

INSPECTION REPORT

CHARLOTTE SHARMAN PRIMARY SCHOOL

Southwark, London

LEA area: Southwark

Unique reference number: 100816

Headteacher: Ms Zoe Sharman

Reporting inspector: Mr Michael Raven
3961

Dates of inspection: 4th – 8th February 2002

Inspection number: 230507

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Foundation
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	West Square London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Iveson
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3961	M Raven	Registered Inspector	Mathematics	School's results and pupils' achievements School's results and pupils achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19740	A Smith	Lay inspector		Pupils attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1951	Y Crizzle	Team inspector	Equal opportunities English as an additional language Science Art and design Music Religious education	

21893	V Brittain	Team inspector	Information and communication technology Geography History Areas of learning for children in the Foundation Stage	How good are the curricular and other opportunities offered to pupils?
30075	M Duggan	Team inspector	Special educational needs English Design and technology Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Charlotte Sharman Primary School serves 433 boys and girls aged from three to eleven. Forty-nine children attend the nursery on a part-time basis. The school is situated in an ethnically diverse neighbourhood and many different ethnic and faith groups are represented at the school. Two hundred and eighteen pupils come from minority ethnic backgrounds, most of these being Black Caribbean or Black African. One hundred pupils are learning English as an additional language, but most of these are fluent English speakers and few are at an early stage of English language acquisition. Sixty-one pupils have special educational needs, which at 14 per cent is below the national average for primary schools. Pupils' special educational needs cover a wide range of physical, learning and behavioural difficulties. One hundred and fifteen pupils are eligible for free school meals, which at 27 per cent is above the national average. Children start formal schooling in the Reception classes with widely varying levels of skills. Taking them as a whole, their skills on starting school are broadly similar to those of most children of this age.

HOW GOOD THE SCHOOL IS

The school provides a sound education. Standards are generally average by the time pupils go on to secondary school at the age of 11 and they are similar to those achieved by similar schools. They were better in mathematics in the most recent national tests. The school successfully encourages its pupils to get along well together and their moral and social development are promoted well. The quality of teaching is satisfactory overall. It is good in the Nursery and Reception classes, but overall there is too little high quality teaching. The headteacher provides sound leadership and management, although the governors play too little active part in school improvement. The school has made satisfactory improvement since the last inspection. Progress on most of the key issues for improvement has been satisfactory and standards have risen steadily in line with the national trend in improvement. Although there was a fall off in standards in 2001, the inspection shows that they have recovered this year in English and mathematics. Taking all these things into account, the school provides satisfactory value for money.

What the school does well

- It promotes harmony, understanding, respect and good relationships between the many different ethnic and faith groups which make up the school community.
- The school provides well for pupils' moral and social development.
- It has established much better communication and links with parents since the last inspection.
- It looks after its pupils well.
- The provision for children in the Nursery and Reception classes is good.
- There is a very effective new initiative to promote good attendance and punctuality.

What could be improved

- The governing body plays too little part in identifying priorities for school improvement and shaping the direction of the school.
- Standards are too low in science, art, music and religious education.
- There is not enough good teaching, in particular to meet the needs of the most able and those pupils who are learning English as an additional language.
- The provision for pupils learning English as an additional language is not managed well enough to meet their needs.
- Too little use is made of information and communication technology (ICT) to support pupils' learning in the other subjects of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Although some of the previous weaknesses remain, improvement since then has been satisfactory overall. The weaknesses in the leadership and management of the headteacher and deputy headteacher have been overcome, with the appointment of the temporary post holders to permanent positions. Subject co-ordinators now have appropriate opportunities to check on teaching. Standards in ICT have been improved, so that they are now average, although there is too little use of ICT in other subjects. Standards in music remain below average. The governing body is still not well enough involved in setting the agenda for school improvement. The curriculum has improved, so that it is now good and rich. A great deal of work has been done to improve assessment systems and practice and these are now good. The school has established a good relationship with parents, which was a serious concern at the time of the last inspection. The quality of teaching is similar to that found at the time of the last inspection, but in judging this it has to be remembered that the school now has a large number of newly-qualified teachers. The standards achieved by 11 year olds were on an upward curve from 1997 to 2000, in line with the national trend in improvement. Although they dipped in 2001, due to the high proportion of pupils with special educational needs in Year 6, the inspection shows that they have mainly recovered this year.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	D	C
mathematics	B	B	D	B
science	C	B	D	C

Key

well above average A

above average B

average C

below average D

well below average E

Since the last inspection in 1997 standards in English, mathematics and science achieved by the 11 year olds have been steadily rising, in line with the nationally rising trend. They have recently been in line with or above those found in similar schools. Standards fell in 2001. However, standards remained in line with those found in similar schools and they were better in mathematics. The inspection shows that most pupils' achieve reasonably well, although the most able could do better. Standards are now average in English and mathematics at the end of Year 2 and by the time pupils leave the school at the end of Year 6. They remain below average in science this year. In English, there is a strength in reading, where standards are better than those usually found nationally at the age of seven. In speaking and listening and in writing most children are on course to reach expected levels by the end of their Reception year. This is true also of their development in the other areas of learning for children under five, including personal, social and emotional development and mathematics. Pupils learning English as an additional language do not achieve as well as they might, except in the Nursery and Reception classes, because their language learning needs are not well enough met. There is little difference in the standards achieved by boys and girls in national tests and inspection evidence confirms this picture. Standards in ICT have risen since the last inspection, so that they are now similar to those usually found nationally by the end of Years 2 and 6. In most other subjects standards are also similar to those usually found nationally. Standards in art and music fall below expectations and in religious education they fail to meet the expectations of the locally agreed syllabus. The school has set targets for the proportion of pupils expected to reach average standards

in the 2002 national tests in English and mathematics but these are insufficiently challenging and underestimate how well pupils could do. Children with special educational needs are supported well in the Nursery and Reception classes and satisfactorily in the rest of the school, so that they do as well as can be expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils join enthusiastically in lessons and out of school activities.
Behaviour, in and out of classrooms	Good. Most pupils are sensible and attentive in lessons and responsible as they move around the school and in the playground.
Personal development and relationships	Good. Pupils from many different ethnic groups get along well, without friction and show respect for and understanding of one another's feelings and beliefs.
Attendance	Satisfactory. Attendance and punctuality have improved very well recently as a result of steps the school has taken with the support of the local education authority.

The racial and ethnic understanding and harmony which the school promotes is a particularly strong feature of the education offered.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 - 6
Lessons seen overall	good	satisfactory	satisfactory

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 satisfactory overall. The teaching of the children in the Nursery and Reception classes is good, ensuring that most children learn well. Most of the teaching is good or better and there is no unsatisfactory teaching. This means that most children are on course to reach the early learning goals in all areas of development by the time they go up to Year 1, even though many come to school learning English as an additional language. They are well prepared to make a start on the National Curriculum. In reading, the good teaching means that many children are likely to exceed expected levels by the end of their time in Reception. In the rest of the school the teaching of the basic skills of reading, writing and numeracy is satisfactory, as is the teaching of most other subjects. Compared to the national picture, the proportion of good or very good teaching is low in Years 1 to 6. There is about an average amount of unsatisfactory teaching. It needs to be borne in mind that many of the teachers are newly qualified. The main weakness in teaching is the failure to meet the needs of the most able. Because there is too little challenge for them in lessons, they do not learn as much as they could and this holds down standards overall. Although the needs of pupils with special educational needs are satisfactorily met, the teaching for pupils learning English as an additional language is unsatisfactory. Staff lack skill in meeting their needs and too little support is given in lessons as opposed to individual and small group lessons outside classes, so that these pupils make unsatisfactory progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is now balanced and meets all statutory requirements, which is an improvement since the last inspection. It is suitably enriched with a good range of out of school activities, including sport and a computer club.
Provision for pupils with special educational needs	Satisfactory. The support for pupils is soundly guided by appropriate individual education plans and they are helped to have full access to the whole curriculum.
Provision for pupils with English as an additional language	Unsatisfactory. Staff are not skilled enough in meeting their needs and too much support takes place through individual withdrawal from class instead of alongside their peers in lessons. Their needs are insufficiently understood and there are too few checks on their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. In particular, the school takes great care to promote pupils' understanding and appreciation of the ethnic and cultural diversity of the school and the neighbourhood. Pupils' moral and social development are promoted well.
How well the school cares for its pupils	Good. The school takes good care of its pupils. It provides good quality educational and personal support and guidance. A careful check is now kept on how pupils are getting on. This is a good improvement since the last inspection.

The school has established an effective partnership with parents and they look positively upon the school. Communications are a lot better than they were at the time of the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a clear and appropriate vision for school improvement. This is shared by other members of the senior management team, who generally support her strongly. She appropriately checks on the quality of teaching but is not rigorous enough in identifying what teachers need to do to improve their teaching.
How well the governors fulfil their responsibilities	Unsatisfactory. The governing body plays too little part in identifying what the school needs to do to improve the education offered and the standards achieved. This remains a weakness from the last inspection.
The school's evaluation of its of its performance	Satisfactory. There have been good improvements since the last inspection in the school's use of data about how well it is doing, for example through analysis of test results by gender and ethnicity.
The strategic use of resources	Unsatisfactory. The money allocated for the education of pupils learning English as an additional language is not used to maximum effect. Otherwise, funding is satisfactorily used, for example to support the education of those who have special educational needs.

There are enough teachers to teach the full National Curriculum and religious education and the school has done well compared to many London schools to appoint a full complement of permanent staff. Six teachers are newly qualified. The accommodation is adequate overall and there are some good features such as an ICT suite, library and art room. Learning resources are satisfactory overall, although the computers in most classrooms are outdated. The headteacher takes appropriate care to secure value for money in obtaining goods and services, for example through inviting competitive tendering. The headteacher guides the governing body in comparing the school's performance with that of other primary schools nationally and those working in similar circumstances.

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. • They would feel comfortable approaching the school with questions or a problem. • The school expects their children to work hard. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities offered outside lessons. • The information they receive about their children's progress. • The school's working partnership with parents. • The amount of homework.

Few parents attended the meeting held by the Registered Inspector before the inspection and only 18 per cent of parents responded to the parents' questionnaire. Inspectors support the view that the children like school. They find that the school has become much more approachable since the last inspection and parents receive a fair hearing if they approach the school with a question or problem. The school's links with parents are now good. Children are expected to work hard and the school is helping them to become mature and responsible. A good range of appropriate activities is offered outside lessons. The quality of information for parents, particularly about their children's progress, is good. There is about the right amount of homework for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. Standards are mainly average by the end of Years 2 and 6. This reflects the fact that most of the teaching is satisfactory and pupils have positive attitudes to their work, so that most of them achieve reasonably well. Pupils whose achievements are unsatisfactory are the most able and those learning English as an additional language. Work is not challenging enough to encourage the most able to strive to fulfil their potential. Too much time is spent by pupils learning English as an additional language in small group and individual lessons outside their classes. Too little support is given to them in class lessons, to help them be successful at the same work as their friends.
2. Achievement is good overall in the Nursery and Reception classes, so that most children are on course to reach expected levels by the end of their time in Reception and many do better than expected in reading. The effect of this is seen higher up the school, for example in Year 2, where standards in reading are good. The Nursery and Reception classes promote good achievement for all the children, including those who have special educational needs and those learning English as an additional language, through the good quality teaching and the positive atmosphere which is created. Children respond with enthusiasm to the wide range of learning opportunities on offer. They are helped to develop positive attitudes to their work and the many good opportunities to work together help their social and personal development. For example, they learn to share and take turns as a learning support assistant helps them make model robots in the Nursery. Standards in reading are good because many good opportunities are given for the children to use their developing reading skills. For example, in the Nursery the children are encouraged to regularly read their own names written clearly on name cards and to have a go at reading the names of their friends. Very good teaching of the sounds of letters also makes an important contribution to the children's reading skills. For example, in Reception the children were learning to identify rhyming words, finding words that rhyme with *dog*, *cat* and *sun*. The teacher repeated the words very clearly to help the children be successful and by the end of the lesson most of the children could find rhyming words with confidence.
3. Although the standards achieved by Year 6 pupils in national tests in English, mathematics and science had been improving steadily over the period between 1997 and 2000, in line with the national trend in improvement, they dropped to below average in 2001. They were, however, in line with those achieved in similar schools and better in mathematics. The disappointing dip in standards last year was due to a number of factors. This group of pupils had started out with average attainment. However, a number of the most able pupils left the school to go to independent schools before taking their Year 6 tests. Another factor was that there were more pupils than usual with special educational needs by the time national tests were taken. One of the classes involved had experienced poor quality teaching in Year 5 and this also held down standards.
4. The inspection shows that standards are better in English and mathematics this year, so that they are now similar to those usually found nationally by the end of Year 6. They are also similar to the national average by the end of Year 2, although

standards in reading are better than average. Standards overall are not as good as they were last year in Year 2 because the present group of pupils experienced unsatisfactory teaching in Reception and Year 1.

5. In English, most pupils in Year 6 can confidently spell some words with unstressed vowels or consonants, for example they spell *cupboard* and *raspberry*, understanding that the letter *p* is included even though it is not sounded when we read the words. They read regularly at home and in school, fluently and with expression. They understand the difference between fiction and non-fiction and use the school library effectively to look up information on a topic of interest. Most pupils read a range of both fiction and non-fiction books with understanding and make comparisons with other books they have read. They talk about their response to characters and the plot in stories they read. By the end of Year 2 most pupils read reasonably confidently. They recognise their own errors and self correct. They recognise many words and use the pictures, letter sounds and the context to help them when they meet an unfamiliar word. They talk about their favourite parts of a story and predict what might happen next.
6. In mathematics, by the end of Year 6 nearly all pupils recognise acute, reflex and obtuse angles and define them clearly in terms of degrees and their relation to right angles – ie., smaller or greater. Most make sensible estimates of degrees in an angle and most use a protractor with reasonable accuracy to measure angles and check their estimates. By the end of Year 2 most pupils recognise a number of common three-dimensional shapes, such as a cube, cuboid and cylinder. They identify features such as faces, edges and corners but they are not sure about how many of each there are and most have to count them to check.
7. Standards are not high enough in science. They remain below the national average. There are two main reasons for this. The first is that teachers do not expect enough of the most able pupils. These pupils mainly do the same work as the rest of the class. Although they all need to start at the same point, the most able pupils are capable of pursuing topics further, of investigating things and taking some responsibility for directing some of their own learning, for example, using the Internet to find things out for themselves. This is true of the other subjects too. But in science there is the added weakness that pupils do not have enough opportunities to investigate and find things out for themselves. This means that, although they learn a lot of scientific facts well enough, they do not develop their scientific understanding. Although pupils in Year 6 know, for example, that the root anchors a plant in the soil and that roots take up water, most do not know that other nutrients are necessary but soil is not vital for a plant to grow. Although pupils in Year 2 have some appropriate opportunities to investigate, for example friction, there is too little of this type of work to develop their scientific understanding. In a lesson seen in Year 2 pupils investigated what happened when toy cars were rolled down slopes and on different surfaces – smooth, bumpy, rough and so on. Because the teacher's control of the class was inadequate, pupils did not listen well enough to her explanations, so that they were unclear what the lesson was about and what they were meant to do and learn. The key word *friction* was known by only a small number of pupils.
8. Standards in art, music and religious education are below expectations by the end of Years 2 and 6. There are weaknesses in the leadership and teaching of all three subjects which hold down standards. In music there is no subject co-ordinator, although a newly-qualified teacher is 'minding' the subject voluntarily and brings good subject knowledge to the job. In art and religious education subject co-ordinators play too little part in checking on standards and the quality of teaching in their subjects. In

all three subjects, the quality of teaching is satisfactory overall, but strengths only just outweigh weaknesses and there is too little high quality teaching.

Pupils' attitudes, values and personal development

9. The school has worked hard to maintain pupils' positive attitudes noted at the time of the last inspection and it has been successful in improving behaviour. The inspection finds that attitudes, behaviour and relationships are now good overall, with personal development being satisfactory.
10. Pupils are interested and quickly become very involved in school activities and learning. They settle easily into school routines and are enthusiastic about all that they do. This attitude stems from their encouraging introduction to the school; from their first contact with the school and its staff children and parents find it to be a positive experience. At lunchtimes and in the playground pupils are at ease with each other and with staff and get on well together. They are well motivated by the high levels of positive encouragement and praise given by staff, in keeping with the school's behaviour policy. They are happy to share with others and take turns. For example, in a Year 1 design and technology lesson a number of pupils shared resources very well, combining their efforts to produce a product as a group. All the different groups of pupils – those from the various ethnic groups, those who have special educational needs and those learning English as an additional language - have equally positive attitudes to school. The positive relationships between pupils and all staff are a strength of the school. The very good relationships between pupils and adults are seen not only in lessons, but also in the playground and at dinner times.
11. Almost all pupils behaved very well during the inspection. The school dealt very well, in a very caring and positive manner with the small number who did, on occasions, misbehave. Staff know their pupils well and generally have appropriate skills to enable them to deal positively with pupils with behavioural difficulties. Pupils are generally quick to settle to tasks and act in a responsible manner. Pupils show good levels of concern for others. For example, at break times they understand that the size of the playground limits the sort of activities that they may safely engage in and they act accordingly. Discussions with pupils at playtimes showed that they feel safe and secure. None expressed any concerns about harassment or bullying. They knew what to do if feeling uneasy or threatened in any way. Pupils know and accept the school's high expectations regarding good behaviour and are happy to strive to achieve them. The school's behaviour policy is consistently applied by all staff. There have been twelve fixed period exclusions in the past year; these were for unacceptable behaviour and involved just three pupils. The use of exclusion as the ultimate sanction has been generally effective in promoting good behaviour.
12. The personal development of pupils is good. Opportunities to take responsibility increase appropriately as pupils get older. Pupils are eager to accept any responsibilities offered. For example, they act as classroom monitors, setting out and clearing away resources, arranging chairs for assembly and setting up the overhead projector.

13. At the time of the last inspection attendance was unsatisfactory. Although this continued to be the case until recently, there have now been substantial improvements in attendance and punctuality. The recent appointment of a home-school liaison officer with special responsibility for improving attendance and punctuality is proving very beneficial. Although she has only been in post for a short period of time, her work with the school, the education social worker, parents and pupils is raising awareness of the importance of good attendance and punctuality and producing improvements. Most pupils are eager to come to school.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory overall. In the Nursery and the Reception classes teaching is good, with eight out of ten lessons found to be good or better. This promotes good learning, especially in communication, language and literacy skills, with standards in reading now exceeding expectations by the time the children move up from Reception to Year 1. The teaching in one Reception class is stronger than the other, but in both classes it is never less than satisfactory. Taking the school as a whole, the quality of teaching is similar to that found at the time of the last inspection in 1997. The proportion of good or very good teaching remains about the same, at just over 40 per cent. The proportion of unsatisfactory teaching also remains the same, at six per cent. There is not enough good quality teaching. Nationally, over 60 per cent of teaching is now good or better and the school's proportion of good teaching is a long way behind this. These figures on the proportions of good or better and unsatisfactory teaching need to be read in light of the fact that the school has six newly qualified teachers this year. This is a higher than usual proportion of the teaching force – over a third of class teachers are just half way through their first year of teaching. There is also one unqualified teacher. Compared to many London schools, the school has done well to engage a full complement of permanent teachers.
15. The basic skills of reading, writing and number are taught well to the children in the Nursery and Reception classes. Although many of these children start school learning English as an additional language, the good teaching they receive helps them learn fast, so that most reach at least the expected standards in personal, social and emotional development, in communication, language and literacy and in mathematical development by the end of their time in Reception. In their knowledge and understanding of the world, their physical development and creative development, the children also learn well in response to good teaching, and reach at least the expected standard for their age. In the rest of the school, these skills are taught satisfactorily on the whole; teachers make appropriate use of national guidance on teaching literacy and numeracy. Most pupils make satisfactory progress in their learning as a result of sound teaching, but few exceed expected levels for their age, even those who are more capable. The failure to get these pupils to the higher levels of achievement in English and mathematics holds down standards overall.
16. In Years 1 to 6 the teaching of the other subjects is also satisfactory overall. There are weaknesses in teachers' subject knowledge in religious education, art and music, which limit the effectiveness of their teaching. In science, although the quality of teaching is satisfactory overall, there are weaknesses that mean that pupils do not learn as much as they should and so standards are too low. The chief weakness in the teaching of science lies in the fact that pupils are not given enough opportunities to investigate and find things out for themselves. Although they learn a lot of scientific facts, their understanding is limited, so that they do not reach expected levels by Year 2 and Year 6, when they take national assessments and tests.

17. The teaching meets the needs of most pupils satisfactorily. Those who have special educational needs are suitably supported in lessons by class teachers and support staff and some are withdrawn from classes at times for specialist help. The support staff working with pupils who have Statements of Special Educational Needs work effectively to help these pupils have full access to the whole curriculum and make sound progress. The work with pupils who have special educational needs is appropriately guided by their individual education plans which clearly set out appropriate targets for them to meet.
18. Staff are good at meeting the needs of both boys and girls equally well, so that no significant differences in their learning or attainment could be detected during the inspection and there are few revealed by the analysis of their national test results in Years 2 and 6. Similarly, teachers meet the needs of pupils from the various ethnic groups equally well and there are no significant differences between how well they learn and achieve. The school has carried out some good checks on how the attainment of different groups compares.
19. A weakness of the teaching is that it does not meet well enough the needs of those pupils who are learning English as an additional language. Few pupils are at an early stage of the acquisition of the English language, so that they mostly cope reasonably well in lessons, but with better support they could do better, so that standards could be higher. Their support is poorly organised and co-ordinated. Many spend far too much time withdrawn individually or in small groups from their classes. Class teachers are not sure how best to help them when they are in class and they get little support in doing so. As a result, these pupils do not learn as much as they should. The co-ordinator for this work does not keep a careful enough check on what goes on in lessons and how pupils are getting on.
20. Another weakness is that teachers in Years 1 to 6 do not expect enough of the most able pupils, so that they do not develop their skills, knowledge and understanding as well as they might. This holds down standards overall. There were many examples of this during the inspection and it is seen also when the books of pupils of different ability levels are examined. The most able pupils too often do just the same work as the rest of the class, although they may complete more of an exercise and present it more neatly. They are not often enough challenged to take their learning further. Examples of this under-expectation were seen, for example, in a Year 2 mathematics lesson on three-dimensional shapes, where the most able did the same task as the average pupils and those who find learning more difficult, so that their potential to go further and gain a more advanced understanding was not tapped. A similar lack of challenge for the most able was noted in a Year 6 English lesson on present and past tense, where they could have benefited from opportunities to write their own passages incorporating the language features being studied.
21. The marking of pupils' work is inconsistent in quality and quantity. In some classes, for example in one of the Year 2 classes, too little work is corrected. Although most work is marked in most classes, teachers do not consistently give pupils good advice

on what they need to do to improve their work. They too often restrict their comments to congratulatory remarks, such as *great, well done* and so on, which may be encouraging, but do not show pupils how and where they could improve.

22. Too often, teachers miss opportunities to help pupils understand and remember what they have learned. Although some time is used at the end of lessons to discuss and sum up what has been done and learned, teachers often rush this part of the lesson, having run out of time. This means that learning is not consolidated for pupils and much of it is 'lost' as they move on to new activities, or go out to play or dinner.

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

23. At the time of the previous inspection there were many concerns about the school's curriculum and planning. Things have got much better. The quality and range of learning opportunities in the Nursery and Reception classes are good. Detailed half-termly planning ensures that the curriculum is securely based on the nationally recommended six areas of learning for pre-school and Reception children. This includes new planning for learning outdoors, a recent addition to the curriculum. Weekly planning carefully identifies the children's learning needs and sets out how these will be met.
24. Overall, the curriculum for pupils in Years 1 to 6 is now satisfactorily broad and balanced. Planning for the whole curriculum has been revised to improve the quality of provision and there is now a good range of learning opportunities. The National Literacy and Numeracy Strategies are fully in place and are being used effectively. There are policies in place for all subjects which give teachers adequate guidance about how a subject should be taught. The school has adopted nationally agreed guidelines for all National Curriculum subjects and these have been used to produce schemes of work. The use of these schemes has not yet been reviewed and there are weaknesses in the provision for science, art and music. In science there are insufficient planned opportunities for pupils to carry out investigational work in order to develop skills as well as knowledge. There has been a good improvement in the provision for ICT since the previous inspection, although there are not enough opportunities to use ICT to enrich learning in the other subjects. Termly and weekly plans have a good common format and teachers plan together in year groups so that same age classes should have the same experiences. However, work is not always planned to meet the needs of all pupils. In many lessons, the work planned for the most able pupils asks too little of them. The needs of pupils learning English as an additional language are also not well enough met. As a result they do not achieve as well as they might. Homework is used satisfactorily throughout the school to build on what is learned in class.
25. There is good provision for personal, social and health education. A detailed scheme of work enables lessons to be planned which allow pupils, for example, to explore feelings and relationships. They have opportunities to discuss moral issues such as the need for rules in school. Pupils are taught from an early age about healthy eating and care of the body, including the dangers of the mis-use of drugs. Older pupils receive satisfactory sex education in line with the school's policy. The school's very positive and inclusive atmosphere reflects the good provision for personal and social development.

26. A good range of activities is provided outside lessons to enrich the curriculum. Since the previous inspection clubs for younger pupils have been introduced. At present there are after school clubs for art, French, rugby, soccer, singing, recorder as well as music tuition provided by the Southwark Music team. Clubs are open to all pupils and both girls and boys participate in rugby and soccer. The rugby club is particularly strong, with staff giving time at weekends to take pupils to matches.
27. The local and wider community make a good contribution to the pupils' learning and to their personal development. There are links with local religious groups and the most recent visitor to lead an assembly came from the Salvation Army. Good use is made of the locality in the teaching of geography, especially for younger pupils. Visits are made regularly to museums to consolidate topics in history. Year 2 pupils have just visited the Museum of London to learn about the Great Fire of London. Last term Year 1 pupils took their teddies to hospital to visit the doctor as part of a 'Healthier Schools' Partnership. Older pupils regularly take part in a junior citizenship scheme run by the local police.
28. Satisfactory links are maintained with local schools. Visits are made to local high schools and teachers from these schools come to talk to Year 6 pupils. This ensures that pupils are suitably prepared for the transition to secondary school. Students from local colleges and universities are welcomed as part of their work experience.
29. Pupils with special educational needs have good equality of access to all areas of the curriculum, including extra-curricular activities. In conjunction with the special educational needs co-ordinator, teachers write clear and precise individual education plans, which contain appropriate and attainable targets. Good planning and effective use of resources enable pupils to work successfully towards their identified targets.
30. The school's curriculum is enriched by the good provision overall for the pupils' spiritual, moral, social and cultural development and this is a strength of the school. Spiritual development has improved since the previous inspection, particularly within acts of collective worship, and it is now satisfactory.
31. Acts of collective worship are used to help pupils to develop their own beliefs and start to understand some of the beliefs and values of others, within a mainly Christian framework. For example, in an assembly for younger pupils the parable told by Jesus of *The Feeding of the Five Thousand* was used well to develop the idea of Jesus as a special person, caring for others, as well as encouraging pupils to think about their own actions in relation to other people. Prayers and a short period of reflection encourage pupils to consider their own beliefs. Acts of collective worship are also used to promote pupils' knowledge, awareness and respect for different religions and visitors from faith groups are regularly invited to talk about their beliefs. A recent visitor was from the Jewish faith. There are some planned opportunities in class to help pupils develop a sense of wonder at the beauty and fragility of the world around them. For example, pupils in Year 1 began to realise the physical dependency and vulnerability of new life after a parent showed them how she cared for her baby.
32. The provision for pupils' moral development is good. The school has worked hard to improve this provision since the previous inspection and now promotes a strong moral code. A discipline policy is in place and all staff enforce it consistently. There are clear expectations of what is acceptable and unacceptable behaviour and pupils are taught the difference between right and wrong. Pupils are well aware of the school rules, which are displayed in all classrooms. For example, an older child who had misbehaved at lunchtime was taken to the headteacher to explain his actions. He

fully realised that he had broken the school rules and knew the sanctions and accepted them. Pupils are very clear about what they should do in cases of bullying or racism and incidents are recorded and monitored. Assemblies often have a clear moral focus and good behaviour is rewarded in weekly achievement assemblies.

33. The social development of pupils has improved since the last inspection and is now good. It is enhanced by the good relationships between staff and pupils. Collective worship is used to promote a sense of community and the development of social skills feature strongly in chosen themes. In an assembly for older pupils the story of the Sikh leader Guru Nanak's visit to a foreign city encouraged pupils to think about how we should accept and show respect for people who may seem different. Another assembly used the story of a deaf boy and his dog to develop an understanding of the importance of trust. Personal and social development lessons are also effective in helping to develop social skills. In a Year 4 lesson a good discussion about occasional problems, such as pupils' pushing when waiting in line, led in turn to sensible suggestions as to how to develop more harmonious relationships. There are opportunities in class for pupils to work together and learn to co-operate. In the Nursery and Reception classes staff are skilled at developing these skills informally. For example, in the Nursery the support assistant used praise very effectively when children shared the 'stickle bricks' fairly to make robots. Pupils in all classes undertake tasks that promote the smooth running of the school and develop responsibility. Year 6 pupils are very conscientious and effective in preparing the hall for assemblies and performing other duties around the school. Pupils are encouraged to think of those less fortunate than themselves and they regularly raise money for various charities.
34. The school celebrates its ethnically diverse population and uses it well to enhance the cultural awareness of all pupils. Together with the use made of the richness of cultural life in London, this results in very good provision. Resources are well chosen to enhance the knowledge and understanding of many cultures. For example, Year 2 pupils have been reading stories from Africa. Important religious festivals of the major faiths are celebrated each year in assemblies. A Jewish parent and a member of the Zoroastrian community talked about their way of life in assemblies. Last term a visit from the Nubian Eye Theatre during *Black History Month* started a project in Year 5 to develop an understanding of the importance of Black people in history. Pupils study the work of well-known artists such as Renoir and van Gogh. Over recent years some pupils have worked with a sculptor, a potter and a mosaic artist to create pieces of art which are now displayed in school and which enrich the environment. Pupils listen to music from different cultures and in different styles. A brass ensemble last term demonstrated to versatility of the instruments. There are regular visits from theatre groups for pupils of all ages. Recent groups have performed *Macbeth* for Year 6 pupils and some of Aesop's fables for the whole school. Teachers make good use of cultural facilities in London and arrange regular visits, particularly to theatres and museums.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school looks after its pupils well. Staff are extremely committed to the care and support of all the pupils under their supervision. There are secure procedures for child protection and staff are kept well-informed about any child protection issues. The head teacher is the member of staff with overall responsibility for child protection and she has undertaken appropriate training. The school draws upon the support of appropriate outside agencies as necessary.

36. The school is generally effective in ensuring the health and safety of pupils. However, a small number of minor health and safety issues were brought to the attention of the headteacher during the inspection. The school was already aware of some of these and quickly took steps to remedy them. There are fire drills at regular intervals and appropriate records of these are kept. There is a good number of suitably qualified first-aiders on the staff.
37. Attendance and punctuality are carefully recorded by staff and monitored by the home/school liaison officer, who follows up on any absences appropriately by making contact with families. There is also a weekly check on attendance by the visiting education welfare officer.
38. There are good procedures for checking on pupils' behaviour and dealing with any unsatisfactory behaviour. There are appropriate rules and guidance on how to behave, which pupils know and understand. There are also suitable effective sanctions for use in the case of any poor behaviour.
39. Teachers know their pupils well and keep a close but informal watch on their personal development as they move up through the school. They bring any concerns to the attention of the headteacher and inform and involve parents and carers as appropriate.
40. Procedures for the assessment of pupils' attainment and progress are good. This is a significant improvement since the last inspection. The school has a clear and comprehensive assessment policy in place which is reviewed regularly. Apart from the statutory National Curriculum tests at the end of Years 2 and 6, formal tests are also taken by the pupils in Years 3, 4 and 5. Pupils' progress in English and mathematics is tracked additionally through termly assessments. Results are analysed by age, gender and ethnicity and also take into account those pupils for whom English is an additional language. This system identifies strengths and areas for development on a regular basis, and helps teachers to plan for the next stage of learning. As a result, individual and group targets are set, but these are not challenging enough for the most able pupils, who could do better. Teachers keep up-to-date overview assessment profiles for all pupils, which are referred to regularly when assessing how well set targets are being met. In line with school policy assessment opportunities are included in teachers' term planning for all subjects. Extensive work has been undertaken by the school to raise staff awareness of assessment and the information from test results is now being used to much better effect to plan future work for pupils than at the time of the last inspection. Books and assessment folders are monitored by subject co-ordinators and the headteacher on a termly basis. In addition, the overall satisfactory quality of questioning and intervention in lessons helps teachers to evaluate the levels of pupils' understanding on a daily basis. The quality of teaching and learning is also monitored regularly by the subject leaders and headteacher with oral and written feedback, which includes strengths and areas for development. The marking of pupils' work is of a variable quality. Overall, it does not give pupils enough clear advice on what they need to do to improve. While pupils with special educational needs are identified early and teaching adjusted suitably, the identification of more able pupils and their learning needs is less efficient. The school takes good care to see that the progress of those pupils who have Statements of Special Educational needs is appropriately checked and recorded at regular intervals.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. At the time of the previous inspection there were some serious concerns about the school's partnership and communication with parents. The situation is now greatly improved, with parents having a positive opinion of the school. Analysis of parents' and carers' responses to the questionnaire sent out before the inspection and their comments at the pre-inspection parents' meeting reflect a generally positive opinion of the school. The school now has good links with parents and it keeps them well supplied with a wide range of mainly good quality information, particularly about pupils' progress. The impact of parents' involvement in the work and life of the school is generally satisfactory.
42. Regular newsletters contain valuable information about various aspects of school life, detailing the various events, social and educational, which are going on. However, they are rather long and not particularly attractive to look at. The suitably detailed termly topic information helps parents to know how they can help their children at home. Annual reports to parents are satisfactory. They include sufficient detail to enable parents to clearly understand what their children know and can do and what they need to do to improve. There are meetings between parents and teachers each term, at which teachers report on pupils' progress.
43. The school does recognise the value of parental involvement in school and it strives to develop this through by regular reminders and invitations to parents and carers to come into school and help. For example, there is an open invitation to parents to call in and hear children read. The school strongly believes in the value of promoting parents' understanding of teaching and learning in today's primary school. At present only a few parents and carers help in school, despite the school's encouragement to do so. There is an active *Friends Association*, which raises valuable additional funds for the school.
44. Parents are very pleased with the *open door* policy. They feel comfortable in meeting staff and being able to talk to them about any concerns they may have.
45. There are appropriate opportunities for the parents of pupils with special educational needs to be kept up to date about their progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. Since the last inspection the governing body has appointed a permanent headteacher and deputy headteacher and this has brought more stability to the school. The leadership and management provided by the headteacher are satisfactory overall, although there are weaknesses. She is given sound support by the deputy head. Other members of the senior management team make a strong and positive contribution to leading and managing the school. However, there are weaknesses in the leadership and management of religious education, art and music which mean that standards are not as high as they should be. The headteacher has successfully overseen the steady improvement of the school since the last inspection. She shares with the senior management team a clear and appropriate commitment to the continuing development and improvement of the school. Her vision for the school centres on the development of a harmonious learning community in which pupils are confident and able to try their hardest and achieve their full potential. However, the role of the governing body will have to improve if the school is to successfully meet the challenges facing it in the next few years and effectively implement its post-inspection action plan. At present, although they are interested in the school and supportive, governors play too little part in planning for school improvement and shaping the school's educational direction. The annual school development plan is

put together by the headteacher following a good process of consultation with the whole staff. The senior management team plays an important role in this process and the services of an external consultant are also helpfully employed. The governing body's contribution to school development planning is too slight.

47. Although the current school development plan identifies correctly many appropriate priorities for school improvement, it does not sharply enough focus on the main issues or define closely enough their order of priority. It does not help the school and the governing body to concentrate their energies effectively on a manageable number of key targets.
48. Since the last inspection there has been good improvement in the steps taken to check on the quality of teaching. Not only the headteacher but also the senior management team carry out a programme of visiting lessons to monitor and evaluate what goes on. This is an important step in the right direction and it has changed for the better the culture of the school, so that teachers now accept and even welcome senior colleagues checking on their teaching and giving them advice. However, this process is not fully effective. At present, the evaluations of teaching are not sharp enough to enable teachers to know what they need to do to improve their teaching. Although it is important to identify what teachers do well and encourage them with praise, it is also necessary to point out clearly what does not work so well and suggest what might be done about it. Because there is too little good quality teaching there is an urgent need to increase the level and improve the usefulness of the systematic monitoring and evaluation of the quality of teaching.
49. There have been good developments since the last inspection in the school's analysis of its results. Care is taken to check on how the different groups of pupils are getting on. Test and assessment results are carefully analysed according to gender, ethnicity and first language. But the school does not make enough use of this information to identify and meet the learning needs of those pupils who are learning English as an additional language.
50. The provision for pupils with special educational needs is managed satisfactorily, with good liaison between the special educational needs co-ordinator, special needs teacher, class teachers and learning support assistants. Identification, support and monitoring procedures by the co-ordinator are organised satisfactorily. Detailed records which evaluate and record pupils' learning are available to all teachers and classroom assistants. Support for pupils is appropriately provided both within class and by withdrawal to a designated special educational needs room.

The management of the provision for pupils learning English as an additional language is unsatisfactory. There are no systematic checks on the quality of teaching and the records kept of how pupils are getting on lack detail and precision. The identification of their learning needs is unsatisfactory.

51. The school takes good care to secure value for money in obtaining goods and services. It is increasingly comparing its performance with that of other schools nationally and with schools working in similar circumstances, to help its understanding of how well it is doing. Spending is appropriately focused on the priorities identified in the school's improvement plan. Very good use is made of additional funds allocated to the school under the Southwark Regeneration Budget, for instance to improve attendance and punctuality and to develop a parents' room. However, there is a significant weakness in the use which the school makes of its funding. Although the funds allocated for the education of pupils who have special educational needs are appropriately used, to support their learning and improve their performance, the money allocated for the education of pupils who are learning English as an additional language is not used effectively enough to support their achievement.
52. There are sufficient appropriately qualified teachers and support staff to meet the needs of the curriculum across the school's full age range. Support staff are deployed well to ensure the needs of the pupils are met and daily routines run smoothly. Staff have appropriate job descriptions setting out clearly their particular roles and responsibilities. Induction arrangements for new staff are good, as is the support provided for newly qualified teachers, of which the school currently has a significant number. The school has established a comprehensive and effective system for performance management.
53. The accommodation is satisfactory. The ICT suite provides a good base for teaching and learning. The library is well stocked and provides an appropriate environment for independent learning and research. Externally, the building is less satisfactory than it is inside, although the school has made the most of what is available. The play areas are limited in size for the number of pupils. The school sensibly splits break times into two periods – one for older and another for younger pupils. In a good new initiative, pupils are being trained by play leaders in leading appropriate games and activities at playtimes.
54. The school has adequate resources to teach the curriculum and in several subjects they are good. The information technology suite is well used by classes. However, computers are insufficiently used in classrooms to support learning in a range of subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve the quality of education offered and raise standards, the governing body, headteacher and staff should now:

- improve the involvement of the governing body in identifying priorities and planning for school improvement, by increasing governors' monitoring of the work of the school and so developing their understanding of its strengths and weaknesses; (Paragraph 46)
- raise standards in science, art, music and religious education by increasing pupils' opportunities for independent and investigative work, providing more challenge for the most able and improving teachers' subject knowledge; (Paragraphs 16, 20, 46, 94, 103, 128, 143)
- increase the proportion of good quality teaching by putting in place a more rigorous programme for checking on teaching, in particular to see that enough is expected of the most able and the needs of those learning English as an additional language are fully met; (Paragraphs 14, 48)
- improve the provision for pupils learning English as an additional language by assessing their learning needs more carefully, keeping better records of their progress and checking on and improving the quality of the teaching they receive; (Paragraphs 19, 50, 49, 95)
- give pupils more opportunities to use their ICT skills to support their learning in the other subjects. (Paragraph 126)

The school should also plan to address the following minor weakness:

- improve marking so that it gives pupils more advice on what to do to improve their work. (Paragraph 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	29	43	4	1	0
Percentage	0	13	33	49	5	1	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 one percentage point

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)	41	408
Number of full-time pupils eligible for free school meals	-	115

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	3	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	100

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

%

Unauthorised absence

%

School data	2.5
National comparative data	5.6

School data	2.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	32	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	23
	Girls	29	31	29
	Total	51	53	52
Percentage of pupils at NC level 2 or above	School	88 (93)	91 (93)	90 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	30	29	30
	Total	52	52	53
Percentage of pupils at NC level 2 or above	School	90 (95)	90 (98)	91 (88)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	31	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	17
	Girls	23	20	26
	Total	35	32	43
Percentage of pupils at NC level 4 or above	School	69 (86)	63 (75)	84 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	14
	Girls	25	23	25
	Total	38	38	39
Percentage of pupils at NC level 4 or above	School	76 (76)	76 (80)	76 (76)
	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	60
Black – African heritage	47
Black – other	13
Indian	5
Pakistani	3
Bangladeshi	15
Chinese	7
White	156
Any other minority ethnic group	22

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	12	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	24.2
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	400

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13

Total number of education support staff	2
Total aggregate hours worked per week	45

Number of pupils per FTE adult	14
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	1260,344
Total expenditure	1348,008
Expenditure per pupil	3,092
Balance brought forward from previous year	106,180
Balance carried forward to next year	185,160

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	408
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	4	0	0
My child is making good progress in school.	55	35	5	1	3
Behaviour in the school is good.	51	38	9	1	0
My child gets the right amount of work to do at home.	42	36	7	9	5
The teaching is good.	55	31	8	1	4
I am kept well informed about how my child is getting on.	45	34	19	0	3
I would feel comfortable about approaching the school with questions or a problem.	61	32	5	0	1
The school expects my child to work hard and achieve his or her best.	61	32	3	0	4
The school works closely with parents.	47	32	15	1	4
The school is well led and managed.	46	45	7	3	0
The school is helping my child become mature and responsible.	53	38	4	1	4
The school provides an interesting range of activities outside lessons.	34	32	22	4	8

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Since the last inspection the provision for the early years has been improved and this ensures that all children are making a good start to their formal education. On entry to the Nursery children have a wide range of attainment, with a significant minority having limited language and social skills. By the time they enter the Reception classes, children are generally doing about as well as most children of this age nationally. By the time they leave their Reception class, most children will achieve the early learning goals for all of the six areas of learning and will exceed them in the development of their reading skills. Children achieve well in the Nursery and Reception classes and they make good progress in their learning. There are no differences in the achievement of boys and girls or for those of differing ethnicity. Those children identified as having special educational needs also make good progress.
57. Children join the Nursery when they are three and attend part-time, for a morning or an afternoon session. The curriculum provision is the same for both groups. They enter the Reception class in the September of the year in which they become five. At present there are fifty-nine children in Reception and forty-one attend Nursery sessions. Relationships with parents are good and this helps children to settle in quickly and begin to learn and achieve well. Teachers and nursery nurses forge good, trusting relationships with parents and carers, who receive good information about what their children will learn. Parents are welcomed as partners in the education of their children and books are taken home regularly to share.
58. The Foundation Stage is well led and managed. Detailed planning ensures that the early years curriculum is securely based on the nationally recommended six areas of learning for Nursery and Reception children. Activities are planned jointly around a theme which, this half-term, is toys. Assessments made when children enter the Nursery and the Reception classes are used to plan work that matches the children's learning needs. Thereafter, the achievements and progress of the children are continuously assessed and the information gathered is used well to plan work that challenges and interests children with differing levels of attainment. Weekly planning clearly identifies children's learning needs, enabling staff to focus their work sharply on developing specific skills. Resources are of good quality and they are used well to provide very good learning activities; this contributes to the progress made by the time children leave the Reception classes. The early years classrooms provide bright, attractive and stimulating learning environments, although the Reception classrooms are barely satisfactory in terms of size and suitability for active learning. The outdoor area for Reception children is not satisfactory because they are unable to have daily outdoor sessions to promote physical development. However, good planning has recently been introduced to maximise the use of the secure outdoor areas for learning, particularly in the warmer months when longer sessions can be planned, and this has enriched provision.
59. Teaching is good overall in all areas of learning. It is consistently good or better in the Nursery. There are differences in the quality of teaching between the two Reception classes. In one class teaching is very good. In the other class the newly qualified teacher is very well supported and is developing her teaching skills fast; as a result her teaching is satisfactory overall and sometimes good. A particular strength is the close working relationship which enables teachers to plan and evaluate the children's

work together. Support staff are very well primed for their roles and they work closely with the teachers, involving themselves in assessing what children have learned. Other strengths are the teaching of reading skills, the well chosen activities to promote learning in all areas and the provision for children with special educational needs. These children have well focused independent learning programmes and very good support in class and, consequently, they learn well. There is a good balance between work which the teacher leads and that which children choose for themselves.

Personal, social and emotional development

60. The majority of children enter the Nursery class with average skills in their personal and social development and they make very good progress in this area because of the skilful teaching, good provision and the high expectations of what they can achieve. By the end of the Reception year most children will have achieved personal and social skills expected for their age. In one class almost all children will exceed these goals. The children have positive attitudes to their learning. They enjoy coming to school and form good relationships with the staff. Older children work happily with a good degree of independence and with increasing confidence. Many are able to dress and undress themselves for physical education lessons with little adult support. Routines are generally well established and children know what is expected of them. As a result of this their behaviour is good. Children's concentration in group and class sessions increases as they get older. Many children persevere and stay on task when working independently at a chosen activity. They are able to co-operate when, for example, they play together with construction kits or in the imaginative play areas, although some younger children still prefer solitary play. They help to tidy up at the end of each session. A significant minority of children in one Reception class still have a short attention span and find it difficult to co-operate with each other and take turns.

61. The quality of teaching is good overall. The provision of an ordered routine offers security to these young children. Independence is developed in all classes by allowing children some choice in their activities. Activities without a teacher focus are structured to allow children to learn independently. For example, good water play resources enabled children to consolidate their understanding of capacity and the concepts of *full*, *half-full* and *empty*. Nursery children are expected to have a go at dressing and undressing themselves before they ask for help. Support assistants sit with children in whole class sessions and, when needed, quietly intervene to keep them on task and learning. Social skills are developed well in class and in assemblies. For example, the story of Jesus and *The Feeding of the Five Thousand* was used well to encourage children to think about the importance of sharing. This was reinforced in the Nursery when children were praised for sharing the 'stickle bricks' fairly. Children are taught the difference between right and wrong and are encouraged to think about the impact of their actions on others. Very skilful intervention in Reception made a group of children realise that they had upset a member of their group and think of ways to make her happy again. A whole class discussion in the other Reception class was less effective because the teacher failed to make use of their knowledge of school rules to develop their understanding of the impact on each other if rules were broken.

Communication, language and literacy

62. Children make good progress in this area and will achieve expected levels of skill by the time they are ready to start in Year 1. They are making a particularly good start in early reading and in this almost all children will exceed expected levels. Speaking and listening skills are developing well. Nursery and Reception children are learning a wide range of action rhymes and enjoy performing them. Children have opportunities to share their news and to talk about their experiences. Most interact well with each other and are beginning to take turns in conversation and listen to others. By the time they are in the Reception classes, there is still a wide range in the confidence with which children speak. However, many are confident and articulate speakers and are developing a wide vocabulary.
63. In the Nursery pupils listen to stories with increasing concentration and sit attentively for an appropriate length of time. Some pupils choose to 'read' books and know how to handle them correctly. They can tell a story to others using familiar story language. They recognise their own name by handling their name cards daily at registration time. There are some structured activities where children begin to learn the names and sounds of letters. This good practice is carried through to Reception where elements of the National Literacy Strategy are appropriately introduced. Children enjoy listening to stories and join in the reading of the big book together, and all are beginning to recognise words and phrases. They like to discuss the story and what might happen. All children are beginning to read simple early reading books by themselves and are building up a useful sight vocabulary of known words. Average and more able children attempt to make sense of unknown words using picture clues and initial sounds and some of them, with support, are beginning to use letter sounds to build up simple words.
64. Children in the Nursery are developing a good understanding of the purpose of writing.
65. They are encouraged to make marks and 'write' for themselves. At least a third of Nursery children can write their own names correctly and others make good attempts. In Reception all but the least able are beginning to write simple sentences independently and use strategies to sound out unfamiliar words to help them to spell. For example, one child wrote independently, *I md a rbt* [robot]. Even the least capable are willing to have a go at writing independently, incorporating known letters and words in their mark making.
66. The quality of teaching is good overall, enabling children to make good progress. There are well planned opportunities to develop speaking and listening skills. For example, Nursery children were encouraged to speak in sentences when expressing their ideas about the importance of sharing. The use of words such as *forwards* and *backwards* was emphasised by the teacher when Reception children explained how remote control cars work. However, there could be more staff interaction in role-play areas to encourage conversation. The basic skills of reading are very well taught and this enables children to achieve well. Children are introduced to a wide range of books. When reading Big Books staff point to words as they read and emphasise that words carry meaning. Letter sounds are being taught and this is reinforced in activities such as matching objects to their initial sounds and developing lists of rhyming words. Higher attaining children in Reception are beginning to be taught to sound out simple words. In a very good shared reading lesson the children, with teacher support, consolidated their recognition of key words from a well-known story by putting a group of sentences back in order so that they made sense. Reception children have regular group reading sessions with the teacher and this has a good

impact on standards. Their learning is enhanced further by taking home reading and storybooks daily to share with parents. Writing activities are well chosen to fit in with current topics and this makes them relevant to the children. Children and teacher often decide what to write together, with the teacher acting as scribe. For example, after writing instructions to program a robot together, pupils were motivated to write their own instructions. Activities without a teacher focus are less well structured to develop writing and few children were seen to write when playing in the Toy Shop role-play area. Free choice opportunities are always available for writing, however more children could be encouraged to write independently by giving more focused stimuli and by providing a bank of known words which they can use.

Mathematical development

67. As a result of good teaching, all children in Reception are making good progress towards the early learning goals and almost all will reach them by the end of the year. Children enjoy singing number rhymes and using their fingers to count. Nursery children are beginning to recite numbers to ten and higher and are learning to count objects in formal and informal situations. Some children match the correct number of objects to the numerals '1' to '5'. In Reception children count to 20 and beyond. The most able children understand the idea of one more and one less and are usually correct with numbers to twenty. Most children count reliably up to 10 objects. Formal work on addition has not yet begun but some children are beginning to relate addition to combining two groups of objects. A few are consistently correct when adding objects to 10 and can do this mentally. Through well chosen practical activities children show a good understanding of 'full' and 'empty' and most understand the idea of 'half full.' Their understanding of 'heavier' and 'lighter' is developing. Most can print a one-to-one repeating pattern using different colours. All children know the names of some two and three-dimensional shapes.
68. The teaching of mathematics is good overall and children achieve well. A good range of learning activities is provided to extend their understanding of different mathematical ideas. Often, independent activities are used to reinforce what has been learned. For example, a lesson on capacity was followed on subsequent days by activities in the water tray to compare the capacities of different containers. Number songs and rhymes are used frequently and well to reinforce the learning of numbers as well as early addition and subtraction. The National Numeracy Strategy has been successfully introduced in Reception and it is used to plan appropriately. Teachers carry out day-to-day assessments effectively and they are good at using the information gathered to plan learning activities that match the different needs of the children. Occasionally, there is some mismatch. For example, some of the less capable children in a Reception class were set tasks involving counting up to 20 objects, although they were not confident with numbers to ten.

Knowledge and understanding of the world

69. Children are developing a satisfactory understanding of the world around them and standards are as expected by the end of their time in Reception. Their natural curiosity is nurtured by effective teaching which gives opportunities for the children to explore the natural and made environment. Nursery children are learning how to look after their class goldfish and older children know how to care for pet rabbits. In Reception they extended their knowledge of materials when looking closely at toy animals, using words such as *plastic*, *wood*, *hard* and *furry* to describe them. In both year groups children have chosen from a range of recycled materials to construct robot models. Children enjoy using large and small construction toys and can build

recognisable structures and vehicles. Most are able to cut out and stick shapes independently. Children use computers regularly. They know how to click and drag shapes across the screen to 'dress teddy' and they know how to use a paint and draw program.

70. Provision for the development of children's knowledge and understanding of the world is good and ensures that children with diverse learning needs are provided with a wide and challenging range of learning opportunities. There is a good balance of play and more formal learning. Staff interact well with children in informal situations and extend their knowledge and understanding by skilful questioning. For example, children's paintings of toy vehicles were improved because the support assistant encouraged them to look closely at the vehicles and talk about the different parts. A directed activity enabled children to experiment with remote control cars and then consolidate their learning by explaining how they worked. A *Celebrations and Festival* topic last term gave children an awareness of different cultures.

Physical development

71. All children are on course to reach the standards expected for this area of learning by the time they are ready to start in Year 1. They have regular physical education lessons, including the use of gymnastic apparatus. In movement lessons children of all ages move with the control, balance and confidence expected for their age. Reception children show a good awareness of space as they perform their robotic movements. In the outdoor area children in the Nursery have appropriate control and balance when using the climbing frames and when manoeuvring the tricycles and scooters between the equipment, despite the sloping surface. Finer physical skills are developing appropriately. Children show good skills as they use play dough to roll out and cut shapes. Most use the computer mouse confidently and competently, showing good hand-eye co-ordination when manipulating the mouse to put the three bears into bed. Older children show increasing dexterity as they work with pencils, crayons and paint brushes but some still need to develop their skills with scissors.
72. Provision overall is good. Teaching in both movement lessons seen was very good. Well-chosen music and the enthusiasm of staff encourage children to join in. Staff demonstrate skills well and this helps children to improve their performance. Class management is good and children listen and behave well. This has a positive effect on their learning. The outdoor area has appropriate equipment to provide challenge for all ages, although the Reception children's access to outdoor play is restricted so that they are not able to play outdoors every day. Activities in the classroom are well chosen to develop fine physical skills, for example, finger painting to practice number formation. Children are taught to hold and use pencils, paintbrushes and scissors correctly.

Creative development

73. Children make good progress in this area and almost all will achieve the standards expected nationally by the time they enter Year 1. They are learning to express their feelings through exploring a range of media and materials, music and movement and imaginative play. Children paint imaginatively, experimenting with different types of brushes and choosing their own colours. They explore a variety of materials to make collages. They have used clay to make animal face tiles. The 'Toy Shops' are used regularly, although some children need support to develop their imaginative play. Children sing often, they listen to music and play musical instruments. Both Nursery and Reception children sing nursery rhymes and other songs with real enthusiasm. In a lesson where teaching and learning were very good, Reception children listened to recorded 'robot' music and then chose from a variety of percussion instruments to create similar sounds. Many could suggest simple notation symbols and one child was able to orchestrate the piece, pointing to the symbols when instruments had to be played. In movement lessons many children were able to interpret the music well and create 'robotic' movements.
74. The teaching of creative development is good. A wide range of stimulating activities is provided to help children learn whilst they explore and create. Role-play areas are set up for each topic and staff structure them well, although more adult interaction would help to develop imaginative play.
75. Where teaching was very good, such as in a music lesson, the children were fully involved in their learning. They listened well to the music and this enabled them to choose instruments appropriately. Children were offered a good challenge to compose and appraise their own music and they responded well to this. Very positive relationships gave children the confidence to offer their ideas without fear of failure. As a result they made very good progress in their understanding of composition.

ENGLISH

76. Overall, pupils' achievement in English is satisfactory, with a particular strength in reading. The inspection finds that standards in reading are above the national average by the end of Year 2 and in speaking, listening and writing they are average. By the end of Year 6 standards in all aspects are similar to the national average. Since the time of the last inspection in 1997 national test results have generally been average or above average until 2001, when they dipped sharply at the end of Year 6, to below the national average. During this period there has been no significant difference in the performance of boys and girls or pupils from different ethnic or cultural backgrounds. Factors contributing to the decline in the 2001 tests for 11 year olds were the unsatisfactory quality of teaching in one Year 5 class (now rectified) and a higher than usual proportion of pupils with special educational needs in that year group. This was compounded further by the fact that many of the most able pupils left to go to independent schools, especially in Years 5 and 6. Although standards were below the national average in 2001 at the age of 11, they were nonetheless in line with those found in similar schools.

Speaking and Listening

77. Pupils start in Year 1 with skills in communication, language and literacy which are about average for their age overall, although they do better than average in reading. Most pupils continue to develop as confident communicators as they get older. By Year 2, for example, the most able pupils demonstrate good listening skills when responding quickly to teachers' questions about rhyming words in a text, such as *The Engine Driver*. Average and lower-attaining pupils explain their work satisfactorily, give reasons for issues such as school rules, and describe a favourite character. There is less evidence of pupils telling their own stories or acting out the characters in the text. They read aloud in assemblies while others listen, which increases confidence and self-esteem.
78. By Year 6 standards of speaking and listening are satisfactory overall. The majority of pupils are attentive and eager to contribute to classroom discussion. This is encouraged, especially at the beginning and end of lessons. Many pupils are articulate and will venture opinions about the text which they are studying. Such an example was noted in a Year 4 lesson on the use of figurative language and metaphors for story-writing. However, there are fewer opportunities for independent discussion and formal debate. In some classes pupils' listening skills are not so finely tuned. They are usually eager to contribute their ideas but the rule about signalling their intention to speak is not always firmly established and pupils do not listen consistently well to each other. Opportunities for pupils learning English as an additional language to practise and develop their speaking and listening skills are unsatisfactory.

Reading

79. Reading is promoted strongly within the school. All pupils are supported particularly well by a high quality system for encouraging reading at home. By the end of Year 2 pupils have more advanced skills than most pupils of this age. They read a selection of literature, express their opinions about stories which they have read and use a range of strategies when reading, such as knowledge of letter sounds, prediction and the context of the story to establish meaning. Most pupils are enthusiastic about books and enjoy reading simple narratives such as *Little Red Hen*, *Six Dinner Sid* or *The Enormous Crocodile*. In lessons they show curiosity about features of non-fiction text such as a glossary, and the most able are keen to explore the meaning of words such as *snowstorm* with their teacher.
80. By Year 6 the majority of pupils read fluently, using expression which reflects the meaning of the text. Most use their knowledge of letter sounds and blends well to tackle unfamiliar words, as observed while listening to a Year 5 pupil reading *The Old Vase*. Whilst the most able use the context of the story to help them figure out unfamiliar words, the less able find this more difficult, as witnessed during a Year 4 reading session. Most pupils routinely locate information books in the library with ease. During many lessons they used a thesaurus and dictionary well to enhance their vocabulary skills. Most pupils in the junior department understand how increasing vocabulary adds to one's enjoyment of reading and writing. For example, Year 6 pupils, having read Robert Frost's poem *Stopping By Woods on a Snowy Evening*, wrote their own poems containing lines such as *cold dripping down my chin, chills ran down my spine*. They read a range of literature that includes modern poets, for example Robert Nash, Roger McGough, female poets such as Dorothy Brund and poems from other cultures, for instance Grove Nichol's *Wha Me Mudder Do*. Many of the most able pupils select challenging books, including such classics as *Macbeth*,

Oliver Twist and *Lord of the Rings*. All pupils benefit from group reading sessions and many discuss plot and characterisation fluently as, for example, a Year 6 pupil did when expressing her enjoyment of Agatha Christie's *Murder on the Orient Express*.

Writing

81. By the end of Year 2 pupils are beginning to write in a number of different forms, such as recipes for menus, lists of clothes they wear and accounts of stories and poems. Year 1 pupils write simple stories re-telling features of *Mog* and *The Vee Ee Tee*. They are beginning to construct simple sentences using appropriate grammar, vocabulary and correct spelling to express likes and dislikes, such as *I like to play with my horse*. Pupils in Year 2 use imaginative vocabulary while reviewing the book *The Enormous Crocodile*. The focused and systematic teaching of literacy is evident in examples of extended writing, for instance in history and religious education. Spelling skills are developed progressively. Although pupils' writing is usually neat and formed well, few consistently use joined script in their everyday work. By the time they at the end of Year 2, punctuation is becoming more accurate and words are often chosen carefully, especially by the most able pupils, as witnessed in a Year 2 lesson using rhyming words in poems.
82. By Year 6 most pupils write for a range of purposes, for example play scripts, instructions, reports, biographies and book reviews, as well as creative and descriptive writing. Pupils in Years 3 and 4 understand the use of tenses, adjectives, metaphors and similes. The skills of dialogue and paragraphing are developed steadily in Years 5 and 6. Pupils have opportunities to improve their work by drafting, editing, proof-reading and then presenting the final form. The quality of creative and extended writing is improving and for many pupils reflects a good depth of reading experience. This was especially noticeable when reading some Year 6 work which referred to passages in *Macbeth* when they wrote their own spells, for example, *maggots hiding in yellow skulls*, and in story plots drawing on features from texts including L M Montgomery's *Anne's House of Dreams*. In Year 5 pupils, studying the text of *Why Birds Sing in the Morning* in relation to myths and legends, learn about personification and begin to use these features. Such interpretations and their own subsequent written work reinforce in pupils the importance of language as a means of communication. In the same year group, writing based on *Goldilocks and the Three Bears* includes colourful analyses of characters and sensitive and thoughtful writing from another person's viewpoint. Pupils learn to spell many appropriate words correctly and many have developed legible hand-writing in a cursive, flowing style, using ink.
83. Literacy is promoted satisfactorily through the use of the National Literacy Strategy. In all classes pupils' literacy skills are being improved through other subjects, for example, the importance of listening and carrying out instructions in physical education, in writing up science investigations accurately, and reading and acting out Biblical scenes for assemblies.
84. Teaching is satisfactory overall, promoting satisfactory learning. An important weakness of the teaching is that not enough is expected of the most able, so that they do not learn as well as they could. Teachers generally make the most of spontaneous opportunities to develop language from pupils' own interest. For example, in a Year 5 lesson pupils writing their own versions of myths and legends were given the opportunity to identify and attribute pronouns and powerful verbs and adverbs to a variety of their own experiences. Teachers introduce pupils to a wide range of writing systematically. Appropriate strategies for reading are promoted.

They choose suitable texts to emphasise aspects of literacy, as in a Year 4 class when the text of *The Enchanted Forest* was used to illustrate descriptive and figurative narrative. Where teaching is at its best, lessons are planned well, pace is good and expectations high. Instructions are clear and questions are used effectively to revise pupils' previous learning and to challenge their thinking about the new topic. This was well illustrated in both Year 4 classes in their study of the use of adjectival phrases and in a Year 5 lesson on the features of myths, fables and legends. Teachers' close co-operation with learning support assistants prepares them very well to know how to support pupils in lessons. This has a positive impact on the quality of learning in all classes and particularly for pupils with special educational needs. Good examples were noted in Year 1 and in a Year 6 lesson about the importance of story openings. Assessment opportunities are often taken at the end of lessons to reinforce key learning points. The quality of marking varies. At best it is positive, evaluative, and sets clear targets and suggestions to help pupils to improve.

85. The subject is led and managed well. The co-ordinator is an enthusiastic advocate of the subject, appropriately committed to raising standards. He ensures that the curriculum is planned well and that good balance ensues. He has carried out an extensive review of provision and together with other staff has drawn up a policy and schemes of work which reflect the requirements of the National Literacy Strategy. Teachers' planning is thorough. A check is kept on pupils' attainment and progress through the use of the statutory tests for Years 2 and 6, as well as standardised tests for Years 3, 4 and 5, and the moderation and levelling of pupils' work. The school has analysed the test results carefully and has set targets for all classes for the end of Year 6 national tests. However, these targets are too low and reflect the school's under-expectation of its most able pupils. The co-ordinator has a clear idea of pupils' attainment and learning over time and monitors teachers' planning regularly. He has carried out classroom observations, offering written work and verbal comments to teachers on the quality of teaching and learning.

MATHEMATICS

86. Pupils in Year 2 and Year 6 achieve satisfactorily overall and reach the standards expected for their age in all aspects of mathematics, number, algebra, shape, space and measures and data handling. The most recent national tests for seven year-olds paint a similar picture and also show that standards in 2001 were well above those found in similar schools. Although standards were below national averages at the age of 11, they were still above average when compared with those in similar schools. The lower than average test results in Year 6 last year were out of line with standards in recent years and went against the steady trend of improvement. This was because these pupils had experienced some unsatisfactory teaching the previous year. The group included a higher than average proportion of pupils with special educational needs and a number of the brightest pupils left the school before taking national tests. Standards could be higher, if teachers expected more of more able pupils.

87. There are no significant differences in the performance of boys and girls. Pupils with special educational needs and those learning English as an additional language receive satisfactory support and make reasonable progress. There are no differences in the performance of different ethnic groups.
88. By Year 2, most pupils are confident adding and subtracting tens and units and adding small sums of money. They estimate length and then measure competently in centimetres. They recognise common three-dimensional shapes, such as cubes and cuboids and know some of their properties, such as the numbers of *faces*, *corners* and *edges*. They tell the time to the hour and can move the clock's hands to show one hour later, or earlier. By Year 6, most pupils multiply and divide by 10 and 100. They add fractions with same denominator and identify equivalent fractions, such as $\frac{2}{3}$ and $\frac{4}{6}$. They collect and analyse data, finding the mode, median and mean of a set of scores and use co-ordinates in four quadrants. In both year groups, pupils' attainments are similar to those expected for their ages.
89. While the quality of teaching is satisfactory overall, and promotes sound learning on the part of most pupils, there is not enough high quality teaching. Less than half the teaching seen was good and none was very good. This is low. The main weakness of the teaching is that teachers do not make high enough demands on the most able. The analysis of pupils' work shows that pupils of all ability levels are often set the same work. This was confirmed in many lessons during the inspection. Although those who find learning more difficult are given appropriate support and helped to cope with this work so that they generally make sound progress, the most able are not challenged, and mark time.
90. The best teaching is strong because it is well planned with due regard to national guidance on teaching numeracy. Lesson plans spell out clearly and in appropriate detail what it is pupils will do and what they are meant to learn. Teachers' good subject knowledge enables them to explain things well and demonstrate clearly, so that pupils easily understand. This was seen, for example, in a Year 5 lesson on geometry, where the teacher's good use of a large demonstration protractor and white board helped pupils understand measuring and drawing angles so that they made good progress in their learning. Although at the outset, only about a quarter of pupils in the class could draw a given angle, by the end of the lesson most could do so, leaving only about a quarter unsure. In another successful lesson, in Year 6, the teacher's good subject knowledge was also evident in the way things were explained. The lesson built well on pupils' previous learning and good, secure class control ensured that pupils listened carefully, quickly settled down to work and got on well.
91. Teachers make effective use of whole-class teaching and generally divide their lessons into three parts, as recommended in national guidance. However, a weakness of many lessons is that too little time is left to sum up at the end, so that the chance to consolidate pupils' learning and check that they understand, is missed. Although teachers take appropriate care to identify in their planning what pupils are to learn, most do not give enough time and care to ensuring that these learning intentions are shared with pupils at the start of lessons and clearly understood.
92. Although there are some good examples of the use of ICT to support pupils' learning in mathematics, for example in Years 3 and 5, overall pupils' ability to use ICT to develop their knowledge, skills and understanding is under-developed. There are

some examples of the use of mathematical skills in other subjects of the curriculum, for example as pupils make time lines to represent events in history in Years 3 to 6 and as they measure out liquids for a scientific investigation in Year 3.

93. The co-ordination of mathematics is satisfactory overall. It is in the hands of a competent manager. She has made a good start on a programme for checking on the quality of teaching and the adequacy of teachers' planning. As yet, her evaluations are not sufficiently focused on what teachers need to do to improve their teaching. This will be an important next step in increasing the amount of good quality teaching and raising standards.

SCIENCE

94. By the end of Year 6, standards are below the national average, as they were in the most recent national tests. Pupils achieve broadly satisfactorily in learning facts but they do not achieve enough in developing essential skills to support scientific enquiry. Although teachers assessed standards at the end of Year 2 to be average last year, the inspection shows that, here too, standards are lower than those usually found nationally at this age.
95. Throughout the school, there are no significant differences in the performance of boys and girls or of different groups, such as those who have special educational need and those from the various minority ethnic groups. The majority of pupils for whom English is an additional language achieve similarly to the rest of their age group. However, weaknesses emerge in lessons when opportunities to develop speaking skills are limited. This does not support pupils well, particularly those who are at an early stage of learning English.
96. Up to Year 2, pupils have a reasonable range of experiences in science. Recent work has included learning about medicines and drugs, materials and investigating freezing. They have sorted pictures of adults and babies as part of their work on life cycles and growth. Current work is about light and dark and pushing and pulling and pupils know and understand these words well. Some use words such as *flatter* and *steeper* to explain their work. After many prompts, a few of the most able pupils think that the steeper the ramp, the further the car will travel. Pupils generally expect that cars cannot go far on a bumpy surface and that it is better if it is smooth. From talking to pupils, particularly in Year 2, it is clear that most recall too little about what they have done and learned. The most able identify a few synthetic and natural materials. The less able know that material is something you wear.
97. Pupils in Years 3 to 6 also have a reasonable range of experiences. These include learning about materials, sources of light, electricity, the body and healthy living. They develop an appropriate understanding of dental hygiene and the importance of keeping teeth clean. Pupils learn how the pitch of stringed instruments depends on the length, thickness and tightness of the string. They work together on their experiments but do not have sufficient opportunity to talk about their work. This means that they do not make good enough sense of what they have been doing. They do not develop specific vocabulary well. In Year 6 pupils know the names of parts of plants. They learn about how a root anchors the plant. They know that the roots take up nutrients from the soil, such as water. They have considerable

difficulty recalling the names of nutrients such as minerals. Some pupils have a confused understanding of the work and use scientific words without properly understanding what they mean.

98. Weaknesses accounting for the below average standards are that pupils have too few opportunities to investigate and find things out for themselves; too little is expected of the most able and too little use is made of ICT in teaching and learning science.
99. The quality of teaching in the lessons seen was broadly satisfactory in Years 3 to 6 but unsatisfactory in Years 1 to 2. In all year groups, pupils do not achieve as well as they should.
100. The strengths in teaching are seen in the routines, organisation, and management of pupils. This contributes positively to helping pupils to know what they need to do. The majority of pupils generally come into the room ready to learn or settle to it quickly from another lesson. Resources are appropriate. In a Year 3 lesson, pupils were helped to consolidate their learning on an investigation about egg shells and make sense of what they found out. They responded well to the work. In most lessons, teachers take too great a lead and this prevents pupils from developing their investigative skills, their curiosity and interest in the subject. Pupils' attitudes and behaviour are less positive when they are not encouraged to take a full part in the lesson. When teaching over-explains the work, older pupils generally remain quiet but many do not listen well. Few show an interest to participate to answer a question. Written work is often unsatisfactorily presented and spelling errors of key words are not corrected. This unsatisfactory quality of marking reflects low expectations of what pupils can do, know and understand.
101. In the unsatisfactory lessons, pupils are not managed well enough, and this means they do not listen carefully. At times, teaching continues with an explanation, regardless of the noise, while pupils face the wrong way, become fractious with each other, and talk about something other than their science work. Throughout the school, the lack of effective teaching to support scientific enquiry restricts pupils from making decisions, working collaboratively, and learning about science through investigation. Worksheets, largely seen in a Year 6 class, are generally no more than photocopied pages that offer very limited opportunity for pupils to develop their scientific skills.
102. The management of science is satisfactory overall. The co-ordinator has been in post for just over three years. She is aware of some weaknesses, including that in investigative work. She is eager to develop her role and would benefit from opportunities to make more formal, systematic checks on the quality of teaching, learning and pupils' work.

ART AND DESIGN

103. Due to timetable arrangements, few art lessons were seen. The judgement on standards is based on these observations, discussion with the co-ordinator and pupils, an analysis of pupils' work, and the scrutiny of the school's documents. Standards attained by the end of Year 2 and Year 6 are below national expectations. They are not as good as they were at the time of the last inspection. Pupils' achievement is erratic within a year group and unsatisfactory over time. This is because essential skills are not developed systematically. The majority of pupils have too few useful experiences on which to rely. However, there is also evidence of some good quality work. This provides strong evidence that the majority of pupils are

capable of doing better. Pupils who have special educational needs and those for whom English is an additional language, achieve in line with their year group.

104. Pupils work with a broadly satisfactory range of different media. They learn to draw from first hand experience. There is evidence of some carefully observed drawings of footwear in Year 6 and chairs in Year 4. In Year 1, pupils have created some imaginative winter pictures. However, pupils' experiences of art from year group-to-year group do not appear to alter very much. Pupils produce portraits. These clearly show a limited improvement in the development of knowledge, understanding and skills as pupils move through the school. Figure drawing is weak, as is working with paints. Little three-dimensional work is produced and the use of information and communication technology to support teaching and learning is under-developed. From discussion with pupils it is clear that although they enjoy the chance to talk, they do not easily recall what they have done. In Year 2, the most able remember that there are primary and secondary colours and that they has worked with pastels. Other pupils have no knowledge or understanding of these words. Pupils do not know the names of any famous artists. Older pupils talk about current and recent work on perspective and footwear. They do not recall famous artists apart from Clarice Cliff and the work on the staircase. This lack of knowledge limits their awareness of art in the world generally. They do not recall any educational visit linked to art or of any visitors to help with art work.
105. The quality of teaching of the lessons seen is broadly satisfactory. In one lesson the teaching was unsatisfactory. However, throughout the school teachers expect too little of pupils, particularly the most able. The satisfactory features in teaching are seen in their preparation and organisation, management of pupils and appropriate use of resources. At times, teachers' have specific interest or knowledge in an aspect of the work, such as observational drawing. This benefits the pupils well because teachers are sufficiently confident to advise and help pupils to improve their work. In a Year 6 lesson, pupils learnt about perspective. Many lacked confidence and took a little while to settle into the work. Some pupils persevered better than others. Most pupils succeeded in producing some interesting early work. In general, when pupils feel they are making some progress and producing some work of worth, they sustain their concentration very well and try to do their best. However, too often they know that they are repeating experiences, rather than improving on them, and this leads to older pupils feeling less than happy with their achievement. In the one unsatisfactory lesson seen, pupils were not managed well and this led to time being wasted. For the majority, there was not enough learning.
106. The co-ordinator of art is unsatisfactory. The co-ordinator has been in post for about two years and has an appropriate qualification in the subject. However, she does not have a sufficient overview of art in terms of the quality of teaching and learning and standards.

DESIGN AND TECHNOLOGY

107. By the end of Years 2 and 6 standards in design and technology are satisfactory and in line with national expectations. This is similar to the judgement of the last inspection. Evidence is based on lesson observations, discussion with pupils, teachers and the co-ordinator and on an analysis of past and present work. Pupils' learning including those with special educational needs and for whom English is an additional language is satisfactory. These pupils also achieve satisfactorily due to appropriately organised lessons and their own interest in the subject.

108. In Year 1 pupils have designed and made pop-up cards using card and adhesives. By the end of Year 2 they have planned, designed and constructed moveable puppets, using a variety of materials and techniques, including fabrics and sewing. The most able in the same year group select spools, drinking straws, tooth-picks, rubber bands and card to assemble a self-propelled vehicle with the focus on axles. Such activities develop their manipulative skills as well as enhancing numeracy skills, for example as they choose and measure the appropriate materials.
109. Pupils in Year 5 have used a combination of cardboard, wood and fabric to construct model houses in conjunction with a history project, *Houses through the Ages*. Evaluation processes were developed in Year 3 when pupils studied the role of angles in designing stable structures, prior to making picture frames. Technical skills included measuring, marking out and shaping card and wood, and the choice of adhesives to combine the components of the finished product. In Year 6 pupils experienced assembling and disassembling techniques when they dismantled slippers prior to executing their own finished products, bearing in mind the aesthetic qualities sought in the design. There is no evidence of the use of ICT in pupils' planning, as might be expected in Year 6 for example.
110. Overall pupils' attitudes are good as they work together sensibly, sharing equipment and tools. For instance, in a Year 4 lesson on designing and making simple mechanisms to produce movement, pupils demonstrated how scissors and fasteners could be used safely. They also know about the importance of hygiene during food preparation, as explained by a group of Year 1 pupils who had designed and made sandwiches. They sustain concentration and continually try to improve their work, as noted in a Year 1 class constructing a rectangular base to support walls with interlocking plastic blocks.
111. Overall, the quality of teaching observed was satisfactory and in one lesson it was very good. Teachers have a satisfactory knowledge of the subject and this allows them to plan work which builds sensibly on skills which have already been acquired. As a result of well-chosen tasks and skilful questioning by teachers, pupils' understanding of the steps required to complete set work is enhanced. For example, higher-attaining pupils in a Year 5 lesson designing and selecting materials for musical instruments continually evaluated their plans and made suggestions for improvement. In the lessons seen, praise and encouragement were used effectively, as in a Year 6 class investigating and making joints to combine a variety of materials and components accurately in temporary and permanent ways.
112. The co-ordinator provides good leadership and management and is effective in promoting the subject. Plans include assessment procedures which are used to set up the next stage of pupils' learning. There is a limited portfolio of pupils' work. Teachers' plans are monitored on a regular basis and the co-ordinator offers helpful oral and written feedback on the lessons she observes.

GEOGRAPHY

113. No lessons were seen during the inspection. Standards were judged by a scrutiny of pupils' work from last term and by talking to pupils in Year 2 and Year 6.
114. By the end of Year 2 standards are in line with those expected for their age and pupils have made satisfactory progress in Years 1 and 2. They understand the use of maps and plans and can find the British Isles, Australia and some other countries on a world map. Using a globe, they know which parts of the world are always hot or cold and can explain why. Higher attaining pupils can explain the reason for it being daytime in Australia when it is night-time in the British Isles. Most understand the terminology of physical features such as an island, a mountain or a river. They have carried out fieldwork in the local area and, as a result, their knowledge of man-made features is at least sound and often good. Their knowledge of a Scottish island they have studied is less secure; some pupils realise the differences from an urban landscape which they expressed, for example, as *more grass* and *not as many people*.
115. By the end of Year 6 standards are in line with those expected of pupils of this age. Pupils have a satisfactory knowledge of the elements of the geography curriculum. Their locational knowledge is stronger than their knowledge of places other than their own locality. They can use atlases to find information and have used maps with grid numbers. Most pupils have a good knowledge of the effect of humans on the environment and can recognise ways in which it could be improved, for example by reducing the use of fossil energy. Their knowledge of their latest topic, *Rivers*, is satisfactory but pupils have less understanding of how processes such as erosion can alter the physical environment. This is because much of their recorded work is factual rather than interpretative.
116. No overall judgement can be made on teaching. Pupils' recorded work sometimes lacks consistency in quality, quantity or content between some same-age group classes. Pupils in Year 2 are able to record their own work while there is an over use of worksheets for some older pupils. This limits the opportunity for pupils to consolidate what they know as well as the ability to express their views and ideas. Work for all pupils is usually the same: this means that less able pupils do not always complete recorded work and the most able are not always challenged sufficiently. There is no common policy for marking and, in most classes, pupils are not told how to improve their work. An example of good marking in Year 6 identified that, *We will need to work on your understanding of evaporation and condensation*. The local area is used well for fieldwork by pupil of all ages. There is little evidence of the use of ICT in geography, for example for research or to record information from fieldwork.
117. The leadership and management of the subject are satisfactory. There is a new subject leader who has inherited an appropriate action plan to improve provision. The previous inspection identified the need to improve long term planning and assessment. Improvement since then has been satisfactory. National guidelines have been introduced to enable knowledge and skills to be built on as pupils progress through the school and these will be reviewed later this term. Good assessment procedures are in place and records are kept of what pupils know and can do. In a Year 5 class these were used well to record that most pupils would need more experiences in interpreting maps in order to develop their skills at the appropriate level. In order to raise standards the school has already identified the need to provide training to ensure that all staff have the knowledge and understanding to provide good learning experiences in geography.

HISTORY

118. Standards for pupils in Years 2 and 6 are at expected levels when compared with the national picture. At the time of the last inspection standards for older pupils were above average. The fall in standards by the end of Year 6 has been due to the lower priority given to foundation subjects because of the introduction of national strategies for literacy and numeracy, as well as the changes in teaching staff. The need to review the provision for history has been recognised and will be addressed this term.
119. By the age of seven, pupils in Year 2 can talk knowledgeably about the *Great Fire of London*, how it started and why it took hold so quickly. Their accounts benefit from the exciting visit they made to the Museum of London. Some understand that without the diary of Samuel Pepys we would know less about the fire because there were no cameras to record events. They are aware of the ways in which life has changed since their grandparents were children, such as the introduction of colour television and the use of computers in schools.
120. Pupils in Year 6 have good factual knowledge of events during World War Two, particularly life in Britain. They realise why Britain had to go to war in 1939 and the consequences if it did not. Their writing about evacuation shows the ability to empathise, understanding how it must feel to be separated from parents, worrying about the dangers parents faced in the Blitz. These opportunities to write make a good contribution to pupils' literacy skills. Throughout the school pupils are using a range of primary and secondary sources to find information, for example in Year 5 pupils compared maps of Southwark drawn in 1838, 1871 and the present day to find out how the area had changed. The regular use of timelines for pupils from Year 3 onwards has enabled Year 6 to gain a good sense of chronology. As a result they can place events and people they have studied into their correct time periods.
121. Teaching is satisfactory overall. Lessons were in all year groups except Year 6. Support staff are used well to enable lower attaining pupils, including those with special educational needs, to be fully involved in activities. As a result, these pupils learn as well as others. Where teaching is good, teachers have secure subject knowledge and explain clearly to pupils what they are going to do and find out. Activities provide challenge for all pupils and well-chosen resources enable pupils to be fully involved in their own learning. Secure class management and good relationships between pupils and teachers lead to calm and purposeful working environments with pupils fully on task and showing good co-operative skills. In these lessons pupils work with enjoyment, concentrate hard and take pride in their work. In a Year 3 class skilful teaching enhanced pupils' research skills. The effective use of questioning and explanation enabled pupils to formulate their own questions about what they wanted to find out. This focused their research on finding information on specific aspects of life in Ancient Egypt rather than generating quantities of general information. Pupils in Year 5 used maps, photographs and newspapers to find out about the use of buildings locally in Victorian times and to consider why and how usage had changed. As a result of using these well chosen resources, pupils were able to find out, for example, that there were five prisons in Southwark in Victorian

times, that Charlotte Sharman established an orphanage in West Square one hundred years ago and that Lant Street was named after a local property developer. In a satisfactory lesson, a good learning experience, discovering how we know about the *Great Fire of London*, was made less effective because of the slow pace and the lack of resources to stimulate the pupils' interest. Attainment in a lesson with older pupils was unsatisfactory, mainly because of weak control which led to inattention on the part of many pupils. Pupils' recorded work sometimes lacks consistency in quality, quantity or content between some same-age groups. There is an overuse of worksheets in some classes and this limits the ability of pupils to present their findings in different ways and to express their own thoughts and ideas. In many classes higher attaining pupils are not being sufficiently challenged. Insufficient use is made of ICT in history to enable pupils to carry out their own research. Work is always marked but marking is rarely used to help pupils improve. It was used well in a Year 6 class to encourage a pupil to consider if all immigrants to Britain in the 1960's were now better off than they might have been in their original homeland.

122. The leadership and management of the subject are satisfactory. The new co-ordinator has inherited an appropriate action plan to improve provision. The last inspection identified the need to improve whole school planning. National guidelines have been introduced to ensure that knowledge and skills are built on as pupils progress through the school and these will be reviewed later this term. Good assessment procedures are in place and records are kept of what pupils know and can do. Regular visits to the local area and to museums in London enrich pupils' learning experiences. The co-ordinator has correctly identified the need to improve the consistency in teaching in order to raise standards further and training for staff is planned in the near future.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. At the time of the last inspection standards were below average for all pupils and this was a key issue for improvement. Since then the school has worked hard to improve provision by creating a good ICT suite, providing training for all staff and introducing a whole school scheme of work to widen the range of pupils' skills. As a result, standards are now in line with those expected for the pupils' age. Year 1 pupils have been provided with a good range of experiences using CD ROMs, tape recorders and photographs and they are beginning to recognise that sound, text and pictures convey information. By Year 2 pupils are confident in word processing. Most can log on and open the appropriate programme for themselves and are learning to save their work and log off. They demonstrate good skills with the mouse as they click and drag shapes, filling them with colour. Paint and draw programmes, which were under-developed at the time of the last inspection, are now used regularly from an early age and are developed across the school.
124. Older pupils build on these early experiences. In Year 6 they incorporate graphics into text by scanning and have begun to use publishing programmes. They use spreadsheets confidently, putting in data and re-ordering it, for example, alphabetically. All pupils have their own email addresses and Year 4 pupils use the facility to keep in touch with pupils in a Californian school. Pupils have access to the Internet. In Year 6 they use a search engine to find appropriate web sites to collect information and create a database.

125. Teaching is satisfactory overall, with a third of lessons judged good or better. Good use is made of the ICT suite, where the teachers can give clear demonstrations and guidance by modelling tasks on a computer linked to a projector and a large screen. This ensures that pupils make a good start on their own tasks. When this is used well there is good balance between teachers explaining things and pupils practising their skills. Teachers' subject knowledge is secure and lessons are planned with clear, well-focused objectives which are built on previous learning experiences. This enables pupils to make at least satisfactory progress. In some lessons there is a lack of challenge for higher attaining pupils and consequently they achieve below their capabilities. However, in a very good lesson in Year 5, higher attaining pupils were given the extra challenge of using a formula to find the sum of the ages of the all the pupils in the class and hence the mean age. They consolidated their learning by showing others how to do this. Occasionally, when pupils have not had sufficient direct teaching of a process they have to waste time waiting for help from staff and some go off task and start experimenting with other functions. In most lessons teachers ensure that a good pace is maintained and this keeps the pupils' interest. The use of learning support assistants is tightly focused on helping lower attaining pupils, including those with special educational needs, and this has a positive impact on their learning. As a result, these pupils make equal, or sometimes better progress than others. Teachers generally have good and consistent expectations of behaviour. This ensures that pupils behave well and listen to the teacher. Pupils' own interest and enjoyment makes a good contribution to the progress they make. This was particularly evident in the very good lesson when there was a buzz of purposeful activity and a very harmonious working atmosphere. Pupils co-operated well in mixed gender and ethnic pairs, taking turns fairly when using the keyboard.
126. Since the last inspection, pupils have been able to experience a broader range of ICT, although pupils' experiences of control technology need to be extended from the limited number of applications now available. The use of ICT to support work across the curriculum is still weak. In Year 3 some good use is made of ICT in mathematics. Pupils measure parts of their bodies and have used the results to create a database from which they derived charts and graphs to answer relevant questions. Year 5 pupils have carried out Internet searches for information in other subjects. However, ICT is not used regularly and consistently in all classes for other subjects. In science pupils rarely use ICT to record findings. Equipment, such as sensors, is not used, for example, to measure temperature. Although the ICT suite is well used, teachers make little use of computers in classrooms to support day-to-day learning.
127. The developments required to raise standards have been well managed. Money from the school's budget has been used well to improve resources, accommodation, staff subject knowledge and the curriculum and these improvements have had a positive effect on pupils' attainment. However, the co-ordinator realises that staff now need more support in planning for the use of ICT in other subjects. Good assessment systems are in place and they are used well to chart progress and, in some classes, to provide follow up work with sufficient challenge for all pupils.

MUSIC

128. Although a sufficient number of lessons were observed in the older classes, due to timetable arrangements only one music lesson was seen in Year 2. The judgement on standards is based on these observations, discussions with staff and pupils, an analysis of pupils' work, observation of incidental musical opportunities at other times in the school day and the scrutiny of the school's documents. Standards attained by pupils by the end of Year 2 and Year 6 are below national expectations. Overall,

pupils achieve broadly satisfactorily in some parts of lessons but unsatisfactorily over time. This is true of all pupils, including those who have special educational needs and those who are learning English as an additional language. This is because essential skills are not developed systematically. The majority of pupils have too few useful experiences on which to rely.

129. Pupils in Year 2 have a clear understanding of syllables in words and clap the syllables in *animal* well as they sing a song. A few pupils have a chance to do the same using instruments, such as, claves. They know how to keep a steady beat well. Pupils sing tunefully together, follow the word sheet and also sing from memory. Older pupils continue to learn songs and have opportunity to learn the meaning of the words well. Pupils have opportunity to perform at end-of-year concerts and sing in assembly. Year 6 pupils have experience of listening and appraising. They identify repeated patterns. They develop an early recognition that music reflects the time and place in which it is created. Overall, pupils generally know the name of the instruments but have limited opportunities to use them to further their experience of music. Their listening and appraising skills develop haphazardly. This means that technical vocabulary is also not developed well. They do not have useful opportunities in which to work collaboratively. From speaking with pupils it is clear that they have very limited knowledge and understanding of the work. Older pupils mention their current and recent work about Native American songs and *The Blues* briefly. They name the composer they have heard about in assembly. They think Tchaikovsky was Russian. They do not know of any other composers.
130. Since the previous inspection in 1997, standards in singing have improved, so that they are now satisfactory. The subject now meets statutory requirements.
131. The quality of teaching is unsatisfactory overall. This is because there are significant weaknesses in teachers' subject knowledge. However, in most lessons pupils are well managed, lessons are organised with appropriate resources and routines are clearly established. This helps pupils to be clear about what is expected. Pupils listen carefully and concentrate reasonably well.
132. There are good features of the teaching, seen, for example, when teachers present a lively and interesting lesson that encourages pupils to take a full part. In a Year 6 lesson, pupils learnt about Native American music. They took the work seriously and were helped to consider the sounds and mood of the music well. The element of challenge and inspiration helped them to apply mature and thoughtful responses to the work. Many were keen to experiment and achieve sounds to illustrate the song, but seemed relatively at ease and interested to listen to a few pupils experiment with the instruments. These pupils showed a good sense of creativity and imagination.
133. At times, momentum is lost when teachers talk for too long a time or complain at pupils unnecessarily. Even in these lessons, pupils often continue to remain reasonably interested. Many pupils enjoy singing and show a good sense of maturity and expression when they sing together. However, this is generally not recognised by teaching, so pupils are not helped to make further improvements and achieve a higher standard of performance of which they are capable.

134. Their music lessons make a satisfactory contribution to the development of pupils' speaking and listening skills, as they listen to music and talk about it. There is little use of numeracy and ICT skills.
135. The school does not have a subject leader and so leadership and management are unsatisfactory. A newly qualified teacher has volunteered to help out.

PHYSICAL EDUCATION

136. During the inspection the focus was mainly on ball skills, swimming, gymnastics and dance. Three full lessons and parts of other lessons, as well as football clubs, were observed. Other evidence included discussion with teachers, the subject co-ordinator, parent helpers and an analysis of planning. Standards are similar to those usually found nationally by year 2 and Year 6. This is a similar judgement to that of the last inspection.
137. All lessons commence with appropriate warm-up and end with cool-down exercises. Pupils, especially in Years 3 to 6, know the importance of these activities in relation to heartbeat, breathing and muscle relaxation. Pupils, including those with special educational needs and who are from different ethnic and cultural backgrounds, make satisfactory progress overall. This same group, including girls, achieves well in ball handling and rugby passing skills due to expert coaching and willingness on their part to succeed.
138. By Year 2, pupils display imaginative ideas in movement as they travel around the hall, changing shape, speed and direction. For example, in a Year 2 gymnastics lesson pupils, while executing a sequence of jumps, demonstrated good control on take-off and landing. More talented pupils added poise and tension as extra dimensions. All pupils performed a variety of balances, stretches and movements, linking them effectively into a short routine.
139. By Year 6 pupils demonstrate satisfactory techniques while running, jumping, turning and twisting. They are beginning to measure, compare and improve their own and others' performances. In a Year 4 class, for instance, pupils advised their partners about the importance of elongating and contracting body shapes as they interpreted classical music to illustrate scary movements. Pupils are becoming more aware of the importance of pace and accuracy as they develop passing, catching and controlling skills in rugby and football, seen to good effect during football club practice. A good feature is the high level of rugby skills which girls demonstrate. By the end of Year 6 the vast majority of pupils swim the nationally expected 25 metres, with many swimming 400 metres or more.
140. Pupils enjoy physical education and adopt a positive and enthusiastic approach. They work energetically and are keen to succeed. By Year 6 both boys and girls know the basic rules of football, rugby, cricket and netball. Rugby is a particularly strong element, with about 20 pupils from the school being members of the Southwark Tigers Under 10s, 11s and 12s rugby teams which play clubs from all around the London area. They have acquired a range of games skills which include passing, marking, tackling and feinting as well as being aware of creating space. They are beginning to learn the importance of communication in a good team performance, ably demonstrated during a Year 3 rugby lesson. They show good self-discipline and respond well to instructions.

141. Teaching is satisfactory overall with some lessons taught very well. Teachers provide pupils with well-structured sequences within lessons, enabling them to move gradually from basics to more complex work. Such an example was observed in a Year 6 lesson where pupils learned to *Rock 'n Roll* with a partner to the music and singing of Elvis Presley and Buddy Holliday. Aspects of safety are brought regularly to pupils' attention. Instructions are clear and pupils are encouraged to analyse their work, describing what happened and evaluating its success or relevance to the task that had been set. For example, in a rugby lesson pupils were asked to describe the reasons for supporting the ball carrier in a drill involving running and passing. During lessons teachers invite the more talented and skilful pupils to illustrate best practice. In nearly all cases teachers change for lessons. This provides a good role model for the class and enables demonstrations to be given easily.
142. The subject is well led and managed. The co-ordinator, who has been in post for just over one term, has already given the subject a high profile. He is supported by a team of teachers who are willing to devote time to promoting a good range of clubs and teams, including football, volleyball and netball. His networking with organisations such as the Spoon Society Charity and England Rugby has resulted in acquiring much needed finance to increase resources and pay for extra games coaching. Plans are already in place to increase the profile of athletics and cross-country and to commence *Top Sport* training.

RELIGIOUS EDUCATION

143. By the end of Years 2 and 6, pupils attain standards in religious education that are below expectations. This is equally true of pupils with special educational needs and those for whom English is an additional language. Throughout the school there are weaknesses in the development of pupils' skills, knowledge and understanding. From speaking with pupils, it is clear that they have some knowledge and understanding of Jesus and his teachings and some experience of learning about major faiths. However, they are generally confused about what they have learnt and do not recall the work well. They know there is a church just along the road. They do not visit places of worship to enhance their learning.
144. The quality of the teaching seen was satisfactory overall. However, from the wide range of evidence, it is clear that there are a number of weaknesses that impact adversely on pupils' learning. One lesson was seen where the teaching was good. The good features in this Year 6 lesson were seen in the thoroughness of planning, organisation and preparation. This meant that the teacher was very clear about what he wanted to convey. Explanation was precise, interesting and required pupils to participate well. All pupils responded well to the work. Pupils gained confidence and an insight into rules and what they can mean in different circumstances. The teacher made good links with what pupils already knew and understood and developed thinking to deepen their knowledge. High expectations of behaviour, appropriate challenge, and inclusion meant that all pupils were properly involved in posing questions and answering them from personal knowledge and experience. The teacher's sensitive, purposeful and exploratory style helped all pupils to develop essential literacy skills well. As a result, pupils enjoyed learning about the rules that guide a Muslim in daily life.

145. In general, teaching is well organised and prepared but the activities are linked too closely to personal and social development and not sufficiently to religious education. There are weaknesses in that the written activity too often results in completing a worksheet, cutting and sticking. Work seen in books is generally untidy and poorly presented. Marking is inconsistent. It does not always give pupils enough information about what to do to improve their work. Pupils are well used to the routine of the lesson and respond reasonably well to the written work. However, it can be seen that the majority of pupils do not recall previous learning well because they have not been challenged or inspired by the subject. When the management of pupils and teachers' subject knowledge is not strong, pupils do not take the work too seriously. This also results in pupils not learning well.
146. Literacy, numeracy and ICT, do not contribute significantly to this subject. The photocopier, on the other hand, is overused. There are too many photo-copied worksheets which do not meet pupils' learning needs well enough.
147. The curriculum co-ordinator has chosen to under-emphasise the Agreed Syllabus, particularly in Years 1 and 2, and this makes it more difficult for the school to meet its expectations. Overall, the leadership and management of religious education is unsatisfactory. The subject co-ordinator has only a limited overview of standards and the quality of teaching and learning.