

## INSPECTION REPORT

### **EVELINE LOWE PRIMARY SCHOOL**

Bermondsey

LEA area: Southwark

Unique reference number: 100817

Headteacher: Mr Gary Foskett

Reporting inspector: Mrs Jayne Clemence  
22629

Dates of inspection: 14 – 17 January 2002

Inspection number: 242922

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Marlborough Grove  
London

Postcode: SE1 5JT

Telephone number: 020 7237 3207

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Appropriate authority: Governing Body

Name of chair of governors: Ms Eileen Adams

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22629	Jayne Clemence	Registered inspector	Science Physical education	How high are standards? How well are the pupils' taught? How well is the school led and managed? What should the school do to improve further?
9756	Kenneth Parsons	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 the parents?
	Yvonne Crizzle	Team inspector	English Religious education Special educational needs	
15023	Ali Haouas	Team inspector	Art and design Geography History Equal opportunities English as an additional language	
11353	Janet May	Team inspector	Mathematics Information and communication technology	How good are the curricular and other opportunities?
23475	Karen Tomkins	Team inspector	Foundation stage curriculum Music Design and technology	

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

### **INFORMATION ABOUT THE SCHOOL**

Eveline Lowe Primary School is situated in Bermondsey, Southwark, and caters for pupils between the ages of three and eleven. There are 301 pupils; 148 boys and 153 girls, and 50 (full time equivalent) children in the nursery. Many pupils start school with skills below those expected for their age, and for a significant minority, they are well below. Pupils come from a wide range of cultures, including 41 per cent White UK, 32 per cent Black African, 10 per cent White European and 5 per cent Black Caribbean. A few pupils are from Chinese, Indian and Black other backgrounds. A small minority are refugees, or from the travelling community. Well over one third of the pupils have English as an additional language, and half of those are supported through specific funding. This is a very high figure by national comparison. The community has a high level of social and economic disadvantage, with associated challenges for the families in health, housing and employment. Thirty-eight per cent of the pupils are known to be eligible for free school meals - a figure much higher than that found nationally. Twenty-five per cent of the pupils are on the school's register for special educational needs; and nine per cent are at the higher stages of needs, including three pupils with statements of special educational needs. Most of those pupils have either moderate difficulties or emotional and behavioural difficulties. The proportion of pupils with special educational needs is also higher than the national average. The school has some mobility where pupils join or leave other than at the beginning or end of the school year. In the last Year 6, just under half the pupils had been at the school for less than three years. There is a high turnover of teachers, though at the time of the inspection, there was a full complement of staff. This remains hard to achieve and sustain.

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

Eveline Lowe is a highly effective school, with many strengths, and several outstanding features. It is a very good example of a school working effectively to overcome significant disadvantages faced by the pupils and their families. Whilst many pupils enter the school at a relatively low level, they achieve well over time, reaching standards that are in line with what is expected for their age in many subjects. The good teaching is having a direct and positive impact on raising standards. Leadership and management is very good, providing clear educational direction for continued improvement. The school provides good value for money.

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

- The highly effective leadership and management of the headteacher brings vision, direction, and continued improvements for the school, its pupils and the wider community over time.
- The effective strategies for raising standards ensure that pupils achieve well, and reach the levels expected for their age in many areas.
- The good teaching, and quality of learning support help pupils to achieve well over time.
- The outstanding quality of the environment, both inside and outside the school, creates an excellent atmosphere for pupils to develop spiritually, socially, emotionally and academically.
- The strong emphasis on including all groups of pupils, regardless of their differences or backgrounds, and ensuring equality, means that they have every opportunity to succeed.
- The excellent provision for pupils' cultural development ensures they are thoroughly well prepared for life in a multi-cultural community; pupils' very good behaviour in class and around the school means they settle quickly to work and understand the importance of self-discipline.

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

- The standards of pupils' writing, handwriting and spelling hinder their achievements in English and other subjects; there are missed opportunities for developing speaking and listening skills through the school.
- A minority of unsatisfactory teaching in Years 1-4 is hindering pupils' learning and achievements.
- The poor quality accommodation for pupils in Years 3-6 restricts teachers and pupils alike in teaching and learning.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in June 1997. The school was reported to have many strengths at that time, alongside some shortcomings. The key issues identified have been addressed effectively. Assessment is now used more effectively, and curriculum planning ensures that pupils' skills are built upon systematically. Strategic planning enables staff to understand the school's current priorities, and what must be done in order to improve further. Strengths have been sustained, and in some instances, further improvements have been made.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	D	E	E	C
Mathematics	B	E	E	C
Science	A	C	E	C

**Key**

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

Children start school with skills that are below, and for a significant minority, well below those expected for their age. Children in the Foundation Stage achieve well, and in some areas, they achieve very well, as they are on course to meet the Early Learning Goals. There is considerable movement amongst groups of pupils through the school, as they arrive and leave quite frequently. This means that children leaving the Foundation Stage are not necessarily the same group by Year 2 and Year 6. This largely accounts for the variations in standards between the end of Foundation Stage, Year 2 and Year 6. When compared with similar schools, pupils reached standards that were average by Year 6 in the most recent national test results. However, they achieve well in many areas, taking into account the mobility, turbulence, and additional challenges facing many of them socially and educationally. Pupils achieve well in developing the basic skills of literacy and numeracy. Standards are improving over time. In the most recent national test results, by the end of Year 6, standards were well below the national average. They were in line when compared with similar schools in English, mathematics and science. In the 2001 national test results, pupils by Year 2 reached standards that were in line with the national average in reading and writing, well above average in mathematics, and in the highest five per cent nationally in science in teachers' assessments. The school was justifiably proud of those results. This is set against a backdrop of low, but improving standards due to the high level of deprivation locally. For example, two years ago, the school was found to be amongst some of the most improved in raising standards for its pupils. The improving standards are in the context of challenging circumstances, with a large number of teachers and staff changes in all parts of the school. Standards currently in writing, handwriting and spelling are hindering the pupils' progress in English, and in the quality of their recording in other subjects. Although many pupils are eager to discuss their work, and follow instructions willingly, their speaking and listening skills are not developed systematically through the school, and there are some missed opportunities. Pupils do not yet reach standards expected in religious education by Year 2 as their knowledge has some gaps. In swimming, many pupils reach standards above the average, as they develop advanced techniques, for example in personal survival. The school sets realistic, and challenging targets for the pupils, and is on course to meet those targets.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are positive towards school life; they understand the impact of their actions both on themselves and others.
Behaviour, in and out of classrooms	Very good; pupils develop self-discipline from an early age and conduct themselves with growing maturity and confidence.
Personal development and relationships	Good overall; pupils' personal development is sound, and relationships between pupils and with adults are very good; there is a high level of consideration, trust and respect.
Attendance	Unsatisfactory; a few families take children for extended time away from school, and many pupils have frequent absence.

Pupils develop increasingly positive attitudes as they move through the school. Their behaviour is very good, and in some instances, older pupils demonstrate exemplary behaviour. Pupils learn to make appropriate choices, and take responsibility for their own actions. This leads to a high level of maturity and self control by the time they leave the school. There is considerable emphasis upon developing the pupils' emotional understanding, in expressing their thoughts and feelings appropriately. The many very good relationships, and a marked absence of tension and conflict between pupils, is a reflection of these very positive characteristics. There are insufficient formalised opportunities for pupils to take responsibility in class and around the school. Attendance by national comparison is low and a minority of poor attenders have a marked impact on the overall rates considerably. This is further compounded by families with a relatively high level of health problems, leading to regular bouts of illness and absence.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

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

The good overall quality of teaching and learning is having a direct and positive impact on standards and pupils' achievements. In more than one third of lessons, teaching was satisfactory, and a similar proportion of teaching was good. In approximately one in eight lessons, teaching was very good, and a small minority of teaching was excellent. A minority of teaching was unsatisfactory in parts of Years 1-4. Teaching in English was satisfactory overall in Years 1-2, and good on balance in Years 3-6. Pupils' literacy skills are being developed effectively, though teaching in writing, handwriting and spelling requires greater consistency, and the development of pupils' speaking and listening skills is not yet systematic. Teaching in mathematics is good overall throughout the school. Teachers develop pupils' numeracy skills effectively. Teachers and support assistants consider carefully the wide range of pupils' needs, and seek to include all pupils in activities, with work well matched to those needs. As a result of the good teaching, pupils become increasingly active in their learning, recognising the importance of effort and hard work in the process. Teaching is particularly strong in Year 2 and parts of Years 5-6, with challenging activities to extend pupils' thinking. Weaknesses in teaching included a lack of organisation and rigor in lessons, and lost opportunities for learning as a result. The teachers and learning support assistants work most co-operatively together to benefit the pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is broad, balanced and relevant; the very good range of extra activities make a significant contribution to pupils.
Provision for pupils with special educational needs	Good; pupils achieve well and their needs are given careful consideration across the curriculum.
Provision for pupils with English as an additional language	Good; strategies for improving pupils' language are strategic and focused, and pupils achieve well as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; good provision for pupils' spiritual and social development, very good provision for their moral development and excellent provision for their cultural development.
How well the school cares for its pupils	Good; all staff take great care to ensure the welfare and care of pupils; assessment is very rigorous, ensuring pupils' progress and achievements are tracked closely.

The school works well with parents, and there are many examples of positive links between school and home. The wider curriculum is rich and varied, providing pupils with many educational experiences and opportunities to develop academically and socially. The good procedures for the care and welfare of pupils ensure individuals are noticed, even within a large school. Staff take the time and effort to build a rapport with pupils, understanding their hopes and concerns more effectively as a result. The assessment procedures, and use of assessment, are very effective in ensuring work is well matched to the pupils' wide ranging needs.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher and senior managers make a strong and highly effective team, with complementary skills.
How well the governors fulfil their responsibilities	Very good; the governing body is led very capably, and governors are active and supportive in their roles.
The school's evaluation of its performance	Good; there are formal and informal procedures for evaluating the impact of the school's actions on standards, teaching and pupils' learning, including evaluating their performance against other schools nationally and locally.
The strategic use of resources	Very good; resources including time, people and finances are used very efficiently in support of the pupils.

There is a suitable number of well-qualified staff to teach the National Curriculum. Learning resources are satisfactory and well cared for. A significant part of the accommodation for the older pupils in Years 3-6 is poor. The leadership and management of the headteacher is a strength, and he has sustained vision and direction over time, with constant high turnover of staff, and acute disadvantage in the local community. The school applies the principles of best value to its work rigorously, and as a result operates efficiently and effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• The teaching is good.</li><li>• Their children work hard and make good progress.</li><li>• Behaviour is good, and the school is helping their children become mature.</li></ul>	<ul style="list-style-type: none"><li>• Some parents would like their children to have more homework.</li><li>• Some would like more information about their children's progress, and to work more closely with the school.</li><li>• Some would like more activities outside lessons.</li></ul>

Inspectors agreed with all the positive views of the parents. They considered the amount of homework to be appropriate, and overall, there are frequent opportunities for parents to discuss their children's progress both formally and informally. Inspectors found many interesting activities outside lessons, and disagreed with parents on this.

## **PART B: COMMENTARY**

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

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

1. Standards are improving and pupils achieve well over time. Those pupils who stay at the school throughout their primary education achieve better than those who have started more recently, as they have fewer gaps in their knowledge and learning. When compared with similar schools, in the most recent national test results, pupils by Year 6 reached standards that were average. Many pupils achieve well overall. This is in spite of the mobility, turbulence and additional social and educational challenges experienced by many pupils and their families. The school does not seek to use these factors as an excuse, but rather looks for ways to overcome such challenges.
2. Many children start school with a very limited range of skills. They settle quickly to school life in the nursery, and the provision ensures most children are on course to meet the Early Learning Goals. This is an important achievement as many have very low-level skills when they start in speaking and listening, language and mathematical development. Children achieve well in all six areas of learning. This is due to the wide range of appropriate activities, for example, in encouraging them to talk about what they are doing, thereby increasing their vocabulary. The good provision in the Foundation Stage ensures children have a secure and positive start to school life. They settle quickly and follow well established school routines, thus developing positive work habits and attitudes to school life. The school's high level of mobility means that a significant proportion of pupils join and leave during the course of their primary years, and therefore the composition of Year groups changes dramatically over time. In classes for older pupils for example, half the group had joined in recent years, and another half had left. Pupils in Year 2 are not the same group as when they left the Foundation Stage, and similarly many pupils in Year 6 are not the same group as when they were in Year 2.
3. The school sets realistic and challenging targets, and is determined that the pupils should reach high standards. This aim is supported by effective strategies for raising standards further. By the end of Year 2 in the most recent national test results, pupils reached standards in reading and writing that were in line with the national average. In mathematics, standards were well above the national average, and in science, in teachers' assessments, standards were very high and in the top five per cent nationally. By comparison with similar schools, pupils reached standards that were above average in writing, well above average in reading, and in the top five per cent nationally in mathematics. The proportion of pupils reaching the higher level (Level 3) was similar to that found nationally in reading, and well above in mathematics. Whilst few pupils reached the higher level in writing and very few pupils reached Level 3 in science the school is nevertheless justifiably proud of these results and achievements within a context of many teachers leaving and joining the school.
4. By Year 6, in the most recent national test results, standards were well below the national average in English, mathematics and science. By comparison with similar schools, standards were in line in English, mathematics and science. Inspectors found pupils achieving well in many areas. Although there is a difference in standards by national comparison between the end of Year 2, and the end of Year 6, there are many pupils who leave the school and arrive during that time. The pupils entering the school usually come with relatively high levels of special needs, both educationally and socially, thus changing the composition of groups significantly over time.
5. Inspection evidence found standards to be in line with those found nationally by Years 2 and 6 in many subjects. Standards seen during the inspection were slightly below the national average in English and in line in mathematics. A significant proportion of pupils leave and join the school over time, and therefore, groups do not move through the school steadily or consistently. This in turn has an impact on what standards are reached, and the new pupils often arrive with additional needs educationally and socially. Pupils were seen to achieve well over time, particularly in the light of their relatively low level of attainment on entry to the school in many areas. The school's strong and inclusive atmosphere ensures pupils regardless of their individual differences or

backgrounds achieve well over time. There has been considerable thought given to provision for pupils identified as gifted and talented. The school is part of a pilot scheme in the area providing additional activities and visits that are designed to enrich and extend those pupils and their learning. This strategy is working effectively, and developing appropriately to meet those pupils' needs.

6. Pupils with special educational needs are achieving well because of the good support they receive. Individual targets are reviewed and revised regularly, and these are reflected consistently in the provision for those pupils. Work for pupils with special educational needs is well matched. There is scope for even greater achievement given a more systematic approach to the development of their speaking and listening skills. Teachers give careful thought to the organisation grouping of pupils. Pupils may be in one group for literacy, another for numeracy, and yet another for "learning journeys"; these are groups of pupils who work together for a range of activities within the curriculum at different times of the day. This approach ensures pupils mix widely, and move between groups easily when the need arises. There is a most inclusive approach to all pupils, regardless of their individual differences or backgrounds, and this applies equally to those with special needs.
7. Although pupils with English as an additional language (EAL) often enter school with skills well below those expected nationally, this is not entirely linked to the level of their English language, as many have limited skills in other areas as well. The majority of pupils with EAL achieve well in relation to their starting points. This is because of the good provision for those pupils. There is, for example, good planning, where teachers identify systematically the pupils requiring support, and use teaching methods to ensure the pupils have full access to the curriculum. The specialist support staff for those pupils are deployed strategically and efficiently to assist pupils in their learning. Throughout the school, most pupils have acquired the necessary language to participate fully in class. Pupils from different ethnic backgrounds achieve well. The school ensures their achievements are noted and tracked over time, particularly for any underachievement, with suitable strategies directed towards those groups to further raise standards.
8. In English by Year 2, pupils read with growing accuracy and fluency. They enjoy the opportunities to share books and read with adults. The average and higher attainers recognise many whole words, using their knowledge of phonics as well as the pictures to help them make sense of the words. Pupils have a suitable range of experiences for writing, including writing stories, letters and instructions. Their handwriting skills develop satisfactorily, and presentation is improved particularly through the use of lined paper. Pupils' speaking and listening skills are not developed sufficiently systematically over time, and many pupils find it hard to express their ideas and opinions when asked. Pupils use capital letters and full stops with increasing accuracy, and they achieve well for example in their descriptive writing and in their accuracy of spelling. By Year 6, pupils show good understanding and use of sentences, grammar, paragraphs and punctuation. In some examples, the pupils' poor handwriting and spelling restricts their achievements, and hinders them from reaching higher standards.
9. The pupils' numeracy skills are developed effectively across other subjects apart from mathematics, for example in history as they create time lines of events over many years, and in science as pupils record their findings following investigations in charts and bar graphs. The environment, for example with a specially designed compass in the school garden, means that pupils develop orientation skills in practical contexts. In addition, the attention to the environment means they understand clearly the implications of different seasons, the chronology and sequence of events, changes in climate and the effects upon growth. The strong international links, for example with Japan, enables pupils to make comparisons between features in England and Japan. These activities include mathematical and technological dimensions. There are good examples where pupils use their information and communication technology skills to further their knowledge across the curriculum. Pupils research different subjects on the Internet, and correspond with friends in other countries by e mail. The extensive use of the digital camera from an early age means that pupils themselves record their own achievements over time.

10. Standards in information and communication technology (ICT) are in line with those expected for pupils by the end of Years 2 and 6. Pupils by Year 2 are confident and able to use the computers. They name different parts of the computer, including keyboard, mouse and screen accurately, and use the keyboard effectively to type text, plan work and redraft where appropriate. The majority of pupils can log on and save their work independently. By Year 6, pupils use the Internet and a range of CD ROMS to provide a variety of information about subjects across the curriculum, for example in humanities. There are wide ranging opportunities for pupils to use the digital camera from an early age, and there are many good examples of their work throughout the school.
11. By Year 2, inspection evidence found standards to be in line with those expected for their age in all other subjects apart from religious education, where they are below. There was insufficient evidence to judge standards in design and technology and music. By Year 6, standards are in line with those expected for pupils of their age in all subjects, and in swimming, standards are above those found nationally. Standards in music and design and technology, though have considerable scope for further improvement, compared to the pupils' achievements in other subjects across the school. In many subjects, pupils are achieving well, and for example in swimming they reach standards that are above the average in personal survival. This is because of the high quality swimming pool and very effective teaching that pupils have weekly to develop those skills.
12. The school is ensuring that pupils are achieving well, and in some cases very well in the basic skills of literacy and numeracy despite a high level of mobility and movement in and out of the school by pupils and teachers alike. There has been good improvement overall in raising standards, ensuring pupils achieve well over time.

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

13. Pupils are proud to be members of the Eveline Lowe school community, and very willing to talk about their experiences of school life. Many are personable young people, whom it is a real pleasure to meet. Pupils, regardless of their backgrounds or differences, have a natural confidence that enables them to relate well to each other and to adults. Most pupils are happy to come to school, and are prepared and ready to work hard at their lessons. They complete their homework willingly, and a large number take advantage of the range of after school clubs on offer.
14. The behaviour of pupils in the school is very good. They generally conform well to the school's high expectations. Their sensible behaviour in most lessons means that teachers do not have to spend much time maintaining order, with a clear benefit to the quality of learning taking place. Pupils respond very well to the best teaching. For example, in a Year 2 physical education lesson, they worked hard to produce a series of highly imaginative body "statues", without any embarrassment. A Year 6 art lesson saw pupils very focused during the oral work, participating well in answering questions, and then concentrating hard when sketching. Even in the less successful lessons, pupils do their best, and most resist any temptation there may be to misbehave. Behaviour around the school is very good. The playgrounds are unthreatening places, with pupils playing happily together. Junior pupils move between the two sites in an exceptionally sensible and orderly way, and there is no pushing or silliness on the narrow stairwells in the junior school building. The whole school operates in a way that shows courtesy and consideration to each other. Pupils understand the impact of their actions on others, for example by stopping their football games in the playground to allow adults to pass across the "pitch".
15. There have been no pupil exclusions, either permanent or fixed-term, for a number of years, a remarkable achievement given the difficult social circumstances experienced by some pupils. The school has also built a strong reputation for managing pupils with emotional and behavioural difficulties, and as a result has a high proportion of referrals for those pupils to the school. Neither parents nor pupils regard bullying as a problem, and any incidents that occur are quite exceptional to the normal run of school life. Pupils respect each other's and the school's property. Buildings in the vicinity of the school have evidence of graffiti and vandalism; the school buildings and grounds with far less physical security are untouched. This is a noteworthy achievement, and a mark of the respect shown to the school by the community. Pupils respect their environment and there is little litter. The high quality environment supports the pupils' attitudes and behaviour very well. Pupils

are often found to be appreciating aspects of the environment, for example as they observe the water feature, or track the fish in the pond, or perhaps enjoy the amphitheatre and its surroundings.

16. Although many teachers are relatively new to the school, they have built very good relationships with their pupils, which contributes to mutual respect and partnership in learning. Pupils' relationships with each other also reflect the strong values encouraged by the school. Pupils respect each other as individuals and understand the impact of their actions on others. They share resources well when working in pairs or in groups, and co-operate well, respecting each other's point of view. Pupils from the various ethnic backgrounds work together naturally and harmoniously. They value each other irrespective of attainment levels, each accepted for their own ability to contribute. Lower and higher attaining pupils work constructively together and no pupil is excluded from pair or group work. Boys and girls usually work together unselfconsciously. Inclusion is deep rooted in the very fabric of the school; it is not something that is "bolted on".
17. The backgrounds of many of the school's pupils do not always encourage them to take initiative and personal responsibility, and although satisfactory, this is reflected in the way that they are often quite dependent on teachers in lessons, waiting to be told what to do rather than showing initiative. For example, in a Year 1 maths lesson, adults had to distribute and collect whiteboards rather than organising pupils to do it for themselves. In the playground, lunchtime supervisors need to help pupils organise games together. Nevertheless, when for example a boy hurt his knee at lunchtime, three girls immediately tried to help him. The school council is active, and pupils are proud that they are able to contribute and pleased that it is taken seriously by management. Pupils' appreciate the range of activities provided outside lessons, and take part in large numbers.
18. Attendance is below the national average for a school of this type, at 92 per cent, and there is significant unauthorised absence. There is a minority of pupils with poor attendance records that adversely affect their learning; based on attendance data for this school year. However, there are also large numbers of pupils with short absences for illness, reflecting the health problems within the local community. There are relatively few holidays taken in term time. A number of pupils arrive at school late in the morning, although they tend to arrive in time not to disrupt the school day significantly.
19. Overall, pupils' relationships, attitudes and behaviour have improved from the good levels achieved at the time of the last inspection, whilst their personal development and attendance have been maintained. The improvements are to the school's credit in the light of such a high staff turnover, with the potential instability and negative effects on the pupils. This has not been the case, and new staff find pupils self disciplined and orderly as a matter of course. There have been sound improvements since the previous inspection.

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

20. Teaching and learning in the Foundation Stage and in Years 3-6 is good overall. Teaching in Years 1-2 is satisfactory. This represents good improvement since the last inspection with far less unsatisfactory teaching now. The quality of teaching is having a direct and positive impact on standards and the pupils' achievements. There has been a high turnover of teachers in the last two years with well over half leaving, and new teachers joining. A significant proportion of teachers who have joined the school are applying for qualified teacher status currently. These teachers established themselves quickly, and have been determined to learn the principles of the national educational initiatives. The school was fully staffed at the time of the inspection, though this is hard to achieve and sustain.
21. In more than one third of lessons teaching was satisfactory, and similarly in more than one third, it was good. In approximately one in eight lessons, teaching was very good, and there was a small proportion of teaching judged to be excellent. A minority of teaching was unsatisfactory in parts of Years 1-4, though mostly linked to less experienced teachers. The school has a very strong and well-implemented philosophy of including all pupils, regardless of their individual differences or backgrounds. Teachers plan carefully and appropriately for the pupils' wide-ranging needs.

22. Pupils with EAL, work well, for example, in groups within the overall lesson. Their needs are taken into account appropriately, and learning support assistants, trained additionally for their role, add strategic and effective support throughout the week. Teachers work collaboratively with the specialist support assistants, and support is clearly focused on facilitating understanding and the development of English in the context of mainstream activities. During whole class introductions, for instance in literacy lessons, the EAL specialist assistants position themselves within close proximity of individuals who need support. Emphasis is appropriately put on explaining specific vocabulary to a given subject, with effective examples seen in geography and science. In these instances, the modelling and rehearsal of language helped pupils when they were asked to work collaboratively and where talk became the main vehicle for learning. Well-timed interventions and skilful questioning were used effectively to help meaning and consolidate the pupils' understanding. This ensures pupils have activities explained carefully, ensuring they achieve what should be realistically expected of them over time.
23. Pupils identified as gifted and talented are well taught and have a growing range of opportunities to develop their skills through visits, activities and opportunities to extend further their learning. They continue to be included sensitively, and the additional activities are managed to minimise any sense of difference from other pupils.
24. Teaching in the Foundation Stage ensures the children have a positive start to their school life. They learn well-established routines, and many reach the expected Early Learning Goals by the end of this stage. The nursery and Reception teaching is good overall, and the children have a wide range of suitable activities that reflect the requirements towards meeting the Foundation Stage curriculum. The atmosphere for learning is bright, attractive and positive, and adults work co-operatively to the benefit of the children. There is a calm and purposeful atmosphere throughout the day, and children arrive happily and settle quickly as a matter of course.
25. The quality of teaching seen in English, including literacy, was good overall. In Years 1-2, teaching was satisfactory, and in Years 3-6, it was good. A small minority of teaching in literacy was unsatisfactory, where the organisation lacked rigor, leading to lost time for learning. The characteristics of good teaching included a brisk pace, clear explanations of the tasks and suitably high expectations of the pupils' behaviour. In the very good teaching, for example in Year 5-6, pupils were helped to understand clearly what they had to do to improve further and encouraged to evaluate their own learning in the process. Planning for literacy is satisfactory overall, though there is inconsistency in the strategies for improving handwriting and spelling. Teachers understand the structure and strategy of the National Literacy Strategy, and implement the initiative effectively.
26. Teaching in mathematics, including numeracy, was good overall. There were examples of very good teaching in Year 2 and Years 5-6. A small minority of teaching was unsatisfactory. Most teachers plan lessons with care, ensuring the activities are matched closely to the pupils' wide-ranging needs. The organisation whereby pupils are organised into different groups according to their level of attainment is particularly effective in challenging the higher attainers and ensuring the work is closely matched to the pupils' needs. The principles of the National Numeracy Strategy are well understood and implemented effectively.
27. Teaching in personal and social education is good. Pupils develop a genuine sense of what it means to be a good citizen, and show impressive self-discipline and maturity as they move through the school. They become increasingly able to express their emotions appropriately. Teachers help the pupils to develop language and vocabulary to express those emotions positively and productively. This in turn reduces more aggressive and confrontational incidents as pupils learn how to manage themselves and their feelings appropriately for the context.
28. Teaching in Years 1-2 is satisfactory in science, art and design, history, physical education and religious education, and good in information and communication technology. There was insufficient evidence to judge the quality of teaching in geography, music and design and technology. Teaching in Years 3-6 is satisfactory in art and design and music, and good in science, history,



physical education, religious education and information and communication technology. There was insufficient evidence to judge teaching in geography.

29. The highly effective teaching seen for example in Year 5-6 was characterised by high expectations, rigorous use of questions and challenging activities. In very good teaching in science for example, the scientific activities were very well organised in a particularly small and poorly designed classroom. The activities were well matched to the pupils' needs, and pupils were thoroughly absorbed in their investigations as they discovered how sound is made when objects vibrate. The very careful structure of the lesson ensured maximum use of time for the pupils' learning, discussing ideas, investigating, and finally recording work. The lesson ended most effectively as the teacher helped the pupils themselves to summarise their own learning, drawing out key points in the process. The teacher was justifiably pleased with the high quality of the pupils' responses, as they discussed eagerly their findings. Elsewhere, very good teaching in numeracy and physical education in Year 2 had very strong features, including high expectations of the pupils and demanding activities. As a result of the very good teaching, the pupils worked very hard in their physical education lesson, and were thoroughly absorbed as they developed greater balance, creativity and control over their bodies.
30. Many teachers take considerable care in the quality of their environment. Pupils' work is celebrated creatively, and there are many high quality areas where work is at the same height as the pupils, yet treated with the utmost respect. This means that pupils learn from their environment, and take an interest in their surroundings both in class and around the school. The school is a bright, interesting and colourful place, where pupils show interest and become absorbed in the world. Teachers ensure for example that artefacts are displayed to engage the pupils' interest, and there are many examples of interesting additional objects of interest. The birds of peace, made from folded paper, are just one example where pupils think beyond the immediate and consider the qualities and characteristics of peace and how it impacts on their lives and the wider world. The many photographs of school life, and images of pupils using a variety of expressions and emotions, add individuality, life and spirit to the school.
31. In the minority of unsatisfactory teaching, activities were not always organised effectively, and resulted in missed opportunities for learning. Pupils waited patiently when taking turns when more efficient strategies could have enabled the lessons to move more swiftly. In a small number of lessons in Year 3, the weak organisation, low expectations and poor quality learning environment was a stark contrast to the rest of the school.
32. The learning support assistants make a very positive contribution to the pupils' learning and achievements. They work strategically, for example in supporting individual pupils, or small groups and become fully involved in helping the pupils learn. Learning support assistants understand what they have to do, and their observations of pupils are valued and included by teachers in wider assessment procedures.
33. Teachers have a positive rapport with the pupils, and even those teachers who are new or temporary develop effective relationships that impact on the pupils' learning. Pupils try hard in their work, and older pupils work impressively in very cramped surroundings. The poor accommodation in Years 3- 6 means that teachers have to think how best to organise practical activities in acutely cramped conditions. Pupils are restricted in their movements, and for several classes, once they are seated, it is almost impossible to move around without others moving first to provide the necessary access. Teachers and pupils alike manage with resilience and patience, in unacceptably poor working conditions. Pupils are pleased and proud of their work and keen to improve further. The teaching strategies, together with the high quality atmosphere for learning, enables the pupils to settle quickly to their lessons, concentrate throughout, and absorb new learning effectively. This in turn is having a clear impact on the pupils' achievements.

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

34. The provision for children in the Foundation Stage is good. The learning opportunities for pupils in Years 1 to 6 are also good. A broad and balanced curriculum is provided throughout the school, and is enriched by very good activities outside lessons. The school endeavours to offer a good range of worthwhile opportunities for pupils that interest and motivate them.
35. The schemes of work for all subjects are now firmly in place and all members of staff are familiar with them. They have a clear knowledge of what they need to do to implement them, so that pupils gain the maximum benefit. Teachers work in close collaboration with each other and with curriculum managers to ensure progression of skills. Each week all the teachers in Years 1 and 2 meet their curriculum manager and plan work and resources for all groups of pupils for the next week. Daily achievements are then evaluated against the plans at the next weekly meeting. The same planning and evaluation process is carried out in Years 3-4 and Years 5-6. This brings about a high level of consistency in planning and provision throughout the school, although some teachers do not complete the evaluation forms for pupils' daily achievements.
36. The planning of topic work for younger pupils does not provide for quality learning in all subjects. The organisation and implementation of this topic work mean that some subjects are covered at a superficial level only for example in art, music and design and technology. Standards could realistically be higher if these subjects were covered more systematically and in greater depth.
37. There are separate personal, social and health education lessons as a regular part of the school timetable. Year 6 pupils receive appropriate education about issues related to sex and drugs in these lessons. The teaching of these topics is complemented well by work in science. The curriculum makes detailed provision for the development of knowledge and skills required for good citizenship and the results of this are clearly evident in pupils' behaviour in the school.
38. There is a very good range of activities outside lessons, which enrich the pupils' experiences and support their learning. The curriculum is enhanced with a wide range of visits to theatres, museums and other places of interest, and by visiting speakers who support pupils' learning in a variety of subjects. During the inspection week there were students from Catalonia working with groups of pupils. There are many useful opportunities for pupils to participate in clubs and activities such as netball, football, art, chess and music. The local community makes a very effective contribution to the quality of pupils' learning. There is a drama club run in collaboration with the London Bubble Theatre and a musical drama club in collaboration with Peckham Varieties Theatre. The residential visits to the Medway and France support learning in many areas of the curriculum, as well as broadening pupils' cultural experiences.
39. There is a strong commitment to equality in education and this is clearly laid out in a good policy document. The provision for pupils who have special educational needs is good, and the curriculum is suitably adapted for their needs, whilst ensuring they are included fully into all activities. All pupils with special educational needs, and those for whom English is an additional language, receive the full National Curriculum offered by the school. Some areas of work are particularly modified for their specific needs. All pupils are fully included in all activities organised by the school. The higher attaining pupils have been identified and work of a more challenging nature is planned to meet their needs.
40. Religious education is taught according to the recommendations of the Southwark Local Education Authority Agreed Syllabuses. The daily act of collective worship meets requirements and provides opportunities for pupils to reflect on their day-to-day experience. This is an improvement since the last inspection.
41. The curriculum for the Foundation Stage is of good quality, and is being effectively implemented under the watchful eye of the early years co-ordinator. It provides a variety of interesting and purposeful learning activities in all of the nationally recommended early learning goals.
42. Very good use is made of the outside areas to enhance the curriculum and the outside environment of the school is a very special feature of the school. Care and thought has been put into the planning of outside areas of both the younger and older pupils, to provide a range of

thought provoking social, physical and spiritually enhancing areas. For example the Japanese garden, the ponds, the mathematically designed paved areas and the large indoor swimming pool. Pupils use them well, respect and value them. They are an important extension of the spiritual, moral, social and cultural provision in the school.

43. Links with partner institutions are very good. For example, local primary schools use the swimming pool. The school is also used as the venue for French classes for Primary children in Southwark. Other educational institutions use the school every Saturday. There is good liaison between staff of local secondary schools.
44. The provision for pupils' spiritual, moral, social and cultural development is very good overall and is a strength of the school. It reflects the aims of the school very effectively. This represents very good improvement since the last inspection when provision was judged to be satisfactory. The quality of provision for pupils' spiritual development is good. Although there is little evidence of any formal focus on this area of learning in lesson plans, planning for assemblies shows significant emphasis is placed on raising pupils' spiritual awareness. Suggestions are made as to how teachers can extend assembly themes through classroom activities. Pupils are encouraged to reflect on the importance and value of four key words - 'joy', 'love', 'peace' and 'friendship' and how these might affect themselves as individuals and the school as a whole. The provision of a school garden contributes significantly to pupils' spiritual awareness. It is thoughtfully designed and its tranquil and calm atmosphere gives pupils a chance for quiet reflection and to come close to nature in an otherwise harsh locality.
45. The quality of provision for pupils' moral development is very good. From the time pupils join the school, behaviour expectations are made very clear and they are encouraged to develop concepts of right and wrong. Close links are made with spiritual and social development so that pupils are helped to understand the impact of their words and actions on others. As a result, they demonstrate high levels of self-discipline, and good behaviour is not dependent on a reward system. The school's strong moral code ensures a consistent approach from staff, including those who are newly arrived in the school.
46. Overall, the provision for pupils' social development is good although the opportunities for pupils to show initiative and independence in lessons are under-developed. For example, in several lessons observed teachers gave out the equipment and materials needed so that pupils had limited chance to make their own selections and decisions. However, across the school, lessons are planned that require pupils to work co-operatively and collaboratively in different groupings. Visits outside school, including residential ones for older pupils, also enhance pupils' social development, as do the opportunities to work alongside pupils from other schools in music festivals, for example. Older pupils are encouraged to take on a number of responsibilities such as helping at lunchtime and supervising behaviour on the stairs. A school council has been established to enable them to take greater responsibility, and be more fully involved in future developments.
47. Provision for pupils' cultural development is excellent and is a real strength of the school. In lessons pupils learn about other countries such as Africa and Australia. They taste exotic fruits and observe closely items such as carved wooden masks and printed fabrics from different cultures. Visits to places such as the Tower of London enhance their understanding of British history. Residential visits to France and to Medway provide first hand opportunities for older pupils to experience different communities and environments. Pupils take part in a variety of events to promote their cultural understanding such as the 'Celebrate South Africa' festival in the Royal Festival Hall. They benefit from visitors to the school through the school's link with Japan, and by visits from groups such as the young musicians from Calcutta. Pupils' cultural development is enriched by the very wide cultural backgrounds of both pupils and staff. All are valued, included and contribute well to prepare pupils very effectively for life in a multi-cultural society.

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

48. Staff at all levels make the welfare of the individual pupils a high priority, and, as a result, the pupils are very well cared for as individuals and relationships are of consistently high quality.

Pupils believe that the staff are approachable, with all teachers universally referred to by first names. This in no way reduces the level of respect shown to staff by pupils.

49. Staff are genuinely concerned to help pupils when they need it, and do their best to resolve any problems they have. This support allows pupils to concentrate on their learning, and they feel safe and valued. A particular strength is the employment of learning mentors, who help pupils with difficulties by raising their self-esteem and assisting their personal development. The school has a long history of placing particular emphasis on pupils' emotional development, an attitude and approach that is continued today. Much of this is reflected in management and teachers' approach to their relationship with pupils, but is reflected more formally in aspects such as the quality of experience in the school's residential trips for Years 5 and 6 and in the formal personal and social health education (PSHE) provision. The excellent atmosphere for learning permeates the school. For example, the brass band after school was teaching pupils not only how to play their instruments but how to play as a group, with the teacher able to achieve a fine balance of valuing pupils' work and yet always helping them strive for better.
50. The school site generally provides a safe environment, and routine health and safety procedures and testing are in place. The premises officer takes considerable pride in the school and is particularly active in maintaining standards. Procedures for child protection and for ensuring pupils' welfare comply with local guidelines.
51. There are very good arrangements to monitor and promote good behaviour. However, they do not consist of formal procedures such as rules and lists of rewards and sanctions. Rather, they take the form of a general unspoken consensus throughout the school that there is a natural way to behave in Eveline Lowe, and that pupils will conform to it. These high expectations and ethos are established right from the Foundation Stage, and permeate the school. The ethos is very strong, and has been sustained over time in the face of the high turnover of staff as well as of pupils. It is there despite the pressures on pupils derived from different ways of behaving at home, or in their wider community. It provides a very clear pattern of how to behave in the school and pupils conform to it, mostly without staff needing to use overt reward or sanction. It is something that pupils can take with them into secondary school and later life, when more formal controls would be long forgotten. All staff are constantly reinforcing the school's expectations; in addition to teachers and learning support assistants, lunchtime supervisors also work effectively.
52. This picture also holds in the way the school prevents oppressive behaviour. Pupils know that this type of behaviour is not how the school works and so, usually, they do not behave that way. The school community works together and does not allow such tensions to develop. Pressures from the outside community, which do sometimes exist, are held at the school entrance, with the headteacher and deputy headteacher, in particular, on occasions acting rigorously and effectively as guardians and gatekeepers to protect the school's ethos.
53. Procedures to promote good attendance are systematic and effective in the circumstances of this school. The school encourages parents to value education and to treat their child's punctual attendance as a priority in their lives. Potential problems are identified early, and followed up by the school or with the Educational Welfare Officer. Morning registration periods and the calling of registers in the afternoon is conducted efficiently. There remain a few families with persistent non attendance, necessitating the school to be persistent in its effort to bring about small steps of change over time.
54. Procedures for assessing pupils' attainment and progress are very good. There are recently introduced systems that add further to this rigor to track individual pupils, and specific groups, noting any possible underachievement over time. Teachers collect samples of the pupils' work and use a wide range of assessment information very effectively to inform their planning. This ensures work is well matched to the wide range of pupils' needs. There are good procedures for monitoring and promoting the pupils' academic progress. Most teachers are methodical in monitoring what the pupils achieve academically. The school is systematic in monitoring and supporting the pupils' personal development, noting any changes in individual pupils' responses or behaviour and

checking sensitively to ensure wherever possible, there is no ground lost due to personal circumstances.

55. The school's high standards of supporting pupils have been maintained since the last inspection, with some improvement in procedures to encourage and monitor attendance. Assessment procedures have been developed appropriately, although some of the more recent initiatives are yet to be fully embedded into practice across the school. There have been good improvements overall.

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

56. The school has maintained its positive relationship with parents and the sound quality of information for them since the last inspection. Only a small proportion of the parents responded to the pre-inspection questionnaire, making it difficult to draw firm conclusions. Nearly all who voiced an opinion were positive about all aspects of the school. In particular, parents believe that their children like school, that the teaching is good and that their children work hard and make good progress. They endorse the standards of behaviour and think the school helps children to become mature. There were a few criticisms about the amount of homework, the information the school provides and how it works with parents, and the range of activities provided outside of lessons. Inspectors' findings do not support any of these concerns. Overall, parents' views of the school are good and the school has the confidence of its local community. This applies to parents from all parts of the locality, and from all backgrounds. The school's strong and inclusive emphasis makes a very useful contribution to relationships between school and home, as parents feel valued and respected.
57. The inspection team considered that the overall quality of information for parents is good. The prospectus and annual governors' report to parents are well-written documents that give a good flavour of the school. Comments on reports are often too general to be helpful, and some targets for pupils need to be made more specific, although the reports are well tailored to the individual. Parents' evenings are held termly, and most parents do attend them. A particularly good feature is that staff are given specific time to meet parents who do not come. The information discussed at these meetings is considered to be useful and helps to explain in more detail how well their children are doing and making progress. The school provides regular newsletters of good quality. Parents of pupils in the lower school are encouraged to come into school in the morning and settle their child, and teachers in both upper and lower schools are available to see parents at the end of the day. The school has provided parents with good details of the curriculum being taught. There are arrangements to translate communications to parents into other languages if necessary. The school regularly seeks parents' views on its performance through its own questionnaires.
58. The contribution of parents to the school and their children's learning is sound. Some parents do support their children's homework, whilst others do not. Few parents help in school. The school involves parents well when a pupil is having problems with behaviour or learning, and this approach often helps the school and parents to work together to solve the problem. The agreements established between school and home add further strength to the partnership. There is an active parent teacher association, the Friends of Eveline Lowe, which organises social and fundraising events. The parent governors make an appropriate contribution to the school's governing body, although few other parents attended the annual meeting with parents.

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

59. The leadership and management of the school are very good. The headteacher provides strong and highly effective leadership and educational direction. The school has many strengths, and several outstanding features, that are a direct result of the headteacher's vision and ambition for the school, its pupils and the surrounding community, over a long period of time. The highly effective emphasis upon including all pupils, regardless of their differences and backgrounds, helps create a harmonious school community both racially and socially. This is a very strong feature of the school. There has been good improvement in leadership and management since the previous inspection.

60. The outstanding environment and its impact on the pupils socially and educationally, and the excellent atmosphere for learning have a marked effect on the pupils, leading to improved standards and pupils achieving well over time. This is set against a backdrop of high staff turnover, acute disadvantage in the area for pupils and their families, and the associated challenges facing the school. The deputy headteacher has strong and complementary skills to those of the headteacher, and together with the senior managers, they make a very effective team. Senior staff with responsibilities for special educational needs, and English as an additional language, are effective in their work, ensuring pupils are supported systematically. The headteacher has built a strong team, and people choose to contribute considerable effort over and above their formal responsibilities to the overall benefit of the school and its pupils. The premises manager for example makes an exceptional contribution to the school and the environment both inside and outside, ensuring the environment is maintained carefully throughout the year. The environment is a haven of tranquility, and the leadership has ensured a high level of consistency on both school sites to maintain and sustain such an atmosphere for learning.
61. There is good monitoring and evaluation of teaching, and staff are well supported. The headteacher and senior staff monitor teaching regularly, and provide feedback systematically, including areas for further improvement. New teachers are given much useful support that is rigorous, with a carefully considered balance between monitoring their practice, and supporting teachers in their lessons. The excellent atmosphere for learning helps significantly in supporting and inducting new staff. The induction programme for new staff is effective and ensures they are integrated swiftly as part of a team. The school has a crèche, and this helps staff as they use this facility for their own children. In addition, there are opportunities for sabbaticals for those staff who have been at the school for more than a given time. This in turn adds incentives for staff to stay longer, thus creating greater stability. These strategies help to minimise the negative aspects of temporary staff due to recruitment difficulties, and the high turnover of teachers. There have been significant challenges in recruiting teachers, and after five attempts, the school has a permanent literacy coordinator starting next term.
62. There are systematic procedures for evaluating the impact of the school's actions. There is also much informal discussion between senior managers and other staff reflecting on their work, evaluating what is working well, and where changes are required for further improvement. The practice whereby senior managers meet regularly with teachers who have any areas of responsibility means that as many staff as possible are aware of the current priorities and strategies for the school. This in turn brings about a high level of consistency in the implementation of policies and procedures. There are good strategies for appraising staff and managing their performance, and the careful tracking of pupils' achievements adds important evidence to this process.
63. The school improvement plan is appropriately detailed, and provides clear priorities for future improvement. Priorities are appropriate, and focus upon raising standards, and bringing about further improvements. There is good use of new technology, including its increasing use for planning, recording and reporting. The school manages well the wide range of initiatives and demands made upon it externally, and seeks to minimise bureaucracy in many areas.
64. The school's financial organisation is very good, and priorities are matched appropriately to the budget. Specific grants are used well, and maximum use is made of additional funding, for example in supporting pupils with English as an additional language. The administration is very good. The administrators create a warm, calm and welcoming atmosphere, whilst maintaining efficient and effective systems to support the smooth running of the school. The budget carried forward from the previous year is entirely appropriate and designated for necessary building works.
65. The school has clear aims and everyone has a common understanding of what is expected of them. This means there is a great consistency across the school in their use.
66. The governing body carries out its duties very effectively. Governors take an active and supportive role, whilst maintaining a level of challenge and rigor in their evaluation of the school. The governors have a highly effective chair, who has a strong understanding of the school, its relative

strengths and weaknesses, and how its actions impact on pupils, standards and the overall quality of education. The chair of the governing body, for example has pioneered a national initiative "Learning through landscapes" and together with the headteacher has contributed strongly to the outstanding learning environment and environment. Governors take a full and active role in shaping the school's direction, and follow carefully the principles of best value in their decisions and use of resources. They make useful comparisons between Eveline Lowe, and standards reached nationally and locally, asking rigorous questions of the senior management in the process.

67. There is a suitable match of teachers and support staff to meet the demands of the National Curriculum, though this remains hard to achieve and sustain. The accommodation is poor overall. This is because of the nature, layout and quality of the accommodation for older pupils in Years 3-6. Elsewhere, the accommodation is suitable, and the school makes best use of all its available space. The building, (historically designed as a small special school) for pupils in Years 3-6 is cramped and entirely unsuitable for its current use. Classrooms are often cramped, and their layout prevents teachers having an overview of all pupils because dividing walls cause obstructions. There is barely enough space to accommodate enough tables and chairs for all pupils, and in two classes, older pupils are severely restricted once they are seated. Elsewhere, a hall is used as a classroom, and has to be a thoroughfare, as there is limited access to the other classes. This means constant interruptions even though everyone is sensitive and seeks to move with minimal disruption. In addition, the high ceilings in the hall make for unhelpful acoustics. These weak features are detrimental to standards and the pupils' learning, as they can hardly move beyond their own seats to carry out more independent enquiry, and teachers are very restricted in what investigations are practical or possible to organise. This means that standards, for example in investigative science have been unduly hindered. Despite these many poor features, teachers and pupils alike manage with remarkable fortitude, good humour and resilience, to overcome as far as possible these weaknesses. There remain outside toilets for boys that are wholly unsuitable, and although there are some facilities inside the main building, the external toilets are still used regularly.
68. The school has taken great care to develop and improve the environment over time. There are dynamic and visionary plans for the development of the school site for Years 3-6 that are well advanced. This includes state of the art plans for classrooms, learning areas and outdoor space, alongside an urban creative arts centre in the current building. These are close to being completed, with budgetary decisions outside of the school's control, still to be finalised. The plans for the future of Eveline Lowe Primary School are creative, forward thinking and innovative. Their design has given careful thought to the effects and impact that the learning environment has on pupils' behaviour and attitudes to learning. If the plans are implemented, they have considerable scope in helping to raise standards further for pupils.
69. There is very good capacity to improve further, with staff enthusiastic and keen to develop their own professional practice, and a desire to see Eveline Lowe Primary School grow from strength to strength.

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

1. **\*Further raise standards in English, by:**

- improving pupils' writing, handwriting and spelling;
- providing systematic opportunities for pupils to develop their speaking and listening skills across the curriculum.

As referred to in paragraphs 3, 6, 8, 78, 98 and 114.

2. **\*Improve the quality of the accommodation for pupils in Years 3-6, by:**

- finalising plans for the redevelopment of the site;
- ensuring plans are suitably funded and resourced;

- pursuing the plans as a matter of urgency.

As referred to in paragraphs 33, 67 and 127.

3. **\*Eradicate the weaknesses in teaching in parts of Years 1-4, to match the good teaching seen elsewhere, by:**

- establishing high expectations, effective organisation and suitable environments for learning.

As referred to in paragraphs 21, 25, 26, 31, 111, 118, 128 and 130.

\*indicates this is part of the school's improvement plan

The school may also wish to consider the following less important issues:

- To seek ways for further improvement in attendance.
- Identify more opportunities for pupils to take responsibility in and around the school.
- Improve the planning and organisation of topic work in Years 1-2.
- Improve the quality of large apparatus for children in the Foundation Stage.
- Ensure greater consistency in marking pupils' work.

As referred to in paragraphs 18, 36, 46, 89, 90, 111, 121, 130, 133 and 152.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	25	25	5	0	0
Percentage	3	13	38	38	8	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	50	301
Number of full-time pupils known to be eligible for free school meals		138

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	12	72

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	123

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	8

#### Unauthorised absence

	%
School data	1.5

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	22	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	21
	Girls	17	18	22
	Total	37	37	43
Percentage of pupils at NC level 2 or above	School	86 (91)	86 (93)	100 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	19	22	22
	Total	39	43	43
Percentage of pupils at NC level 2 or above	School	91 (93)	100 (98)	100 (96)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	21	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	16
	Girls	12	11	16
	Total	24	23	33
Percentage of pupils at NC level 4 or above	School	60 (57)	57 (55)	82 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	8	11	12
	Total	17	22	23
Percentage of pupils at NC level 4 or above	School	44 (65)	54 (62)	59 (81)
	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	13
Black – African heritage	84
Black – other	5
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	5
White	133
Any other minority ethnic group	22

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

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

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24
Average class size	25

**Education support staff: YR – Y6**

Total number of education support staff	15
Total aggregate hours worked per week	365

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25
Total number of education support staff	3
Total aggregate hours worked per week	85
Number of pupils per FTE adult	5

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	3

*FTE means full-time equivalent.*

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	00/01
	£
Total income	1,119,791
Total expenditure	1,076,398
Expenditure per pupil	3,016
Balance brought forward from previous year	108,207
Balance carried forward to next year	64,043

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	331
Number of questionnaires returned	31

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	65	32	3	0	0
Behaviour in the school is good.	48	45	0	0	6
My child gets the right amount of work to do at home.	35	29	19	10	6
The teaching is good.	48	45	3	0	3
I am kept well informed about how my child is getting on.	39	45	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	47	43	7	3	0
The school expects my child to work hard and achieve his or her best.	61	32	6	0	0
The school works closely with parents.	42	42	10	3	3
The school is well led and managed.	42	39	6	0	13
The school is helping my child become mature and responsible.	48	39	3	0	10
The school provides an interesting range of activities outside lessons.	32	45	10	3	10

Please find additional comments under the section of Parents' and carers' views in the summary.

**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**

72. The Foundation Stage (the Nursery and Reception classes) ensures that children have a good start to school life. The majority of children in these classes are on course to reach the expected targets in all six areas of learning, for the end of the Reception Year although standards are less secure in aspects of language and mathematical development than in the other four areas of learning. Only a small minority of children are likely to exceed the expected targets. This is an improvement, however, since the last inspection. Overall improvement since the last inspection is good. No unsatisfactory teaching was observed, and teaching is good overall. Teaching was satisfactory in developing children's knowledge and understanding of the world, and good in all other areas of learning. Standards of attainment have improved in all six areas of learning and children are now achieving well in relation to their attainment on entry to the nursery.
73. Most children enter the Nursery during the year in which they become four. On entry, their development is below that expected of children at this age, with a significant minority well below. Many children are at the early stages of building up a wide vocabulary and in their ability to use language to express their ideas. By the time children enter the Reception classes, their attainment is close to national expectations, with skills in reading and writing least well developed. Teachers offer children a wide variety of relevant activities and encourage them to talk about what they are doing so that their vocabulary increases and they become more confident in expressing themselves.

**Personal, social and emotional development**

74. By the end of the Foundation Stage, children are on course to meet this early learning goal, and they achieve well in relation to their attainment on entry to the school. Teaching is good overall and there are no significant changes since the last inspection.
75. All classrooms are well organised and activities well prepared so that children settle quickly to their work. Routines are well established so that children know what is expected of them. For example, at playtime, reception children line up quietly, move out to the playground in an orderly fashion and collect their drinks from the box provided. Children persevere and become very engrossed in some activities such as when learning about the computer keyboard. They sit still on the carpet and maintain concentration when the stories and activities interest them, for example, when joining in reading the story "We're going on a Bear Hunt". Sometimes, however, they become restless and lose interest when they are not actively involved and are kept too long on the carpet. Nursery class children are encouraged to put on their socks and shoes independently after a dance session in the hall. With some appropriate support from staff they are largely successful. Teachers, nursery nurses and other supporting adults are caring and sensitive to the children's needs so that children's relationships with them are positive. New arrivals to the Nursery are given time to observe what others are doing and encouraged to join in as they feel more confident. When necessary, parents and carers are invited to stay with their children until they settle. As a result, most children are happy and secure, seeking help and support as they need it and moving confidently from one activity to another. Staff acknowledge and praise children who behave well and work hard to remind children about what is expected. Consequently, behaviour is good and sometimes very good in class and around the school.

**Communication, language and literacy**

76. Children' development overall in this area is just on course to meet this early learning goal, for the end of the Foundation Stage which is an improvement since the last inspection. Attainment in speaking and listening is more secure than in writing and some aspects of reading but overall, children achieve well in relation to their attainment on entry to the Nursery. Teaching in this area is generally good.

77. Staff use a range of well prepared and appropriate practical activities to extend children's vocabulary although the provision for role-play is under-developed in the Reception classes where equipment in the 'Home Corner' is very basic. Small equipment such as dolls' house furniture and people are well used, though, to encourage children to retell stories such as 'Goldilocks and the Three Bears'. As a result, children use different voices for the characters whilst retelling the story and higher attainers use talk appropriately to negotiate and explain what they want to do. Staff question children effectively to support them in making up their own stories so that they consider where the story takes place and begin to use descriptive language. In a lesson on speech bubbles, older Nursery children created complete simple sentences when making a small bear 'talk'. Most children listened well in large and small groups when teachers use a range of strategies to help them remain attentive and learn. When stories were read or told expressively, children listened with enjoyment and were keen to respond to questions. They were less attentive when kept too long on the carpet or not encouraged to be actively involved in their learning.
78. Children enjoy looking at books and classrooms have an appropriate range of accessible books. A book borrowing system is well established and parents are encouraged to share stories with their children and to comment on their children's responses in a home/school contact book. Teachers also use the contact books to comment on progress. As a result, most children have a positive approach to reading. Older, higher attaining children in Reception read familiar stories confidently needing little prompting. They recognise individual words and are able to recall parts of the story. When asked, they recognised the initial sounds of most letters but they did not readily use their phonic knowledge to help them with unfamiliar words. Average attainers also rely heavily on memory when reading simple stories. They are beginning to recognise some individual words and letter sounds by sight but they confuse the names of letters with their sounds. Lower attaining children learn the story by heart, using the pictures as prompts as they read. They understand the sense of what they are reading and talk readily about the pictures, sometimes relating them to their own experiences. Staff effectively promote children's enjoyment and understanding of books and stories. However, insufficient emphasis is placed on the teaching of specific reading skills such as phonic knowledge and word-building to ensure that the majority of children will reach the expected targets in those aspects of reading by the end of the Foundation Stage.
79. Children tackle a suitable range of writing tasks. In the Nursery, higher attainers write their names clearly though not all letters are correctly formed. They trace over writing patterns quite accurately. Lower attaining children trace over their names and produce some recognisable letters. They work in small groups to create their own stories such as alternative endings to 'Humpty Dumpty'. Children build on these story-writing skills in the Reception classes. In one class, for example, the story of 'Goldilocks' was successfully used to encourage children to help children consider the setting for their story and to suggest words to describe it. With support, children used the computer to write a list of their chosen foods for the teddy bears' picnic. Staff provided suitable materials and opportunities for children to use writing in their play, which encouraged them to initiate their own writing. Lower attaining children are beginning to use initial sounds to attempt to write words and some good intervention and checking of progress by a member of the support staff enabling these children to improve their work. Their letters are clearly recognisable but not all are correctly formed and the words are a mixture of upper and lower case letters. Teachers show they value children's efforts in writing by word-processing their work and displaying it attractively.

### **Mathematical development**

80. Children's mathematical development is on course to meet this early learning goal by the end of the Foundation Stage, which is an improvement since the last inspection. Children achieve well in relation to their attainment on entry to the school. The teaching observed was good.
81. During the Foundation Stage, children experience a wide range of relevant mathematical activities including number work and counting, shapes, shopping, learning the days of the week and the months of the year, recognising the different parts of the day and telling the time. Classrooms have a good range of mathematical equipment for counting and sorting. Number lines and friezes are displayed for the children to refer to.

82. Nursery children are introduced to counting through simple colour and pattern making activities. Staff work hard to help children learn but many do not know their colours and have little understanding of number at this early stage. Teaching is most effective when activities are carefully planned and focused and all staff are clear about what is to be taught and learnt. Children make good progress when they are actively involved in their learning and encouraged to talk about what they are doing. For example, in a Reception class, the use of peg-boards and good intervention from the teacher helps higher attaining children to understand that 8 is more than 7, that 5 is less than 7 and to say whether 9 is more or less than 7. Lower attaining children count out bears accurately to make sets of 5 and, prompted by their learning mentor, identify which group has more from groups of 5 and 3. When counting beyond 5, however, not all their counting is correct.
83. Good use is made of number rhymes such 'Once I caught a Fish Alive' and '5 Little Ducks' to reinforce counting and promote early understanding of addition and subtraction.

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

84. Children are on course to meet this early learning goal by the end of the Foundation Stage– an improvement since the last inspection. The teaching observed was satisfactory. The majority of children achieve well in relation to their attainment on entry to the school.
85. Children are introduced to computers in the Nursery and their progress is carefully tracked and recorded. They find the initial letter of their names on the keyboard and use the appropriate key to change it from lower to upper case. Good support in the Reception enables them to build on this knowledge and use a wider range of keys. In addition effective use is made of the digital camera in the Foundation Stage to record children's work. With help, children take photos of their own work which are afterwards used for display and record keeping.
86. Children learn about the world about them through a range of well-planned themes. For example, the theme 'Here I Am' helped children in the nursery to explore using their five senses. They used a feely box, played blindfold games and tasted foods from different cultures. They studied photos of themselves to identify how they have changed and grown since babyhood. They see changes in other substances when cooking Parkin cake or dyeing pasta. Children in the Reception classes learn about colour and light by experimenting with torches and different materials to find out which are transparent or opaque. They go for walks to look at colours in the environment and mix paint to reproduce the colours of the rainbow. Changes in the environment are noted when they learn about the seasons. A fish tank in the classroom provides useful opportunities for learning about living things and how to take care of them.
87. Staff also plan very carefully the use of everyday activities such as the sand and water trays so that children benefit from a good variety of experiences. For example, in one week, the water tray might be used to blow bubbles with tubes, float boats or wash the dolls.

### **Physical development**

88. Children's physical skills are on course to meet this early learning goal, and standards have been maintained since the last inspection. Children benefit from the use of a spacious hall and from using the school's swimming pool. The teaching observed in this area of learning was good and children achieve well in relation to their attainment on entry to the school.
89. All classes use the hall for physical education and dance. Nursery children responded well in a dance lesson moving their heads, arms and legs like robots. Good demonstration from the teacher helped them to copy her movements successfully and in time to the music. Their behaviour was very good throughout. A significant minority found it hard to find a space a space of their own but they all enjoyed running and were able to keep very still when requested. In a PE lesson, Reception children balanced on benches and climbed ladders on the climbing frame confidently. Some transferred their weight successfully to the pole and ropes on the frame and slid down with control. Some children found mirroring the movements of their partners difficult but good support



and intervention from the teacher helped them to be successful. Not all the apparatus used and the tasks set were sufficiently challenging however to ensure that all children were required to make real effort and were physically extended.

90. Nursery classes have access to spacious and secure outdoor provision, although there are no wheeled toys for children to ride, some equipment needs updating and the opportunities for outdoor role-play in this area are under-developed. This restricts their physical development, and they could achieve more with better equipment. The school has recognised that this is an area requiring further development and has produced an action plan accordingly. The outdoor play area for the reception classes is insufficient so that a full range of appropriate physical activities is not available to the children. Equipment is not always well looked after so that, for example, soft toys are left on wet paving slabs and become damp and grubby.
91. Children' manipulative skills are developed through the use of pencils, pens, brushes and a range of tools. These skills and their use of scissors are carefully monitored. Children also have access to a variety of large and small construction toys and to modelling materials such as clay and plasticine. All these everyday activities are well planned to ensure a variety of appropriate activities.

### **Creative development**

92. Children are on course to meet this early learning goal by the end of the Foundation Stage, and they achieve well in relation to their attainment on entry to the school. Teaching is at least satisfactory and often good, and standards have improved since the last inspection.
93. A variety of good quality experiences are available to the children. For example, in the nursery, they used clay and papier mache to make bowls for Little Miss Muffet and painted and decorated them effectively. They painted self-portraits and printed patterns with their hands and feet. When learning about Bonfire Night, they created sounds to represent fireworks using instruments and body parts. In the Reception classes, children sometimes have the opportunity to mix their own paints, for example, when painting rainbows. When studying colour and light, they made observational drawings of shadows and used fluorescent paint to make attractive splatter patterns. They listened to music and made their own music through singing, body sounds and with musical instruments.
94. Role-play areas such as a doctor's surgery and home corners are provided to promote imaginative play as well as speaking and listening skills but those observed during the inspection lacked a good variety of stimulating and inviting resources. This limits the value of these activities in extending children's creative development and their speaking and listening skills. Children are keen to join in familiar songs and rhymes. They know many of the words by heart and successfully match their actions to the songs.
95. A strong feature of teaching in the Foundation Stage is the way teachers, nursery nurses and other adult helpers work together as a team, each playing a full part in teaching and supporting the children. Everyone knows their role and what the children will do and learn. Routines are clearly understood and consistently implemented so that children feel secure and know what is expected of them. Nursery Nurses and classroom assistants feel fully included in the life of the school and have contributed significantly to maintaining continuity at a time of considerable changes amongst the teaching staff. New teaching staff have been rapidly integrated into the team. They have worked hard to gain a good knowledge of the children they are responsible for and to become familiar with the requirements of the Foundation Stage so that activities are generally well matched to the learning needs of the children. A weekly review and evaluation is completed in preparation for the next round of planning in which all staff are involved.
96. Curriculum planning has been well developed to meet the requirements of the curriculum guidance for the Foundation Stage. Consequently all aspects of the curriculum are properly covered and most activities planned are developmentally appropriate for the children. Planning for the Reception classes ensures that children are prepared for the requirements of the literacy and numeracy

strategies when they move into Year 1. Assessment procedures are thorough. Tracking sheets enable staff to ensure children attempt an appropriate range of activities and assessment sheets are used to record children's responses to their activities. Day to day assessments are well used to inform the next steps in children's learning. This is an improvement since the last inspection.

97. The Foundation Stage is well led by the co-ordinator who has the necessary expertise and experience to maintain the good practice already in place and ensure continuous improvement. She has a clear view of how the Foundation Stage should develop and her action plans show what has been achieved and what is to happen next.

## ENGLISH

98. There has been a steady and upward trend in standards in English over time, and the school is justifiably proud of its achievements. For example, in the most recent National Curriculum tests in 2001, by the end of Year 2 standards were in line with the national average in reading and writing. Inspection evidence showed standards of attainment in English by the end of Year 2 to be below the national average. By comparison with similar schools, pupils reached standards that were above average in writing, and well above in reading. Standards in speaking and listening are below national expectations. Pupils in Year 1 and Year 2 achieve broadly satisfactorily but they could do better in writing and speaking and listening. Standards when compared nationally are affected by the pupils' mobility between the end of the Foundation Stage, Year 2 and Year 6. As pupils enter the school at different points, they have many gaps in their knowledge and learning, and a significant proportion have special educational needs including limited skills in literacy. Despite this factor, many manage to achieve well in a short space of time. The differences between standards in the national test results and those seen during the inspection are in part due to the variations in groups of pupils.
99. Inspection evidence shows that by Year 6 pupils are attaining standards that are below the national average in all areas of literacy. However, the results in the National Curriculum test 2001 showed standards to be well below the national average. There has therefore been an improvement in the standards of work seen compared to the standards in the last set of test results as a result of the overall good quality of teaching. A few higher attaining pupils reached the higher level (Level 5) but many pupils were still working at Level 3 and below. When compared to similar schools standards are in line with those found nationally. The National Curriculum scores for the last five years, show that the school's trend is broadly in line with the national trend, and there have been improvements in most areas, though improvements in writing are least marked.
100. There is no significant difference in the performance between girls and boys. Pupils who have special educational needs, and those with English as an additional language, achieve well in relation to their prior attainment. There is careful thought given to ensure all pupils are included.
101. The school's targets for success are suitably challenging. The pupils' achievements are broadly satisfactory from year group to year group in some aspects of literacy. Pupils' rate of achievement improves in Years 5 and 6. However, for the majority of pupils through Years 3 to 6, weaknesses in speaking and listening, spelling, handwriting and reading are evident. This holds them back from reaching higher standards, particularly those still working at the lower levels. The school has been very successful in creating an environment that is calm and supportive of all pupils and this is clearly a valuable contribution to pupils' social and academic development. The climate for learning is developed well.
102. Most pupils speak clearly and are reasonably confident when they talk about their work informally. Young pupils are not always sufficiently clear about what they need to talk about when working with partners. This leads to restless and noisy behaviour. Opportunities to work with partners are infrequent and are not well structured to help pupils further. Older pupils understand the difference between formal and informal speech. They listen well to their teachers and improve their speaking and listening skills when they have a chance to discuss work with partners. They exchange their ideas sensibly, make adjustments to their thinking and reach decisions agreeably. Some of the best quality speaking occurs when pupils work in this way. Some useful opportunities occur

through effective setting arrangements in Years 5 and 6. The oldest pupils have opportunity to work in small groups. In this way they develop useful skills to support collaborative work. Many have good concentration and an interest in the work.

103. Overall, pupils' formal vocabulary is underdeveloped because there is a greater emphasis in lessons on listening than on speaking. Speaking skills develop slowly so that by the end of Years 2 and 6, some pupils struggle to find words to express more subtle ideas.
104. Standards in reading by the end of Year 2 are in line with the national expectation. Young pupils read with confidence and enjoy the opportunity to read to an adult. In Year 2, the higher and average attainers read with accuracy and developing fluency. They recognise many whole words and use strategies such as phonics and pictures to help them make sense of the work. Lower attainers enjoy books with repetition and rhyme. They tend to read from memory and use the pictures when they need help. They recognise a few whole words, though not all have a basic understanding of phonics. Significant weaknesses emerge in expressing opinions and ideas about stories, poems and non-fiction. Higher order skills such as using dictionaries, contents and index are relatively weak. Some average and lower attainers are not entirely sure of the alphabet.
105. All pupils have experience of a reasonable range of writing opportunities, which include writing stories, letters and instructions. Young pupils generally use a firm grip that helps them make clear marks and letter shapes. Letter size, shape and spacing develop broadly satisfactorily. There are few instances of reversal of letters. However, at times lower case letters are placed incorrectly. Presentation is improved when lined paper is used. Pupils develop a satisfactory understanding of sentence construction. They use capital letters and full stops with increasing accuracy. By Year 2, it is evident pupils begin to achieve well over time in their descriptive writing and in accuracy of spelling.
106. In Years 3 to 5, most pupils achieve satisfactorily in developing their ideas through useful creative writing opportunities. Educational visits linked to other subjects, such as history, help pupils to write accounts of their visits or what they have learnt well. Work displayed shows good understanding and use of sentences, grammar, paragraphs and punctuation. However, in books, unsatisfactory and poor handwriting and spelling restrict pupils from reaching higher standards regularly. The majority use print and pencil. By Year 6, pupils achieve well over time although the main weakness continues to occur in handwriting, spelling and overall presentation.
107. Since the previous inspection, standards attained by the end of Years 2 and 6 have risen significantly. Standards in reading by the end of Year 2 are now in line with the national average. There has been some improvement in planning to teach grammar. The quality of teaching has improved in Years 1 and 2. Attitudes improve well as pupils move up the school.
108. The quality of teaching and learning is satisfactory with good features in Years 1 and 2 and good overall in Years 3 to 6. There was one very good lesson and one unsatisfactory lesson. The very good teaching helped pupils to learn well and improve their handwriting skills. In the Year 5-6 lesson, pupils understood quite clearly that their skills were not as good as they should be. This honest approach from the teacher confirmed what they already knew. The teacher gave them confidence and sufficient strategies to support them to learn effectively. These included self checking, looking for best work and how to improve writing posture. Most importantly there was a strong emphasis that improved handwriting needed to occur in everyday work. Pupils were well managed and the lesson was taught well through demonstration and full pupil participation. They were encouraged to assess their partner's work too. All pupils responded very well to the opportunity of learning basic joined up strokes. They trusted the teacher and she did not fail them.
109. A very good feature was seen in a lesson on the teaching of phonics. Year 1 pupils enjoyed developing their phonic skills. Routines were well established and pupils responded very well to the chance to work with a partner. The teacher used good strategies to support pupils in their social and academic development. Pupils were challenged and inspired to do their best. There was a good insistence on accuracy of spelling. Most importantly, errors made were corrected immediately by pupils as they returned happily to sound out the word again and get it right. Pupils

were left wanting more. This shows that when the work is challenging and clearly understood pupils' attitudes and behaviour are of a good standard. The teacher's subject knowledge was good and there was a strong commitment to help pupils learn well.

110. The characteristics of good teaching were seen in lessons where the pace was brisk, explanations clear and sufficiently short to keep pupils' attention. The tasks were well organised and appropriate to meet the needs of all pupils. Pupils behaved well and showed good attitudes to learning. The setting arrangement for Years 5 and 6 supports pupils particularly well. Planning for the literacy hour is generally satisfactory. However, there are a number of literacy-related lessons, such as handwriting, reading, spelling and creative writing sessions where planning has scope for further development.
111. Weak features in teaching occurred when there was insufficient balance between teacher explanation and questioning and pupils' responses. In these lessons pupils lacked motivation and, younger ones in particular became restless. Teachers often have a confused understanding of drafting and re-drafting. When it occurs, pupils tend to copy out their work including their spelling errors and untidy writing. In general, there are too few examples of editing and re-drafting work. Throughout the school, marking is a weakness and is largely responsible for pupils being unaware of how well they are doing and what they need to do next in order to improve their performance. Learning support assistants generally provide good quality support to pupils and teachers.
112. Aspects of the National Literacy Strategy are implemented effectively. Some good work is accomplished in almost all literacy lessons, but this is generally not a consistent feature throughout a lesson. Reading is not always taught well through guided reading and at other times. The speaking and listening activities are most effective when pupils are clear about what they have to do and are encouraged to work with a partner. They respond to the opportunity eagerly and generally learn well, although not sufficiently in developing specific vocabulary.
113. Throughout the school, teachers show an increasing awareness of how to include literacy development in other subjects. This is particularly evident in the use of information and communication technology, in history and religious education. The school has recently been successful in appointing a subject leader after Easter. This is after five attempts to recruit a literacy coordinator. The deputy headteacher has covered temporarily, and held the subject effectively under the circumstances. This has been additional to his existing workload.
114. While resources are broadly adequate, the library provision for pupils in Years 3-6 is poor, as there is no separate facility for independent research. Improvements since the previous inspection have been good in raising standards steadily, particularly in reading and writing.

## **MATHEMATICS**

115. Pupils come into the school with levels of attainment that are well below average. By the end of Year 2, standards for the majority of pupils are in line with the national average. This demonstrates good achievement over time. Both the good teaching which the pupils experience in Year 2, and the continuity of staff in Years 1-2 contribute to this good progress. In Year 6 more than half of the pupils are at or close to the national average. This is managed despite high levels of pupil mobility, a number of pupils with special educational needs, and discontinuity of teachers throughout Years 3-6.
116. The pupils are reaching standards that are in line with the national average overall. The recruitment of an extra teacher and the setting of pupils in Years 5 and 6 has made a significant contribution to the improved results. The standards now being attained by the end of Years 2 and 6 show a clear improvement since the previous inspection. Pupils with special educational needs and English as an additional language are given good class support in every year group and overall their progress matches that of other pupils and is good. For example, in a good numeracy lesson in Year 5 a pupil with behaviour problems and pupils with English as a second language were given effective support by a learning support assistant enabling them to make good progress. This was due to the well planned intervention and strategies for sustaining the pupils' concentration with a

variety of suitable activities, and the helpful modelling of the task when the pupil had a limited range of English words to use.

117. In Year 1, most pupils can count accurately in two's forwards and backwards and the higher attainers can count on in tens. By the end of Year 2, pupils' work books show understanding of the value of coins up to £1. The vast majority of pupils are able to count to one hundred with ease and many can identify odd and even numbers. They confidently use number lines. Most pupils write their numbers correctly and even the few who make an error are able to recognise this and correct what they have written. Previous work indicated that they are able to measure accurately, create graphs, recognise two and three-dimensional shapes. They have an understanding of place values in hundreds tens and units and are able to understand number patterns in addition and subtraction. Pupils can also read and understand values in words and figures and convert from one to the other. Some pupils struggle to use their number skills in other contexts, for example in estimating numbers.
118. The pupils' achievements are good overall through Years 3 and 4, but there are some inconsistencies in Year 3. For example, the lesson observation showed a wide range of pupils' needs. Not all of these needs were being met and this indicated a lack of rigour in lesson planning. Pupils' good level of achievement in Year 2 is not built on consistently in Year 3.
119. During Years 5 and 6, pupils undertake a variety of practical work. The higher attaining pupils have a good understanding of mathematical language and this enhances their ability to deal with problem solving activities. They show enjoyment and a very positive approach to their work and pupils frequently say that mathematics is their favourite subject. By the end of Year 6 the higher attaining pupils have a clear understanding of fractions and can work accurately up to three decimal places. They are confident in undertaking work in addition and subtraction. They also have a clear understanding of place value up to seven figures and they recognise and understand negative numbers. All pupils in Year 6 confidently use the calculator and are able to calculate the area and perimeter of simple shapes. They display an understanding of volume and capacity. Those pupils within the year who are less confident and less able to carry out a full range of mathematical tasks are given good support. Learning support assistants are well briefed and give good quality support during group work. The work is planned well to cater for the needs of the lower achievers. For example, in an exercise solving real life problems using multiplication, the work sheets were simply and carefully worded to encourage confidence in the pupils. Scrutiny of pupils' work throughout the school shows good understanding of data handling. A few pupils find difficulty in changing fractions to decimals and then reversing the process. There is an overall improvement since the last inspection.
120. The quality of teaching and learning is good overall but does vary from very good to unsatisfactory. Examples of very good teaching were observed in Year 2 and Year 6, where there was good pace, an enthusiastic approach and the use of very good resources to stimulate learning. Most teachers plan their lessons carefully for pupils of all abilities and ensure that lower attaining pupils are well supported in class. The organisation of the class into differing groups according to their attainment is particularly helpful in encouraging all pupils to do their best, because work is matched well to each group. In most classes, this leads to all pupils having a full and rich experience of mathematics where they are encouraged to use appropriate mathematical language and do so with confidence. However, in a very few classes there was a less consistent approach to the supervision of pupils in different groups; pupils were not consistently monitored and did not complete the tasks.
121. Most teachers have good subject knowledge, plan their lessons well and set suitable learning intentions. In the best lessons these intentions are referred to and are used to successfully evaluate what the pupils have learnt at the end of the lesson. Teachers often start lessons well by asking questions about previous work which both acts as a check of pupils' understanding and as a good reminder of what has already been learned. This maintains the pupils' confidence. Pupils usually show good levels of understanding and are eager to move forward. Teaching has improved since the last inspection, especially in the planning for the different levels of ability within the classes. The principles of the National Numeracy Strategy are understood well, with well-

structured lessons building on what pupils know. For example, in Year 6 the top set were being challenged to work with ever larger numbers to reinforce their understanding of the principles of multiplication and division. The marking of pupils' work is variable, but in the best examples, pupils are informed of their progress and understand how they can do better. The pupils work well together, share equipment sensibly and enjoy discussing their ideas. Most pupils show an ability to concentrate well.

122. The school uses the National Numeracy Strategy document as its scheme of work and suitable plans are also produced to clarify the work that should be covered by different classes. The strategy has been implemented most effectively. The co-ordinator's role is divided between two teachers. At the time of the inspection, the half of the role relating to the Years 3-6 was being carried out by the deputy headteacher on a temporary basis. This is a sensible and practical arrangement. The co-ordinator for Years 1-2 is keen and experienced. Planning throughout the school and classroom practice are regularly monitored. There is careful analysis of pupils' books and their performance in tests. Assessment procedures are good and are being used effectively to identify the current levels of attainment of pupils. Assessment information is used well to plan individual targets for pupils in Years 3-6. These targets are set out in their mathematics books. Information and communication technology is used effectively. Through the provision of computer programs and a programmable toy, mathematical understanding and skills are developed well. Mathematics is also used effectively in other subjects of the curriculum, such as history, using time lines and science to measure, count and record data. Every class was entered in the maths challenge competition run by the local education authority. The school was very successful in this competition, with five classes winning first prizes.

## SCIENCE

123. Standards in science for pupils by the end of Year 2 were very high in the most recent 2001 teacher assessments. They were in the top five per cent nationally, and when compared with similar schools, they were similarly high. By the end of Year 6, standards in the 2001 national test results were well below those found nationally, though in line when compared with similar schools. Trends overall show an improvement in standards over time, though few pupils by Years 2 or 6 are reaching the higher levels currently. There is no significant difference in the attainment of boys and girls. The difference in standards between Year 2 and Year 6 is due to the changing composition of groups over time, and there has been some discontinuity in the pupils' learning with a high proportion of teachers joining and leaving. This means gaps have arisen in the pupils' scientific knowledge and learning. Pupils are achieving well overall.
124. Standards of Year 2 pupils seen during the inspection are in line with those found nationally. Most pupils make accurate observations about plants and animals, identifying similarities and differences appropriately. They recognise that movements such as pushing and pulling make an impact on objects, and most observe the outcomes accurately on a range of objects including bottles, elastic bands and rulers. Fewer pupils are confident in recording their work, for example in tables or through the use of charts. Pupils achieve well in science taking into account their starting points. Many start school with very limited skills for their age, and overcome many challenges, including a significant proportion who have the English language to learn, and others with special educational needs.
125. By Year 6, pupils are reaching standards that are close to those found nationally, but there are gaps in their knowledge, particularly in the area of investigative science. Pupils understand that vibrations from a sound source travel through different mediums to the ear, and note the effects of different materials in this process. They understand the principles of fair test, and pursue their own hypotheses eagerly. Pupils were able to note, feel and see the vibrations in for example a water container, and when using dried rice on the surface of a drum, watched with amusement the outcomes as they banged with increasing vigour. Younger pupils in Years 3-4 realise that the sense of touch is not always a reliable judge of temperature as they tested water of room temperature and ice cold water using their hands. They noted the feel and sensation of their hand in room temperature immediately after the same hand had been immersed in ice cold water.

126. Overall teaching is satisfactory in Years 1-2, and good in Years 3-6. As a result of the effective teaching, pupils learn well, and make good gains in acquiring new scientific knowledge and skills. Good teaching was seen in Year 2, and very good teaching observed in Years 5-6. In a Year 5-6 class, the highly effective organisation of activities and equipment ensured all pupils conducted their investigations with maximum independence, making sensible and accurate conclusions. The teacher's brisk pace, challenging use of questions and high expectations led to a lively and productive session where all pupils learned new scientific skills in the process. The lesson was drawn to a conclusion most effectively, by drawing from the pupils themselves what had been learned, and in the process, emphasising the key scientific learning objectives of the lesson. In another lesson shared by two teachers, the very good explanation and introduction ensured all pupils understood the purpose of their investigations. Teachers worked very well together and there were smooth transitions as one handed on to another during the lesson. Pupils were absorbed and interested in their work and concentrated hard throughout the session.
127. The coordination of science is satisfactory. There are suitable priorities for developing the subject, including a further emphasis upon investigative work, and ensuring more pupils reach the higher levels by Year 2 and Year 6. Standards in science, particularly in some parts of Years 3-6, are hampered by the cramped accommodation. It is almost impossible to set up scientific investigations in some classroom so that pupils can move around and conduct their experiments appropriately. Teachers do their very best under such circumstances, but standards could be higher if the accommodation was satisfactory. There has been satisfactory improvement since the previous inspection.

## **ART AND DESIGN**

128. Pupils' attainment is in line with what is expected of pupils in Year 2 and Year 6, with good improvement since the last inspection in pupils' achievement by the end of Year 6. All pupils, including those with special educational needs and English as an additional language, achieve well as they learn a range of techniques and styles, often using the work of other artists to inspire them and employ appropriate techniques to communicate their ideas. The majority of pupils use their sketchbooks well to gather ideas and test particular techniques.
129. In Year 1 and 2 pupils look carefully at African masks as part of their topic on Africa and use them to make observational drawings. They note shape and key features, focussing on texture and add specific details. They develop understanding of how masks are used in African societies and their significance when used in dance and drama. They use their sketchbooks to try out designs but often are not provided with opportunities to evaluate their work and that of others. By the end of Year 6, pupils continue to build on skills acquired earlier. They collect visual and other information and make observational drawings of a variety of containers. They discuss and note a range of features such as their possible uses and where and what materials they are made of. When sketching, they use the earlier discussion and the information they have gathered to label their drawings. The majority are careful and apply the teacher's guidance about drawing from a single view, although a few still lack this understanding. Other work on display indicate the use of different media like experimenting with colours when painting frogs and the use of information and communication technology to produce photographs using a digital camera.
130. The quality of teaching is satisfactory overall and standards have been maintained since the last inspection. Where teaching is good, lessons are effectively introduced and explanations are clear and to the point, and used to focus pupils' attention on key ideas and skills. Pupils with special educational needs and English as an additional language are effectively supported through careful demonstrations by the teacher with prompts and a model drawn on the board enabling them to use their observation when working independently. Good use was made of questioning to establish understanding and work was well matched to different abilities and providing appropriate challenge for the more able. Interventions are used to stimulate pupils' thinking and are well focused to meet individual needs. Where teaching is less effective, expectations of what the pupils should learn in their work was not clearly emphasised with pupils, and little evaluation against these expectations is provided at the end of lessons. In Year 1- 2, often because art is part of a carousel of activities taught as a topic, not enough focus was put on specific skills and little evaluation was provided to

enable pupils to review and improve their work on a regular basis. Occasionally, there were weaknesses in behaviour management which were compounded when the activity was hurried, with little intervention to guide pupils and time for the lesson was curtailed as pupils were asked to stop work and get ready for swimming.

131. The art and design curriculum is enhanced through work with artists and visits to a range of galleries and this is well reflected in the display of photographic work produced by pupils. Information and communication technology is effectively used to develop pupils' skills in digital photography. The coordinator for art has taken this responsibility recently, and has identified suitable priorities for developing the subject. However, these are not yet sufficiently focused on raising standards and this is partly due to the lack monitoring in order to identify clear targets for improvement.

## **DESIGN AND TECHNOLOGY**

132. The standards of attainment in design and technology by the end of Year 6 are in line with expectations for eleven-year-old pupils. Pupils achieve well in relation to their attainment on entry to the school. In Years 1 and 2 no lessons were observed during the inspection and insufficient evidence was seen to form a judgement about standards by the end of Year 2 or about the quality of teaching in Years 1 and 2.
133. Throughout Years 1 and 2, design and technology is planned as part of the pupils' topic work. This means that some aspects are covered only superficially. Design and technology is often closely linked with art and design. For example, Year 2 pupils studying Africa make observational drawings of carved African masks which will be used as a basis for their designs when making their own masks in future lessons. Teachers' planning and evidence in sketch books indicate that pupils produce a reasonable range of work using a variety of media such as junk materials, collage, wire, wood, card and different kinds of paper.
134. Although standards meet national expectations by the end of Year 6, pupils in Years 3-4 are working below the level expected at that age. Pupils in these classes are taught to plan, make and evaluate a variety of objects but the tasks set are sometimes too easy and their skills and understanding are not sufficiently developed. For example, pupils making pop-up cards follow the teacher's instructions carefully. They enjoy the activity and are pleased with their finished products but make little progress in basic skills such as gluing and folding. Year 5 and 6 pupils carry out research on a variety of musical instruments including wind, string and percussion to identify how the instruments function, the materials used and how they are constructed. They will use their findings to construct their own instruments. A carefully planned and structured lesson enables the majority of pupils to make good attempts to answer the research questions. Those with English as an additional language are fully involved due to good support by staff. Skilful questioning by the teacher helps higher attaining pupils in Year 6 to use terminology such as 'vibration' and 'pressure' accurately and confidently.
135. Pupils enjoy their lessons and behave well. They show good levels of perseverance. However, in some classes opportunities are missed for pupils to show their initiative and develop independence. Too often resources are given out by the teacher and pupils have little chance to make decisions and select what they need for the task.
136. Teaching in Years 3-6 is satisfactory overall and sometimes good. Where teachers are confident about what should be taught and how they can best support the pupils' learning, teaching is good and pupils make good progress. Teaching is less successful when the tasks are not well matched to the learning needs of the pupils.
137. There are some good links between design and technology and other subjects which enhance pupils' learning across the curriculum. In Years 5 and 6, for example, an African xylophone is included amongst the instruments being investigated by the pupils which supports their work in music and their cultural development. In Years 1 and 2, pupils design and make collars, cuffs and slates as part of their study of Victorians in history lessons. The digital camera is used to record



pupils' work but no other evidence was seen of the use of computer programs to support pupils' learning in design and technology.

138. The co-ordinator has been in place for about a year but there is limited expertise. A suitable action plan has been produced, with a view of how the subject should be developed. A policy for design and technology is in place and the school has recently adopted the national scheme of work so that coverage of the subject is now secure. However, the implementation of the scheme and the quality of teaching are not yet systematically monitored. The co-ordinator has begun to develop assessment sheets but as yet there is no consistent approach to assessing pupils' attainment and recording their progress. Overall, management of the subject is unsatisfactory.
139. Standards of attainment by the end of Year 6 have improved since the last inspection but those of pupils in classes for Years 3-4 are still unsatisfactory. Although both a co-ordinator and a scheme of work are now in place, the lack of monitoring in the subject and of a systematic approach to assessment and tracking pupils' progress mean that improvement since the last inspection is unsatisfactory overall.

## **HUMANITIES**

140. Attainment in history and geography by the end of Year 2 and 6 is similar to the national average. Overall standards have been broadly maintained since the last inspection in geography with achievement in history improving by the end of Year 6. Pupils achieve well in geography and history throughout the school, and there are obvious gains in the historical skills of the oldest pupils.
141. It was not possible to see any lessons in history in Year 2. However from the evidence of the scrutiny of work and planning, display of previous work and discussion with the coordinator, pupils' attainment is broadly in line with what is expected of pupils of this age. In Year 2, pupils demonstrate knowledge and understanding of houses one hundred years ago and identify and describe key features from photographs such as building materials and cooking facilities. They use their viewing of a video to act out a washing day and re-enact aspects of schooling in the Victorian era. In geography, as part of their study of Africa, pupils look for information on clothing, housing and the weather using cue cards and report their finding at the end of the lesson. They note key features such as the use of mud as building material and straw to build the roof and use these clues to develop their understanding of what is similar and different with housing at home.
142. By the end of Year 6, in their study of the Ancient Greeks, pupils identify a range of information sources to find out more about the topic and include among this their teacher who originates from Greece. They place the Greek civilisation with respect to other periods on a time line with high attaining pupils justifying why the Ancient Greeks come before the Ancient Egyptians and demonstrating understanding of the meaning and origin of the abbreviations BC and AD. In geography, in Year 4, pupils use their viewing of a video to identify similarities and differences between Saint Lucia and Britain with respect for instance to clothing which they associate with the differences in weather. On the basis of recent work in geography, pupils in Year 6 locate Greece on the globe and on a world map and calculate distance from London, using scale. Some pupils find difficulty using maps to locate countries accurately.
143. In history, all pupils including those with special educational needs and English as an additional language achieve well, particularly by the end of Year 6. This is due to a great extent to the quality of teaching of the oldest pupils, and mainly reflected in their increasing use of historical evidence to record their findings and of different sources of information. In geography, achievement is only satisfactory because of some less effective teaching. Pupils' attitudes to both subjects are positive and often correlate strongly with the quality of teaching and high expectations. They listen attentively and work collaboratively on tasks. This was well illustrated in the work on timelines where the tasks were carefully devised to encourage pupils to discuss their solutions and opportune intervention by the teacher and the English as an additional language support, helped pupils make good gains in knowledge and understanding.

144. The quality of teaching and learning in history is satisfactory in Year 1 and 2 and broadly good in Year 3-6. This represents an improvement since the last inspection. No direct teaching was seen in geography for older pupils and therefore it is not possible to assess teaching, although evidence from planning and discussion with the coordinator indicates that it is at least satisfactory. Where teaching is good or better, effective links are made to previous work enabling pupils to draw on what they already know, for instance when considering different periods to place the Ancient Greeks on a timeline. Good use is made of brainstorming and skilful questioning to enable pupils to recall what they know about the topic. Pupils are interested and inquisitive, and particularly enthusiastic when using artefacts and original items of historical interest.
145. A distinctive feature of the best teaching is the fostering of discussion through opportunities for pupils to work collaboratively and the effective strategies used to support pupils with English as an additional language. This is often combined with good knowledge and understanding of the subject and reflected in the enthusiasm and motivation of pupils. Where teaching is less effective, mainly in geography, this is due to the mismatch of learning objectives and the method used to teach the content, or where lessons are not effectively structured and learning objective made clear to pupils. Occasionally this is combined with weaknesses in behaviour management, with many disruptions inhibiting a smooth pace to the lesson and gains in learning. Some pupils use their information and communication technology skills effectively to find out further information to be found on the Internet.
146. Both the history and geography curriculum contribute well to pupils' cultural development, especially through the use of a variety of artefacts. For instance the use of African artefacts, and the judicious addition of the unit on Saint Lucia in geography. Good use is made of visits to museums, for instance to the Tower of London and of the residential journey for geography, both in this country and abroad. Good use is also made of the locality to develop environmental studies. The coordinators have good subject knowledge and a good overview of how humanities will develop. However, assessment in both subjects is underdeveloped and there is currently little monitoring of teaching and learning. Resources for history are plentiful and are well deployed, with attractive displays and multicultural artefacts.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

147. Pupils' standards are similar to national expectations at the end of both Years 2 and 6. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. Achievements are good considering the pupils' prior attainment. Standards have improved since the last inspection as a result of improved knowledge and planning of the teachers. Information and communication technology is now an integral part of pupils' learning and supports other subjects of the curriculum well.
148. By the end of Year 2, pupils are thoroughly at home in front of computer screens. They confidently name items of computer equipment such as mouse and keyboard. They successfully use a keyboard to type text, including planning and drafting their stories. Gaps are readily placed between words using the space bar and the majority of pupils can log on and save their work. Pupils develop their mouse control well using Roamer World. They give instructions to a floor turtle to produce a number of straight-line movements over varying distance. In Year 1 the majority of pupils know how to change the size, colour and style of the font. They use a variety of computer programs to reinforce number work and literacy skills. In Year 3, pupils demonstrate a wider range of tools than pupils in Year 2 and build well on skills learned in the infants. Year 4 pupils show sound skills in word processing and successfully merge pictures into their newspaper articles. In Year 5, pupils continue to improve their word processing skills and successfully move portions of text from one place to another. They confidently use the Internet to investigate how instruments create sounds. By Year 6, pupils use the Internet and a range of CD ROMS to provide a variety of information for subjects related to their humanities topic work. They successfully send electronic messages to exchange news with a teacher now living in New Zealand. The higher attaining pupils in Year 5 and 6 use laptops efficiently and independently to support work in information and communication technology and other subjects such as English and mathematics. From the

nursery to Year 6, pupils confidently use the digital camera and examples of their pictures are displayed throughout the school.

149. During the inspection only two lessons were seen and these were of good quality. Pupils were also observed using computers in their classrooms and the evidence of work produced suggests that teaching and learning overall are good. Teachers are keen and enthusiastic, providing pupils with many opportunities to use the computers. Planning is good, showing clear subject knowledge. An appropriate range of activities is provided for all pupils, including those with special educational needs and English as a second language. This planning facilitates good gains in various computer skills and techniques. Pupils respond by showing good attitudes. They are enthusiastic and interested. Year 6 pupils have their own floppy discs and sometimes take them home to complete tasks on their own computers. Throughout the school, pupils share computers amicably and are proud of demonstrating their skill to one another. Teachers and learning-support assistants provide help and advice where necessary and this enables all pupils to make the required progress. Occasionally pupils struggle to access certain files and programs if left to their own devices, and require further skills to become confident in opening files efficiently.
150. Provision since the last inspection has improved with the use of information and communication technology across the curriculum developing well. Teachers plan carefully for information and communication technology to be used in a variety of other subjects, including English, mathematics, science, history, geography and religious education. This helps to improve pupils' computer skills. The co-ordinator has good expertise in the subject, provides in-service training for staff and monitors planning and pupils' progress. She has devised and is testing individual assessment sheets. Resources are good and used well.

## **MUSIC**

151. The standards of attainment in music by the end of Year 6 are in line with national expectations for their age. Pupils achieve well in relation to their attainment on entry to the school. Only one lesson was observed in Years 1 and 2 during the inspection and insufficient evidence was seen to form a judgement on the attainment and progress of pupils by the end of Year 2 or about the quality of teaching in Years 1 and 2.
152. Throughout Years 1 and 2, music is planned and timetabled as part of the pupils' topic work. This does not always ensure the subject is covered in any depth. When Year 1 and 2 pupils are learning about Africa, they listen and respond to African style music. Teachers' planning and evidence in notebooks indicate that pupils experience a reasonable and appropriate range of activities. These include using a variety of percussion instruments to make music, recording their compositions on paper with symbols and conducting each other in small groups. They listen to music, discuss how it makes them feel and identify the instruments used to make the different effects. In the lesson observed, pupils enjoyed responding to the music but the complex African music chosen for them to listen to made it hard for them to distinguish between the beat and the rhythm, hampering their learning. When given the opportunity to sing in assemblies, Year 1 and 2 pupils sing enthusiastically and with enjoyment, fitting their actions to the words. They maintain the pitch and tempo successfully, needing little support from adults even when singing unaccompanied.
153. Pupils in Years 3 to 6 also sing with great gusto in assemblies. When joining in 'Happy Talk' from 'South Pacific', they maintain the pace and show they have learnt both the tune and the words very well. They respond promptly to the teacher's hand signals for stopping and starting when singing notes and scales as a warm up exercise.
154. Although standards meet national expectations by the end of Year 6, the attainment of pupils in lessons in Years 3-6 is variable. Tasks are not always well matched to the learning needs of the pupils which hampers progress. For example, when composing simple pieces of music using different body sounds, pupils wrote their short pieces easily but had difficulty performing them in a group as no guidance was given as to how they might do this successfully. The lyrics chosen for older pupils to study are too hard. Even with careful explanation by the teacher, they are unable to

identify the social and cultural messages contained in them and make limited progress in their evaluation of this type of music. When more appropriate lyrics were chosen for a Year 6 class, good questioning by the teacher helped pupils to develop their understanding and make perceptive and relevant comments. In some classes, pupils are withdrawn from music for other activities, consequently missing out on this aspect of the curriculum.

155. Behaviour in lessons is generally satisfactory but deteriorates when some pupils are not actively involved in their group work or lessons are too long. When lessons are well structured with a variety of appropriate tasks, pupils are attentive and responsive although too few show real enthusiasm for their work in class.
156. Teaching in Years 3-6 is satisfactory overall and sometimes good. Pupils who play brass band instruments benefit from good specialist teaching in instrumental lessons and in the after school brass band group. In these sessions, pupils worked hard and made good improvement to their performance for example, when learning the opening bars of 'The Ode To Joy'. The teacher's own subject knowledge enabled him to ask challenging questions which prompted pupils' musical thinking and extended their musical knowledge and understanding.
157. There are some good links between music and other subjects which enhance pupils' learning across the curriculum. In Years 5 and 6, for example, pupils in a design and technology lesson identify the functions of musical instruments and the materials used to make them. In Years 1 and 2, pupils use music to help them explore their feelings and emotions enhancing their personal development. Good use is made of the digital and video cameras to record pupils' musical activities but no evidence was seen of the use of computer programs to support pupils' learning in music.
158. Pupils have very good opportunities to take part in musical activities outside the classroom. In addition to the brass lessons and the after school brass ensemble, the school has a choir and some pupils are able to have guitar lessons. The school regularly presents Christmas and Summer concerts. In 2001, the school took part in the 'Celebrate South Africa' festival and performed dance routines in the Royal Festival Hall. Working closely with pupils from other local schools, 30 Year 6 pupils took part in a music festival at the Queen Elizabeth Hall. These activities not only enhance pupils' music education but also make a significant contribution to their personal and social development.
159. A policy for music is in place and the school has recently adopted the national scheme of work so that coverage of the subject is secure. However, the implementation of the scheme and the quality of teaching are not yet systematically monitored. As a result, not all teachers are using the scheme effectively to engage the interest and enthusiasm of the pupils. Pupils' attainment and progress are not systematically assessed and recorded so that staff are not always clear about what the next steps in their learning need to be. Despite considerable efforts, the school has been unable to find a suitable replacement for the music co-ordinator who left recently. Although appropriate temporary measures have been put in place, the lack of a permanent co-ordinator to ensure the necessary developments are implemented means that management of the subject is currently unsatisfactory.
160. Overall, improvement since the last inspection is satisfactory. Standards of attainment by the end of Year 6 have improved although the quality of teaching is still variable due to the insecure subject knowledge of some teachers. Extra-curricular music activities continue to be a strength of the school and provide very good opportunities for pupils to widen and enrich their experiences.

## **PHYSICAL EDUCATION**

161. Pupils reach standards that are in line with those expected for their age in physical education (PE) by Year 2 and Year 6. In some aspects of the subject, for example in swimming, many pupils reach standards that are above those found nationally. Pupils achieve well in PE, and in swimming, they achieve very well.

162. By Year 2, most pupils have increasing control as they throw, catch, and move in a variety of ways. Many pupils have skills to change their body weight when passing a ball or moving in different directions. By Year 6, many pupils understand the principles of defensive and invasive tactics when playing team games. They develop further their coordination and recognise the effect of exercise on their bodies and the importance of maintaining healthy bodies through regular exercise. Pupils listen carefully to instructions and most use the space, for example in the hall, with growing awareness of their own strength and capacity. Many by Year 6 are refining their skills. In games, some pupils use their skills of attack and defence with increasing tactical effectiveness.
163. Overall, teaching is satisfactory in Years 1-2, and good in Years 3-6. There were examples of very good teaching in Year 2, and excellent teaching in Year 5-6. The very effective teaching included high expectations, and rigorous use of time. Teachers modelled the lessons themselves, and engendered real enthusiasm, effort and energy in the process. In a lively and dynamic lesson for older pupils, two teachers worked most effectively together to raise the pupils' standards in techniques and skills for attacking. The lesson was marked by a high level of energy, impact and motivation. The excellent swimming pool on the school site ensures all pupils have regular swimming lessons, with minimal disruption in time and practical organisation. The highly qualified and long experienced swimming instructor ensures swimming techniques are taught systematically and effectively. This results in many pupils leaving school with more advanced swimming awards than those usually achieved. For example, many pupils by the end of Year 6 leave school with the National Curriculum personal survival awards. They are confident and secure swimmers and understand the pleasures as well as the dangers of water.
164. The coordination of PE is satisfactory, and the current post holder agreed to lead the subject in the absence of other staff to carry out the role. There have been sound improvements since the previous inspection, though the lack of continuity in staffing has meant that pupils' skills in PE have not always been developed systematically, for example in team games. The high staff turnover has meant that standards are satisfactory, whereas greater consistency and continuity could bring about standards that are higher than this.

## **RELIGIOUS EDUCATION**

165. By the end of Year 2, pupils attain standards in religious education that are below those outlined in the Locally Agreed Syllabus. They achieve broadly satisfactorily over time, but not sufficiently in their knowledge and understanding of the subject. Standards attained by pupils by the end of Year 6 are in line with national expectations. They achieve satisfactorily over time. In Year 6, pupils develop their skills, knowledge and understanding well. Pupils who have special educational needs and those for whom English is an additional language achieve in line with their Year group. There are no significant differences between the performance of boys and girls or of different groups. Due to timetable arrangements, only a few lessons were seen. The judgement on the quality of teaching in Years 1-2 is broadly satisfactory. There is insufficient evidence to make a judgement on the overall quality of teaching in Years 3-6.
166. In Years 1 and 2, pupils learn about creation stories. A few pupils know that the Christian story comes from the Bible. In a Year 2 lesson, some pupils demonstrated their understanding of 'similarities' and 'differences' satisfactorily, after listening to an African creation story. However, they had limited recall of previous work. Pupils are unable to name the number of days in the Christian story of the creation and of what happened on each day.
167. Older pupils learn about Martin Luther King and the idea of peace and how to resolve conflict. In Year 4, pupils offered solutions after careful thought. Year 6 pupils learnt about the eightfold path followed by Buddhists. They successfully considered the broader perspective of what constitutes peace and happiness. They developed a good understanding of the 'journey' and a few pupils knew that if achieved, Buddhists believed the path would lead to enlightenment.
168. Two lessons were seen in Years 3-6. One was good and one was satisfactory. The good features in the Year 6 lesson were seen in the thoroughness of planning, organisation and preparation. This

meant that the teacher was very sure about what she wanted to convey. Explanation was clear, interesting and required pupils to participate. All pupils responded well to the work. Teaching had high expectations of behaviour and managed pupils well. This helped pupils to show their developing understanding of the subject in a mature and responsible way. They listened carefully to each other as they offered their ideas. Pupils' attitudes and behaviour were good and they took the work seriously. The satisfactory lesson was managed well. Pupils showed good interest. Teaching used questioning appropriately and this helped pupils to share their ideas. However, discussion with the whole class was overlong and this prevented small group discussion and greater opportunity for pupils to develop speaking and listening skills. The pupils' literacy and information and communication technology skills are developed satisfactorily and use to support their work in religious education, particularly in Year 6.

169. In the lessons seen in Years 1-2, the satisfactory features of teaching are evident in planning, organisation and in establishing routines. This helps pupils to know what to expect and how to get ready for the work. However, a significant weakness is seen in the lack of subject knowledge. Teaching does not prepare the work sufficiently well to meet the needs of all pupils. This does not help them to sustain their concentration or to improve their attitude to the subject. This impacts adversely on their developing speaking and listening skills and on their behaviour.
170. The scheme of work clearly shows the areas to be covered for each year group and is linked to the Locally Agreed Syllabus. It aims to support teachers in planning their lessons to help pupils develop their knowledge, understanding and skills systematically. However, there is insufficient guidance to assist new and inexperienced teachers and those who have limited subject knowledge. There is no assessment or monitoring of teaching and learning. The subject leader, who is also the deputy headteacher, has coordinated the subject effectively in the absence of a permanent post holder. The subject has been sustained satisfactorily since the previous inspection, though it has not featured as a priority, particularly as the deputy headteacher has had to cover other key areas of responsibility in the absence of other experienced and qualified staff.