years 3, 4 and 6 are confident to use the Internet to send e-mails to each other and to schools in Australia. They have sound word-processing skills but are not secure in, for example, multimedia presentations.
118. Information and communication technology contributes to literacy through, for example, word processing to draft and edit their work. It contributes to mathematics through, for example, the drawing of graphs of pupils’ hand spans in Year 2. It makes a contribution to other subjects particularly through access to the Internet to find information on other countries to support geography and art in Year 6. Pupils with special educational needs, or English as an additional language, are assisted well by teachers and support staff, and make good progress.
119. Teaching of ICT is sound. Teachers’ knowledge and understanding was sound in the lessons seen and this ensured pupils made satisfactory progress in their learning. For example, Year 5 pupils developed the ability to write an e-mail, attach a ‘Word’ document to it and then send it. Lessons are well planned and when combined with pupils’ good attitudes and behaviour enables pupils in Year 6 to work independently with a digital camera to take photographs and bring them back into the classroom for later input onto the computer.
120. The headteacher is acting as co-ordinator. Part of her responsibility is to raise standards in ICT. This she has done well. She has adopted a new scheme of work and is modifying it so that it addresses the needs of mixed aged classes more successfully. Although computer access and what pupils have done is now recorded clearly by them in their folders and on disk, the inconsistency of properly recorded ongoing assessment procedures restricts teachers’ ability to plan work that builds systematically on pupils’ understanding and skills from one lesson to the next.

MUSIC

121. Levels of achievement in music in both key stages are in line with those compared with pupils of a similar age. The co-ordinator has made singing a priority target to raise the standards across the school. Of the lessons observed the singing was of a good standard and pupils were thoroughly enjoying taking part. The singing was joyful, well pitched and the diction was good.
122. The range of lessons ensures that pupils are able to develop their skills in performing and composing and listening and appraising. For example, the Year 3 class was learning to use tuned percussion instruments with the pentatonic scale to create their own compositions. Later in the lesson they chose instruments that they thought would represent symbols on a simple graphic score. This entailed deciding whether the symbol was for a long sound or short sound and they had to choose an instrument that would either play long or short sounds.
123. Younger pupils are able to control pulse when using body percussion or percussion instruments to accompany their singing. They enjoy singing and sing simple songs from memory, accurately matching their voices to the shape of the melody, and keep pace with the piano accompaniment. All pupils use their voices confidently in a variety of ways and, with the teachers’ support, are able to follow changes of pitch indicated by simple hand signs or symbols. Teachers have a good knowledge of the

music curriculum and how to sequence pupils' learning in manageable steps. The development of pupils' practical skills and knowledge are well integrated throughout the lesson. Teachers set a brisk challenging pace and the well-chosen activities motivate pupils. Their concentration is good and during lessons pupils become more confident in their ability to distinguish between high and low sounds.

124. By the age of 11, pupils sing with clear diction and a good sense of pitch and rhythm. In composing, pupils achieve standards similar to those found in other schools. They explore a range of sounds using classroom percussion and orchestral instruments. They learn how to combine and layer sounds to create different textures and different effects.
125. Pupils work well together. Pupils who have instrumental lessons for reed instruments and the violin, share with others their skills in composing sessions. This enhances the quality of their work. When performing their compositions they listen carefully and are aware of how the different parts of their piece fit together. Teachers ensure that pupils understand that they need to practise their singing and playing skills in order to improve. Pupils are sensitive to each other's feelings when discussing their work. All pupils' contributions are valued and pupils readily applaud each other's efforts. This helps them to gain in confidence and enhances their performing skills. They make satisfactory progress in the use of a musical vocabulary, although do not apply this as a matter of course when describing their own music or talking about the music by well-known composers.
126. Teaching is good and the success is due to good planning, pace of the lessons, a range interesting activities and high expectations. As a result, pupils enjoy their music sessions and behave well in class. The school has produced and performed many productions and there are photographs showing the costumes and scenes from these. They have performed to audiences consisting of parents, grandparents, senior citizens, and the playgroup.
127. The music co-ordinator is very active and skilful and monitors the planning and teaching and learning in the classrooms which enhances the overall progress pupils make. Resources are sufficient and of a good quality. Visitors to the school have included a brass ensemble and a dance group. Pupils are able to gain valuable experience of live performance from these visits.

PHYSICAL EDUCATION

128. Evidence gathered during this inspection indicates that pupils' attainment meets expectations at the ages of seven and 11. However, there are pupils in Year 6 who have above average ball skills that are being enhanced well by the opportunities they are given both in class and in extra-curricular activities.
129. In an Early Years physical education lesson pupils responded imaginatively to the tasks set by the teacher. They went on to make up their own games and worked together very well. In all lessons seen, pupils showed good control when stopping, starting and turning during their warm up session. Most pupils showed good control and agility when rolling over in a variety of ways on mats. They learn to perform forward rolls, using the correct technique, and are able to pick up points quickly and apply them accurately. Pupils, including those with special educational needs, make good progress throughout the school.

130. In the two lessons seen in Key Stage 2, in Years 4 and 6 pupils showed good development of their catching, hitting and throwing skills. It was clear that the pupils in Year 6 had a good level of ability that the rather cramped conditions in the playground did little to extend. It was testament to the teacher's care and ability that she was able to compensate for this by offering a good range of activities.
131. The quality of teaching was very good and good in two of the three lessons observed. The structure of lessons is sound, with a warm up, followed by a focus on skills or group activities, then a cool down session at the end of the lesson. Where teaching was good, effective use was made of demonstrations to teach techniques, illustrate good points and stimulate improvement. For example, during one lesson pupils were given good, differentiated activities that were appropriate to their levels of ability. Good use was made of focused demonstration. Pupils were given good support and encouragement, and quickly gained confidence and control as they developed the technique. In a very good dance lesson, pupils were encouraged to evaluate their own performances, and to consider points for improvement. Pupils enjoy physical education lessons, work well co-operatively, behave sensibly, and try hard to improve their performances. In one lesson seen, pupils sustained great concentration throughout, and were able to develop their skills as a result.
132. The school provides a sound range of activities within its curriculum. Appropriate arrangements are in place for swimming, and most pupils can swim 25 metres by the time they leave school. A good range of sporting extra-curricular sporting clubs is offered, and the school enters teams in local competitions. The school makes good use of its hall for dance and gymnastics. Resources for games and gymnastics are satisfactory.