

INSPECTION REPORT

FOSSDENE PRIMARY SCHOOL

Charlton

LEA area: Greenwich

Unique reference number: 100125

Acting Headteacher: Mrs Eileen Miller

Reporting inspector: Jean Morley
25470

Dates of inspection: 11 - 14 November 2002

Inspection number: 246444

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Victoria Way Charlton London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S C Le Bas
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25470	Jean Morley	Registered inspector	The Foundation Stage	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9958	Tim Page	Lay inspector		<p>How high are standards?</p> <p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
8781	Cristabel Lythe	Team inspector	<p>English</p> <p>Music</p> <p>Physical education</p>	
32142	Beryl Richmond	Team inspector	<p>Mathematics</p> <p>Geography</p> <p>History</p> <p>Religious education</p> <p>Special educational needs</p> <p>Educational inclusion</p>	
32287	Mary Clennett	Team inspector	<p>Science</p> <p>Information and communication technology</p> <p>Art</p>	How good are the curricular and other opportunities open to pupils?
27240	Tony Hooper	Team inspector	<p>Design and technology</p> <p>English as an additional language</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fossdene Primary School has 289 pupils on roll (159 boys and 130 girls). Pupils have varied ethnic backgrounds: the largest groups are 38 per cent white British, 27 per cent Indian or Pakistani and 27 per cent black African or black Caribbean. The latter is a significant increase since the last inspection. There are 23 refugees (eight per cent), mainly from Somalia. English is an additional language for 47 per cent of pupils and, of these, 65 per cent are at an early stage of learning it. At 57 per cent, the proportion of pupils eligible for free school meals is very high. Thirty-two per cent of pupils have special educational needs: significantly above the national average. Of these, about two-thirds are supported through the school's own staffing resources and one-third receive additional support from other professionals. The proportion of pupils with statements of special need is a little below the national average. When children start school their attainment is well below that expected of children of a similar age. In communication, language and literacy in English it is very low. Pupil mobility is high: during the last school year 25 pupils joined the school and 33 left other than at the usual time of doing so. This is just less than one-fifth of the school population. Recruitment and retention of staff are problems for the school. Staff turnover has been high over the past two years: nine teachers have left the school and seven have joined. The headteacher of the last four years resigned her post in October 2002. The current acting headteacher has been seconded from her headship in another school within the local education authority (LEA). She will stay until Easter 2003 and this will include a substantial 'hand-over period'. Working with the LEA, the acting headteacher and governors have already made forward-looking and very convincing arrangements to secure stability for the future leadership and management of the school. Through what has been a particularly turbulent period, the LEA has provided extensive, good-quality support. This has been instrumental in keeping the school on track. Its assistance continues through the government-funded pilot scheme, 'Intensifying Support'.

HOW GOOD THE SCHOOL IS

This school provides a satisfactory and improving quality of education. The 2002 test results showed that in comparison with similar schools, attainment in Year 6 was above average in English, average in mathematics and well below average in science. In comparison with all schools, attainment was well below average in the three subjects but improving broadly in line with the national trend. Standards in Year 2 were low because many pupils for whom English is an additional language did not reach the national expectation. While standards are still not high enough, pupils do make satisfactory and often good progress. Shortfalls in standards are in the reading and speaking elements of English, in the problem-solving element of mathematics, in science and in information and communication technology (ICT). Teachers' work is good but weaknesses in the deployment of the team of committed classroom support staff in Years 1 to 6 make the quality of teaching provision satisfactory overall. Despite her short tenure, the acting headteacher has already had a dramatic impact, particularly on the two features that required the most urgent attention: the behaviour and attitudes of the pupils and staff morale. Prior to her arrival both were at a low ebb. Both are now good. Further sensible plans are ready to be implemented and, amongst these, the work of support staff and involvement of parents in their children's learning are key priorities. The school is poised to make rapid improvements. Currently it offers sound value for money.

What the school does well

- In her short tenure, the quality of leadership by the acting headteacher has been outstanding and this is having a powerful impact on the quality of teaching and learning.
- Pupils are keen to learn and their behaviour is good.
- Most of the work done by teachers is good.
- The school provides well for pupils' spiritual, moral and cultural development and very well for their social development. This is an inclusive school where pupils understand and respect each other's feelings and beliefs.

What could be improved

- The standards pupils achieve in the speaking and reading elements of English, the problem solving element of mathematics, in science and in information and communication technology (ICT).
- The way that support staff in Years 1 to 6 are deployed to support pupils with special educational needs and those for whom English is an additional language.
- Parents' understanding of, and involvement in, their child's learning.

- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. At that time teaching was found to be unsatisfactory in 13 per cent of lessons and the school was charged with making improvements. This has been done. Standards in English, mathematics and science were below national averages although equal to those attained by pupils in similar schools. Standards in English are now better than in similar schools, those in mathematics compare favourably, but those in science do not. Whilst there have been improvements in ICT, these have not kept up with the pace of change and standards remain below expectations. Standards in Year 2 are less good than at the time of the last inspection: this is the result of the change to the school's intake. Assessment has improved and is now good. Pupils' behaviour was good at the time of the last inspection and it is good now. It was reported that in the interim, it had deteriorated significantly and has recently improved dramatically. Provision for pupils' spiritual, moral, social and cultural development has also improved. Overall, the potential for further improvement is good.

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
	2000	2001	2002	2002
English	E*	E*	E	B
mathematics	E	E	E	C
science	E	E*	E*	E

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

In the national tests in 2002, Year 6 pupils achieved standards in English and mathematics that were well below national averages and standards in science that were very low: in the lowest five per cent nationally. When compared with schools in which a similar proportion of pupils is eligible for free school meals, attainment was more favourable: above average in English, average in mathematics and well below average in science. For the pupils who had been at the school throughout Years 3 to 6, similar school comparison showed that attainment in English and mathematics was better still: well above average in English and above average in mathematics. The school has set itself challenging targets for English and mathematics in 2003, which are within its grasp. Overall, improvement is in line with the national trend.

From well below average attainment on entry to the school, particularly in communication, language and literacy in English, children make good progress in the nursery and reception classes. Despite this a significant minority are still not ready for the National Curriculum by the time they start Year 1.

In the 2002 national tests Year 2 achieved standards that were very low in all three areas tested: reading, writing and mathematics. While these are very largely a reflection of the school's changing intake and of the large proportion for whom English is not a first language, standards could be higher.

In Years 1 to 6, pupils for whom English is an additional language learn their 'new' language at a satisfactory rate. Pupils with special educational needs also make sound progress. The additional support on offer to both groups is not focused enough to generate the kind of achievement that will bring pupils to the standards expected nationally. However, the more innovative deployment of support staff and resources that is planned is very likely to allow these pupils to match the good progress that is made by others in the school.

Attainment in ICT is unsatisfactory. In religious education and in all other subjects of the curriculum it is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested in their work and keen to learn.
Behaviour, in and out of classrooms	Good. Behaviour has improved recently and is now good. Pupils move around the school in an orderly manner.
Personal development and relationships	Relationships are very good: pupils and adults of all cultures work harmoniously together. Pupils' personal development is good.
Attendance	Attendance is poor, due largely to families taking extended holidays to visit family members overseas.

TEACHING AND LEARNING

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

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

All teaching is now satisfactory or better. Three-quarters is good or better. Teachers' work is good throughout the school. It is the differing impact of the work of classroom support staff that makes the overall quality of teaching good in the nursery and reception classes and sound elsewhere in the school. Basic literacy and numeracy skills are taught well in English and mathematics lessons, and to all pupils. Pupils for whom English is an additional language, those who find learning difficult and those who are particularly able make sound progress and will benefit from the more focused support for which detailed plans are already well in hand. Other pupils make consistently good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school meets all statutory requirements and provides a satisfactory range of learning opportunities, including activities outside lessons.
Provision for pupils with special educational needs	Satisfactory. The school meets the various needs of individual pupils and ensures that they are fully included in lessons. Changes to the deployment of support staff are needed to improve provision beyond satisfactory.
Provision for pupils with English as an additional language	Satisfactory. The need for more effective deployment of support staff applies here also. However, in the intervening period the school is receiving good support from the LEA.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social development is very good. For their spiritual, moral and cultural development it is good. It has improved since the last inspection and is now a strength of the school.
How well the school cares for its pupils	The school looks after its pupils well. It assesses their attainment and progress well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	In her short tenure the headteacher's leadership has been excellent. She has intelligently prioritised the needs of this school and achieved very promising improvements. Support from key staff has been sound and willingly given so that overall, leadership and management is good.
How well the governors fulfil their responsibilities	Governors provide adequate support to the work of the school. Some governors, the chair in particular, have an accurate picture of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school makes an accurate appraisal of its strengths, knows what needs to be done, prioritises realistically and possesses the commitment and expertise necessary to secure significant and rapid further improvement.
The strategic use of resources	Most resources are used well. The deployment of support staff is not satisfactory.

Resources are adequate overall, accommodation is good and there are sufficient, well-qualified staff to teach the curriculum well. Governors, senior management, and financial administrators are aware of the principles of best value. Helped considerably by the LEA they compare their school with similar schools in the borough in terms of standards achieved in tested subjects. .

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> More than 85 per cent of respondents feel their child likes school and that the school is approachable. 	<ul style="list-style-type: none"> More than 40 per cent of respondents feel the amount of homework is not right. Between 30 and 40 per cent feel the school is not well led and managed; the school does not work closely with parents; the school does not provide an interesting range of activities outside lessons. Between 15 and 30 per cent feel their child does not make good progress; behaviour is not good enough; they are not well enough informed about how their child is getting on; the school is not helping their child to become mature and responsible.

N.B. Although the table above shows that parents did not view the school well, at the time at which they completed the questionnaires and attended the pre-inspection meeting, they would have had little evidence of the improvements taking place. Since then they have openly acknowledged the positive impact that these changes have had on their children.

Inspectors agree with parents that their children like school. Concerns about homework, expressed by a significant minority are justified because the setting of homework is inconsistent. Extra-curricular activities are typical of primary schools. Significant improvements in the quality of information for parents have occurred in the autumn term. There have been weaknesses in management but these are being addressed and the school is moving forward rapidly. Behaviour has improved dramatically to a current good level and progress in lessons is satisfactory overall and often good.

PART B: COMMENTARY

N.B. Pupils for whom English is an additional language: while brief mention is made in each section of this report, provision for these pupils is dealt with specifically at the end of Part B.

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the school with attainment that is well below what is expected of children of a similar age. In communication, language and literacy in English it is very low. It is not surprising that of the large proportion of pupils for whom English is an additional language, few reach the levels expected nationally by the time they start Year 1 or by the time they take the national tests in Year 2: the time has been insufficient for them to catch up with those who arrived at the school speaking and understanding English. By the time they take the Year 6 tests however, many have caught up. Of the remaining pupils, almost all reach the expected levels in Years 2 and 6. Year 6 test results show that the school is making progress in line with the national trend. The school sets challenging targets, given pupils' prior attainment, and is on track to meet them.
2. In the 2002 national tests Year 6 pupils attained standards in English that were well below the national average for schools nationally but above average when compared to schools in which a similar proportion of pupils is eligible for free school meals. In mathematics the respective judgements were well below average (against all schools) and average (against similar schools). The weakest performance was in science where attainment was very low (against all schools) and well below average (against similar schools).
3. Of the 41 Year 6 pupils who took these tests, 30 had been at Fossdene School for the Year 2 tests four years earlier. The other 11 had joined the school at some point in Years 3 to 6. In English and mathematics the 'long-term' pupils achieved significantly better than those who had joined the school at a later date, securing standards that were well above those attained by similar schools in English and above those attained by them in mathematics.
4. In the 2002 tests for Year 2, and in comparison with all schools nationally, Fossdene pupils attained very low standards in all three tested areas: reading, writing and mathematics. When compared with similar schools, standards remained very low in reading and mathematics. They were fractionally better in writing but, nevertheless, were well below those attained in schools where a similar proportion of pupils were eligible for free school meals. It is important to note that while the calculation to make these judgements takes account of the proportion of pupils eligible for free school meals, it takes no account of the pupils whose first language is not English.
5. The overall judgement for the 2002, Year 2 test performance conceals the difference in the attainment of boys and girls. In broad terms the proportion of girls achieving Level 2 or above was twice that of the boys. The school is aware of these differences because it undertakes careful analysis, year-on-year, and although the results are not a surprise because they mirror the evidence in the baseline assessment, it is seeking to reduce the difference. By Year 6 there is usually little gender difference in test results. Inspection evidence confirms that this is so.
6. Pupils for whom English is an additional language and those with special educational needs make good progress through the nursery and reception classes where the quality of teaching and of support is good, often very good. In Years 1 to 6 these pupils make satisfactory progress overall because the use that is made of classroom support staff is not yet sufficiently targeted. Pupils with special educational needs have clear, specific, achievable and suitably challenging targets and make satisfactory progress towards them, particularly in literacy and numeracy skills and in behaviour. Remaining pupils make good progress. Amongst these are a very few gifted and talented pupils. There is no specific provision made for them for them but they are usually sufficiently challenged in lessons.
7. The weak areas of attainment are in the speaking and reading elements of English, in the problem-solving element of mathematics, in science and in ICT. In English there is inadequate focus on opportunities for pupils to speak in full sentences and for them to demonstrate their understanding

of what they have read. In mathematics there are too few opportunities for pupils to explain their thinking. Standards in these subjects are not high enough. The school is aware of all of these areas of relative weakness and its intentions are reflected not only in the School Development Plan but, where appropriate, in the Raising Achievement Plan (that is linked to the Intensifying Support pilot scheme in which the school is involved) .

8. In all other subjects of the curriculum, including religious education, pupils attain satisfactory standards.

Pupils' attitudes, values and personal development

9. The overwhelming majority of pupils have good attitudes to school. They work with enthusiasm and try to do their best. Pupils are good listeners but do not always have confidence to answer questions because of weak English speaking skills. They are stimulated by good teaching and interesting activities. They show disappointment when some lessons in which they take an active part, such as drawing in the style of Lowry, or collating a list of animate and inanimate objects, have to finish at the end of the school day.
10. Pupils work very hard to maintain generally good behaviour in classrooms. Small groups of pupils, who are mainly boys, often have trouble sustaining concentration but they are clear about the school's high expectations and tend not to disrupt other pupils' learning. They know that they have agreed to a code of reasonable classroom behaviour, and in some classes they sign to show their acceptance. Behaviour around the school is good, pupils are courteous to each other and to adults, and this indicates that they can act responsibly without direct supervision. There is a small minority who need and respond well to focussed support in the form of counselling. There have been eight fixed period exclusions and no permanent exclusions in the current year, or in the year preceding the inspection. This involved an equal number of boys of white british, or Black African/Caribbean heritage.
11. Personal development is good, overall. It is better amongst younger pupils because they are given more opportunities to demonstrate independence. For example, in the nursery unit, children help to put out resources and tidy up whereas in a Year 6 science lesson this was done by adults who also distributed drinks of water. Pupils throughout the school are allocated responsibilities, such as being a register monitor, and this assists the smooth running of the school. Girls in Year 6 are good at helping to control the flow of pupils entering the hall for lunch. Relationships are a real strength. A constructive and friendly rapport is quickly established with adults. Pupils have confidence in their teachers because they are fair, understanding, and patient. Pupils care about each other and are quick to offer support. 'Explainers' are appointed to provide peer group learning support in some Year 6 lessons, and less formal support emerges elsewhere. In a particularly uplifting music lesson, an African Caribbean pupil spontaneously came to the aid of a Romanian refugee who was struggling to write a lyric in the English language; and the whole class sensitively supported and applauded a pupil with a statement of special educational needs who sang his composition unaccompanied. Pupils include themselves in the life of the school and view their multi-cultural society as normal. This is a major factor behind a noticeable absence of oppressive and racist behaviour, and demonstrates pupils' respect for all people regardless of their origins.
12. Although a school council has been running for the past eighteen months, pupils take a passive role in its organisation and rely on a teacher to direct proceedings and keep minutes. Class councils give greater opportunity for pupils to express their views, which are taken seriously and acted upon. Agreement of positive behaviour codes has been particularly successful, and peer mentoring has been encouraged. Infants and juniors are effectively segregated at break times because there are two distinctly separate playgrounds. The school trip to Swanage in October for Year 6 pupils helps to develop independence.
13. Overall, attendance is poor, and is well below the national average. Extended holiday absence, and high pupil mobility are significant contributory factors but this only applies to a minority of pupils. Most pupils have at least satisfactory and often good rates of attendance, and attend school punctually. There is a small core of pupils who are regularly late for school: they tend to have dislocated personal lives or have to make long journeys to school. The school timetable, with registration and assembly taking up the first half hour of the school day, minimises the disruptive effect this could have on teaching. The school has recorded an isolated case of truancy. Most

pupils with special education needs and those for whom English is an additional language have positive attitudes to their work. They are keen to make progress, eager to please and enjoy succeeding. They are well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enables them to take pride in their achievements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Teachers' work is good. The overall quality of teaching is satisfactory because of the less than effective impact of the work of support staff. The proportion of good or better teaching has increased since the last inspection and unsatisfactory teaching has been eliminated.
15. There is no significant difference in the quality of teaching between subjects or year groups. There are differences in the role played by classroom support staff and these influence the overall quality of teaching and learning in the school and make it good in the nursery and reception classes, satisfactory in Years 1 to 6 and satisfactory overall. This should not be attributed to lack of commitment on the part of classroom support staff. (see below)
16. The satisfactory judgement on the overall quality of teaching in the school however, conceals several key points.
 - The work of teachers, whether they are working with the whole of their class or with a group, is usually good or better. This allows pupils to make good progress.
 - Support staff do all that is asked of them when supporting small groups of pupils who have special educational needs or for whom English is not a first language. Their work is good in these circumstances. However, the deployment of support staff is not good enough overall because although they work well with pupils, they are relatively inactive during whole class teaching sessions. This is a waste of a valuable resource and it is a key factor in pegging the progress of these two groups of pupils to satisfactory levels.
 - Homework does not make the contribution to learning that it should because it is set inconsistently through the school and because the expectation of parental involvement is too low.
17. The headteacher is fully aware of these issues relating to teaching. She feels, and inspectors fully agree with her, that her brief tenure had not allowed time to address them because pupils' behaviour and staff morale had to be her priorities. She knows that there is no shortcut to a solution to the deployment of support staff and to increased parental involvement but very convincing plans to deal with them are already formulated.
18. All teachers have at least adequate subject knowledge. Staff have worked hard to support colleagues from overseas to ensure that they are familiar with the content of the National Curriculum and particularly with the literacy and numeracy strategies. This has been successfully done and the work of the overseas staff compares favourably across the full curriculum with those holding UK qualifications.
19. All staff teach basic skills competently. Pupils are taught to read, write and to manipulate numbers. Because a large proportion of pupils speak English as an additional language, greater emphasis needs to be placed on the comprehension element of reading and on problem solving activities in mathematics. Asking pupils to talk more about their work in both of these areas would also be beneficial.
20. Staff plan their lessons well and tell pupils what they want them to learn. This is usually done well but on the few occasions when it is not it is because the explanation of these 'learning objectives' is not given in language simple enough for all pupils to understand. Teachers use a variety of teaching methods and these are invariably successful in engaging pupils' interest. ICT is not well enough used because the school's long term plans for the curriculum do not ensure that it is regularly built-in to lessons.
21. Pupils arrive at their lessons in an orderly fashion. They enter their classrooms quietly and show their teachers that they are ready to learn. Pupils report that they behave better now than they did a few weeks ago. When in the classroom, all teachers employ strategies to keep pupils on task. They do so successfully so that even when pupils are working independently of their teacher they get on with their work and behave sensibly.

22. Teachers assess adequately on a day-to-day basis and what they find out is used to ensure that work for pupils is set at an appropriate level. Classroom support staff make an important contribution here because they are used to working with groups for whom independence from an adult would be difficult.
23. The teaching of pupils with special educational needs is satisfactory. This is because pupils have been accurately assessed using outside agency support if necessary and their individual education plans are targeted carefully to help them learn. Most teachers use a wide range of successful strategies to motivate, involve and challenge pupils, and regularly monitor the progress pupils are making towards achieving their targets. Most records are well maintained and regularly updated to enable teachers to carefully track progress. Teaching assistants work effectively with these pupils when working with an individual or groups but their work in whole class sessions is less effective.

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

24. The curriculum for the Foundation Stage is broad, balanced and based securely on the Early Learning Goals. The school meets the requirement for the National Curriculum and uses the approved scheme for the locally agreed syllabus to inform planning in religious education. The school provides a broad and balanced curriculum for all pupils, offering a satisfactory range of learning opportunities. This is an improvement since the previous inspection when the school did not meet the statutory requirements for ICT.
25. The provision for pupils with special educational needs is satisfactory, meeting the various needs of individual pupils and ensuring that they are fully included in the lessons. It ensures that the provision outlined in pupils' statements of special education need is in place and is reviewed annually in line with Code of Practice guidance. Good systems ensure that all pupils are included fully in lessons and in all aspects of school life. Boys and girls have equal access to the curriculum. A register of gifted and talented pupils has not yet been set up although the school has identified a few pupils who have particular strengths and it challenges them appropriately.
26. The national strategies for literacy and numeracy are well established throughout the school. The school is participating in a national initiative to raise attainment in literacy and numeracy: Intensifying Support for Primary Schools. The school's plan, Raising Attainment, is a focused document that describes how the use of additional resources linked to specific actions should raise levels of attainment and accelerate progress. The programme has only just started, therefore at this early stage it is too early to comment on the impact of the programme on pupils' achievement.
27. Schemes of work are in place for all curriculum subjects, including personal, social and health education (PSHE). All policies are in place. However, a number of them need reviewing and updating to reflect the changes in the curriculum. The school is effective in ensuring all pupils have equal access to the curriculum. Staff are mindful of individual pupils and groups of pupils who may be at risk of not having appropriate learning opportunities, such as those pupils for whom English is an additional language and pupils with special education needs. The school includes everyone as a matter of course, by ensuring equality, access and opportunities for pupils from a diverse range of backgrounds and needs.
28. Curriculum planning is satisfactory overall. Teachers throughout the school produce long-term, medium-term and weekly planning. The headteacher monitors weekly planning and the deputy head monitors long-term plans to ensure the curriculum is covered. Plans specify what pupils are intended to learn. The governing body has established a curriculum committee to support and review curriculum coverage. The school has recently purchased a software programme which will enable teachers to complete and share their planning more efficiently.
29. Pupils' spiritual, moral, social, and cultural development has improved since the last inspection. It is now a strength of the school.
30. Spirituality is promoted effectively throughout the school. Teachers, parents, and helpers from the wider community have worked hard to provide a rich and stimulating learning environment. This has been recognised by pupils: for example, Year 1 pupils have conducted a survey of 'things we think

- look nice'. Assemblies and religious education lessons not only inform pupils of world faiths but successfully challenge them to reflect on the similarities contained in their commandments, and apply them to their own lives, and the life of the school. This is built on in circle time when class groups focus on issues such as friendship, and is reinforced less explicitly across the curriculum. Good displays of art-work contain many examples of pupils' evocative interpretations in the style of famous artists. In the nursery, a less 'directed' environment leads to many moments of awe and wonder, such as when children dramatised the story of 'Jack and the Beanstalk', and painted pictures of flowers for the inspector.
31. The provision for moral development is good. The school has a very clear ethos and values statement, which confronts negative attitudes. Behaviour is now good and rapidly improving because pupils are being effectively challenged to understand that their actions have an impact on others. They can distinguish right from wrong and have the courage to own up if they misbehave. They take comfort in the school's open and safe learning environment, and therefore treat it well. Their experience of living in a multi-cultural community fosters understanding and respect for different points of view. They witness deprivation, without necessarily recognising the label, and spontaneously offer friendship and support whenever they see the need. This is well illustrated by the consideration shown to pupils who are new to the school, and in many cases new to the country.
 32. The provision for social development is very good. It builds on the firm foundations seen in the nursery. Pupils from all backgrounds are at ease with one another. The school's high behaviour expectations and rigorous behaviour management pave the way for pupils to work constructively in pairs and small groups when undertaking classroom activities. There is very little calling out or classroom disruption even if individual pupils may have difficulty in sustaining concentration. The school is able to successfully embrace educational inclusion due, in no small measure, to the social skills of the pupils.
 33. The provision for cultural development is good. The school celebrates the cultural diversity brought into the school by pupils, parents, and staff. Language, religion, and traditions form an essential part of the learning environment. There are bright classroom displays, including and a rich range of resources. Religious education and assembly presentations are informative and thought-provoking. During inspection week the rules of Christians, Muslims, Jews, and North American Indians were compared and contrasted, pupils were encouraged to synthesize them and draw up a set of rules appropriate for their own lives. Art and music draws on a wide variety of sources. History coverage includes Black History month. Visits are made to museums and to the local community. Visitors to the school include an Asian music tutor who works with a small group of pupils on sitar and drumming, and clergy from St Luke's Church, and the New Life Church. Pupils celebrated the Millennium by making a mosaic that is proudly displayed in the front playground, and took part in a tea party to mark the Queen's Golden Jubilee.
 34. Parents are made aware of the material used for sex education and are invited to view them before the lesson takes place. The sex education programme is supported by the school nurse. Drugs education is taught in the context of a healthy lifestyle and through the science curriculum.
 35. Personal, social and health education has been a priority in the school. The school council meets on a regular basis to discuss issues which pupils are concerned about. A time to talk about personal issues is planned in each class and provides good opportunities for personal development. Some classrooms have school and class rules displayed on the walls.
 36. A satisfactory range of after-school activities add variety and value to the curriculum. The school has established an after-school club for all pupils, funded by the New Opportunities Fund. This provision includes opportunities for pupils to participate in sport, musical, art and craft and cooking activities. The school has plans to establish a homework club. In Year 6 pupils enjoy a residential visit to Swanage. Vibrant accounts of the activities pupils participated in, with digital photographs taken during the week, were displayed attractively in the hall.
 37. The school organises regular educational visits to the War Museum, National Maritime Museum, local art galleries, the Thames Barrier and numerous other places to support and enhance pupils' learning. There are good opportunities for pupils to learn social conventions through contact with visitors such as the local police, fire brigade and the Woodlands History Society when they come to talk on various aspects of their work.

38. The community regularly uses the school as a venue to run clubs. There is a scout club, martial arts club and weekend youth club. Vietnamese and Punjabi lessons are held on Saturdays and pupils from the school attend these lessons and activities. Belmont prisoners work in the school grounds on Saturdays to help maintain the surroundings.
39. The pupils raise money for a school in the Gambia and correspond with pupils. This provides a rich opportunity for pupils to learn about other cultures and to share their own experiences.
40. The arrangements for transfer to secondary school are good. Year 6 teachers work in close partnership with teachers from the school to which most pupils transfer. Teachers from the local secondary school visit pupils and work with them in the classroom. Pupils also visit the local secondary school and spend time becoming familiar with their new environment and timetable. This programme is a great success and ensures a seamless transition for pupils from primary school to secondary school. The Samaritan Youth Project also works closely with the school to prepare pupils for the transition to secondary school, offering workshops and activities focused on developing pupils' confidence.
41. Teachers use the local City Learning Centre for ICT training. The Charlton Athletic football club, working with the LEA, has donated 16 computers and set up a stimulating ICT room for pupils and teachers to use during the school day. After school the ICT room is used as a study support centre for the local community. This very new resource room has already had a positive impact on the quality of teaching and learning in ICT.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Health and safety procedures are satisfactory which is a similar finding to that made at the last inspection. Risk assessments and equipment checks are frequent and thorough. Inspectors have alerted the school with regard to safety concerns over the management of physical education. Child protection procedures are clear and understood by staff, but the written policy requires updating. The school is part of the Healthy Schools Award Scheme, which has resulted in younger pupils being provided with free fresh fruit.
43. The promotion of good attendance and punctuality is satisfactory overall. Parents are reminded of their obligations in school communications although absence information was not provided in last year's pupils' annual reports or in the school prospectus. Effectiveness suffers because of local practices that keep pupils on the school roll whilst they undertake extended visits to the Indian sub-continent. The school also experiences considerable pupil mobility and often has children on roll when they have moved away and are being educated elsewhere. There are also refugee children who are housed outside the immediate area who have to rely on difficult public transport arrangements getting them to school on time. Monitoring of attendance is more effective. Staff are well aware of pupils in need of support, track them closely, and liaise with support agencies. The school and the LEA are rigorous in taking parents to court in cases of persistent unauthorized absence.
44. The promotion of good behaviour is very effective. Parents, pupils and staff speak highly of the positive effects of the recent changes in the management of behaviour. Insistence on good behaviour is both rigorous and consistent. Much is due to the excellent communication skills of the headteacher, who is a sympathetic yet strict disciplinarian. Pupils respond well when behaviour and achievement are recognised and take pride in collecting stars, being mentioned on classroom 'achievement trees', and being awarded certificates. These features have a positive impact on achievement. Specific behaviour problems are carefully addressed through individual behaviour plans that respond to feedback from adult mentors, counsellors, and educational psychologists. The school also works closely with the pupil referral unit. The effectiveness of this wide-ranging, high quality support is reflected in a total absence of permanent exclusions. There have been some fixed-term exclusions.
45. The school has recently undertaken a well-structured anti-bullying project which involved consultation with pupils, parents, and staff. There was little evidence of oppressive behaviour during the inspection, and pupils confirm that they feel secure in school.

46. Assessment has improved since the last inspection, and is now good. The LEA has given a high level of support to the school, and has helped to compile detailed and thorough analyses of statistics provided by statutory and other tests, identifying pupils who are not making sufficient progress, and highlighting areas for development in English, mathematics and science. These identify how well pupils are progressing and are used to diagnose how they might improve. Children are tracked throughout their school careers. An assessment policy is in place, but the use of assessment by all staff is still inconsistent, as stated in the last report.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. An unusually high proportion of parents expressed negative views of the school in their pre-inspection questionnaires. This represents a major deterioration in sentiment since the last inspection. However, because these were sent out by the acting headteacher when first she took over the post, parents were unaware of the rapid and positive impact that she was beginning to have on the school. Conversations with a small, random selection of parents before school during the week of inspection indicated a much more positive perception, especially in relation to improved pupils' behaviour and attitudes to school.
48. On the basis of the returned questionnaires, parents' concerns principally relate to homework and the provision of an interesting range of activities outside school. Approximately one third of parents disagree that the school works closely with them, or that the school is well led and managed. A quarter of all parents who answered the questionnaire indicated that they were not kept well informed about their children's progress, and a fifth disagreed that they were making good progress.
49. Inspection findings confirm that homework is unsatisfactory because there is too little set. There is a good range of activities outside school that are held on the school premises, but these are not directly controlled by the school. There have been management problems that were closely associated with teachers' long-term absence and illness, but these appear to be in the past. At the end of the summer term parents were not fully informed about their children's progress in their annual reports; there were too few targets for improvement identified, inconsistent reporting of standards attained, and some Year 5/6 reports were delayed. Nonetheless, overall pupils' progress seen in the scrutiny of their work, and in lesson observations, is judged to be satisfactory.
50. Significant improvements in the quality of information for parents have occurred in the autumn term. In particular, parents have now been given formal written targets for their children. These should enable them to make a more satisfactory contribution to their learning, and raise standards. Much remains to be done including raising the status of homework by setting it regularly, and engaging parents' interest through a home/school diary. All new parents sign home/school agreements and are given a copy of the school's behaviour expectations.
51. Parents for whom English is an additional language have access to a network of interpreters. There is particularly good support for Urdu and Punjabi speakers in the nursery. Communications with parents are generally written in English, these include details of forthcoming meetings and events, and reminders about attendance and punctuality. There are parents' notice boards in the nursery, and outside the main gate, which carry the most topical information. Parents of pupils with special needs who have individual education plans are invited to be involved in their reviews.
52. The school informs parents at an early stage in the process of identifying pupils with special educational needs. They are sent copies of pupils' individual education plans prior to being offered an individual appointment. Parents are invited to all reviews, can make an appointment at any time to discuss their child's progress and are able to see their own child's file on request. In addition, opportunities are given at open evenings to discuss pupils' progress. Links between home and school are regular and constructive and this helps to ensure that pupils receive good support and make good progress.
53. Parents' involvement through the Fossdene Grounds Committee has led to significant improvements in the appearance of the school, and more are planned. Work on turning a piece of waste ground into an area of beauty and calm mushroomed into a well organized community project which involved pupils, parents, staff, and local sponsors. Community work by Belmarsh Prison added to the improvement of the external environment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The acting headteacher's leadership is outstanding. Comments from pupils, parents, school and LEA staff, all in their own way, fully endorse this. It is clear, from talking with each of these groups that in a few weeks she has, through establishing clear parameters and high expectations and through employing vigilance and commitment, improved the behaviour of pupils from being less than satisfactory to good. Some parents say their children are now better behaved at home than they

were and that they now really look forward to going to school. Through initial monitoring she has expertly gathered, analysed and synthesised information on the quality of teaching and learning. She has raised the morale of staff and has furnished them with good advice to help them improve the quality of their teaching. They are full of praise for what she has achieved and support her fully in what she is trying to do for the school.

55. Her achievements in the month of her tenure are remarkable and her prioritisation of issues has been totally right. It is difficult to see how any more could have been achieved in the time. She has a clear picture of what has to be done and the organisational and interpersonal skills to succeed. For example, her next priority is to galvanise the potential of the team of committed support staff and to provide them with the training and guidance they will need to deliver the kind of innovative and imaginative support she has in mind. Their work can then be used to 'kick start' the achievement of pupils for whom English is an additional language and to provide more closely targeted support for pupils with special educational needs. With equal commitment and determination she intends to improve the involvement of parents in their children's education. The work of other key staff is sound. However, they willingly give the acting headteacher the support she needs in order to bring about rapid improvement.
56. The school improvement plan sets out the remaining priorities and targets for this school year (and beyond) in a systematic way. There is certainly a shared commitment to improvement. The quality of teachers' work, the expertise of co-ordinators (particularly in English and mathematics), the managerial skill of the acting headteacher and the convincing arrangements already in place for leadership and management beyond Easter 2003 all suggest that there is a real capacity to succeed. Systems which have 'slipped' over past months are being reinstated and should soon play a full part again: performance management, for example.
57. The school has been very well supported by the LEA over past months, and in very practical ways. This help will continue, not least because the school is one of ten in the borough that is part of the 'Intensifying Support' pilot scheme. The analysis of data that has been undertaken as part of the pilot scheme and the action plan that has resulted have both proved to be immeasurably useful to the acting headteacher as she gets to know the school. The quality of support is very good.
58. The special educational needs co-ordinator provides good leadership. She ensures that all pupils have been accurately assessed, using outside agencies when necessary and makes sure that pupils have relevant achievable targets. She has adequate opportunities to monitor and evaluate the work of colleagues and the use made of individual education plans. There is a good action plan for special educational needs in the school development plan and appropriate priorities for development have been identified. The named governor with responsibility for this aspect of the school's work is supportive. The literacy and numeracy co-ordinators also lead their subjects well.
59. The work of the governing body is satisfactory. Governors fulfil their statutory duties. Some governors, the chair in particular, have an accurate picture of the strengths and weaknesses of the school. Other recognise its strengths rather than its weaknesses and are supportive of what the school does rather than being actively involved in shaping its direction.
60. Governors are well supported by the LEA in the financial management of the school. A budget deficit has been eliminated ahead of schedule and spending has been prioritised towards improving the curriculum. Strict tracking of specific grants and funding ensures that monies are appropriately allocated but there are insufficient checks to ensure that they are spent efficiently. Problems that arose in the management of special educational needs have only recently been identified, and the deployment of general classroom assistants is largely ineffective.
61. Governors, senior management, and financial administrators are aware of the principles of best value. Helped considerably by the LEA they compare their school with similar schools in the borough. Office staff search for competitive quotes from suppliers without compromising on quality. A recent audit of the school's financial procedures came up with numerous recommendations which are being addressed.
62. There are sufficient teachers in the school and their qualifications and experience allow them to teach well. The school employs several overseas teachers and has supported them well while they familiarise themselves with the National Curriculum. There is a team of committed support staff and

time is made available on a daily basis for teachers to brief them on what they want them to do in lessons. However, the breadth of their work is narrow: they spend too much time in inactivity in whole class sessions as they have not been given the training and guidance necessary to allow them to operate in more innovative ways and beneficial ways.

63. All areas of the curriculum are adequately resourced, although there is a need to renew some science equipment. The school building provides good, spacious accommodation.
64. Income per pupil amounted to £3,125 in the last financial year. This is high in relation to London primary schools and reflects the extra support needed for pupils who have special educational needs. Given the satisfactory progress made by the pupils, and their good attitudes, values, and personal development, the school is providing sound value for money.

PROVISION FOR PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE

65. The school has many pupils who have English as an additional language. Currently, this figure is about 47 per cent. Of these pupils (136 in all) 88 are at an early stage of learning English, which constitutes about 65 per cent of this group and about 30 per cent of the total school population. The main languages spoken by this group of pupils are Punjabi, Somali, Yoruba and Urdu, but there are also speakers of languages such as Bulgarian.
66. Until very recently the school had a teacher who had the responsibility of co-ordinating support for pupils for whom English is an additional language, but she has now left and the school has not had time to make a new appointment. The LEA has helped by making an advisory team from the ethnic minority achievement service available to support the school. This is part of the Intensifying Support pilot to which reference has already been made. This should be valuable as a way of improving standards. There are three teachers that come in for one day a week each to work with pupils for whom English is an additional language. One of these is fully bilingual in a community language. The school is fortunate that several of the teaching assistants are also fluent in one or more community languages, mainly Urdu and Punjabi. Until recently there was also a Somali speaker and it is hoped to recruit another assistant who can speak this language. These assistants are able to use this knowledge to help younger children with school routines, explain technical terms in lessons for older pupils, and communicate effectively with parents at parents' meetings etc. However, few have had training for their general role in the classroom and even fewer for their role in developing language skills. This means that their contribution is less effective than it should be. The support that they give when pupils are working in groups is often good, but they are not always effectively used throughout the whole lesson. The acting headteacher has recognised this as an area that needs development and as a short-term remedy has arranged that time has been made available for class teachers and learning support assistants to meet at the beginning of the day and make plans for the day's work. She also has immediate plans to arrange in-service training for the learning support assistants so that they can work more effectively.
67. Pupils who are at an early stage of the acquisition of English receive support in their classrooms during lessons. This is in line with the school's commitment to being an inclusive community. The arrangement prevents the disruption that would be caused by constant arrival and departure of pupils. It also ensures that these pupils are well in touch with the topics being taught in every lesson. However, this support is not always sufficiently closely targeted. Pupils with needs other than the development of proficiency in English are sometimes included in these groups and this can dilute the usefulness of the support for pupils with English as an additional language. Occasionally, there are times when it is more appropriate for support to be given outside the classroom - e.g. when older pupils arrive part way through the school year. This provides an opportunity for the learning support assistants to focus closely on the needs of a small, targeted group of pupils. It also means that they can receive the help that they need without the necessity to avoid disrupting the other activities taking place in the classroom and those providing help can speak at a normal volume. Over-reliance on one strategy for supporting these pupils can have a negative impact on the progress that they make.
68. The co-ordinator, with the help of class teachers and support staff, has kept records of the progress made by individual pupils. These have been analysed to see if specific groups have particular needs, particularly in reading and mathematics. This record keeping has identified when pupils with

English as an additional language have done less well than other pupils within the same year group. There are individual records that track pupils' progress, especially in literacy. These contain information about when targets have been achieved, but this information is not fully used to inform planning about how to achieve the next target. There are good arrangements to help pupils who arrive during the school year feel 'at home' within the school community quickly. New pupils are assigned a 'buddy' who helps to explain routines and the geography of the building. Where appropriate, new pupils receive a booklet with pictures of areas of the school that they can take home and talk about to parents or carers. Parents are always welcome in the school and some come to lessons such as literacy and numeracy, especially in the early days of their children's time at the school. The ethnic minority achievement service of the LEA has access to a range of translators that can be called upon to communicate with parents if the bilingual learning support assistants are unable to do this.

69. There are satisfactory resources for this area of school life. Bilingual texts and cassette tapes are available in the library and in classrooms and there are also cassettes of music from other cultures. The school celebrates the range of languages spoken in the community in displays and most notices in the school are in several languages. There is a room set aside for resources and books that support the language development of pupils for whom English is an additional language. It contains bilingual texts and games etc, and is a welcoming space, which can be used for teaching small groups when appropriate. There is no computer in the room, so there is no opportunity to develop language skills and confidence through the use of ICT.
70. Pupils with English as an additional language make satisfactory progress from the time that they enter the school until the time that they leave. However, the constraints of time and lack of training mean that support staff are not able to fully develop the more advanced language skills that pupils need to realise their full potential.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. Working together, the headteacher, staff and governors should address the following issues:
- (1) Raise standards in the reading and speaking elements of English, the problem solving elements of mathematics, in science and in ICT by:
- in reading:
- ensuring that time set aside for reading activities focuses on pupils' understanding of what they have read. (see paragraph 89)
- in speaking:
- planning and implementing a rigorous programme for the systematic development of pupils' speaking skills. (see paragraph 88)
- in problem solving mathematics by:
- providing more problem solving experiences for pupils including those that offer regular and frequent opportunities for pupils to explain their mathematical thinking. (see paragraph 99)
- in science;
- setting more challenging tasks for pupils of different ages and abilities, including higher attaining pupils; (see paragraph 106)
 - developing pupils' investigative skills to promote independent learning. (see paragraph 107)
- in ICT:
- ensuring ICT opportunities are embedded across the curriculum. (see paragraphs 134 and 135)
- (recognised in the school's development plan)
- (2) Improve the quality of support to those pupils who have special educational needs and to those pupils for whom English is an additional language by:

- providing good quality training for all classroom support staff;
- deploying them so as to provide a broader, more cost-effective and innovative range of support strategies, including the use of ICT.
(see paragraphs 18, 19 and 64)
(already planned by the acting headteacher)

(3) Improve parents' understanding of, and involvement in, their child's learning:

- providing more specific and focused information about progress in pupils' annual reports; (see paragraph 51)
- setting homework consistently and encouraging greater parental involvement in their child's completion of it and their learning in general. (see paragraphs 18, 52)

(4) Improve attendance by:

- raising the status of attendance with parents; (see paragraph 45)
- adopting a strict policy towards extended time holiday leave, and removing pupils from the roll if holiday absence is significantly exceeded. (see paragraph 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	37	15	0	0	0
Percentage	2	12	62	25	0	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)	31	289
Number of full-time pupils known to be eligible for free school meals	0	164

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	0	93

English as an additional language

	No of pupils
Number of pupils with English as an additional language	107

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	3.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	17	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	11	12
	Girls	13	15	15
	Total	20	26	27
Percentage of pupils at NC level 2 or above	School	45 (52)	59 (55)	61 (69)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	13	13
	Girls	15	15	16
	Total	24	28	29
Percentage of pupils at NC level 2 or above	School	55 (57)	64 (60)	66 (69)
	National	85 (85)	89 (89)	89 (89)

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
	2002	17	24	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	17	10	14
	Total	26	19	24
Percentage of pupils at NC level 4 or above	School	63 (46)	46 (35)	59 (63)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	18	14	15
	Total	28	25	26
Percentage of pupils at NC level 4 or above	School	68 (33)	61 (33)	63 (46)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
165	4	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
31	0	0
14	0	0
4	0	0
0	0	0
10	1	0
45	3	0
15	0	0
5	0	0
8	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.9
Number of pupils per qualified teacher	19.4
Average class size	25.2

Education support staff: YR– Y6

Total number of education support staff	12
Total aggregate hours worked per week	211

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.5
Number of pupils per qualified teacher	20.6
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	12.4

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	1072179
Total expenditure	1036706
Expenditure per pupil	3022
Balance brought forward from previous year	-2744
Balance carried forward to next year	32729

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)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	293
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62.0	29.0	8.0	0	1.0
My child is making good progress in school.	46.0	33.0	13.0	7.0	1.0
Behaviour in the school is good.	36.0	42.0	16.0	2.0	4.0
My child gets the right amount of work to do at home.	19.0	36.0	22.0	22.0	1.0
The teaching is good.	33.0	48.0	7.0	6.0	7.0
I am kept well informed about how my child is getting on.	38.0	34.0	17.0	9.0	2.0
I would feel comfortable about approaching the school with questions or a problem.	38.0	48.0	7.0	4.0	3.0
The school expects my child to work hard and achieve his or her best.	36.0	47.0	9.0	4.0	4.0
The school works closely with parents.	22.0	40.0	17.0	14.0	7.0
The school is well led and managed.	18.0	38.0	22.0	10.0	12.0
The school is helping my child become mature and responsible.	28.0	49.0	8.0	10.0	6.0
The school provides an interesting range of activities outside lessons.	13.0	37.0	14.0	22.0	13.0

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. There are 24 children on the full-time roll in the nursery, with another 14 attending part-time. Pupils are usually admitted in the second term after their third birthday, and the school aims to offer four terms in the nursery before the children transfer to the reception class. At the time of the inspection there were nine children in reception. Assessment results, and observations during the inspection, show that children's skills, knowledge and understanding are poor compared to those of most children of this age, particularly in the area of English language and personal development. Many have English as an additional language. Because teaching is good, children make good progress. The teaching assistants make a very good contribution to this good standard of provision.
73. Children are confident and secure in this welcoming learning environment, and come happily to school. Parents praise the induction procedures, which help the children to settle in quickly, and are happy with the progress made. The staff regularly make assessment and observations, using these to set targets for achievement. In lessons, teachers draw good attention to children's successes. Those with special needs are identified and their needs are well met by carefully planning and extra support from staff. Summer-born children receive additional support for their first term in Year 1, as they do not spend as long in the reception class.
74. The curriculum is soundly based on the nationally prescribed Early Learning Goals. The teachers' planning is of good quality, adapted daily to build on children's understanding, so that learning is reinforced and extended effectively. There is no significant difference in provision between the nursery and the reception class: both are good across all areas of learning and for all groups of children. The school has maintained and built on the good provision that was noted at the time of the last inspection.

Personal, social and emotional development

75. Children's personal and social development improves considerably during their time in reception and nursery and the majority of children are likely to attain some, but not all, aspects of the Early Learning Goals by the time they are five. Through good teaching, children learn the rules that promote good behaviour, caring and sharing, and enthusiasm for learning. The teachers reinforce high expectations, encouraging children to share equipment with others and take turns, as, for example, when nursery children took turns to weigh objects. They can make choices and organise their own resources at a simple level: they could fetch books, paper and scissors when asked to do so by an inspector. Children can undress quickly and sensibly for physical education. They trust their teachers and adult helpers, who, in turn, handle them sensitively, ensuring that each child feels valued. The majority of pupils have poor levels of concentration, and need guidance to sustain their attention, particularly when required to listen.

Communication, language and literacy

76. Nursery and reception staff rightly place a high priority on the teaching of language and literacy. They take every opportunity to develop English language skills. Very good use is made of bilingual classroom assistants in this context, as when two Punjabi-speaking children and one Urdu-speaking child planted seeds together. The helper spoke to each child in his own language, and then reinforced the word in English, whilst holding up the resources being used. Good progress is made, but because their starting point is so low, most pupils are unlikely to reach the Early Learning Goals by the end of the reception year.
77. The teachers' enthusiasm and expertise promote positive attitudes to reading and writing, and a good range of activities supports these. Books, stimulating displays and captions, sometimes in the children's first language as well as in English, familiarise the children with print. Imaginative areas, such as the bear's 'dark, dark den', or the writing corner, are well used for role-play and to support literacy.

Mathematical development

78. Despite good teaching, children are unlikely to reach the expected standard by the end of the reception year. They experience a good range of practical activities, such as cooking and number games, have opportunities to weigh ingredients to make cake, and to compare, predict and weigh different sized objects to understand the concept of lighter and heavier. They use the computer to create recurring Mehendi patterns, and reception children use beads and sets of boats to work out 'one more than' numbers up to ten. Teachers provide a wide range of relevant learning experiences to encourage investigation through play. Tasks are well matched to children's needs, providing appropriate challenge and fun in learning.

Knowledge and understanding of the world

79. Children are given good opportunities to develop their understanding on a daily basis. They can name some colours, and know that colours can be mixed to form other colours. One child mixed red and yellow unaided to make orange. After a walk in the woods, pupils can describe some of the changes that occur in autumn. They predict what will happen when cake mixture is put in to the oven. During inspection week, children observed lizards at first hand, learning about their food and habitat, and how they use camouflage. They work with a range of materials, such as wet and dry sand, compost and clay, and with a range of tools, such as scissors, hole-punchers and glue-spreaders. They can use a variety of materials, such as cardboard and construction kits to build houses. The computer is used on a regular basis, for example to create patterns for displays, or self-portraits. Pupils choose a font to print their names, receiving individual help from adults. Although they are taught consistently well and make good progress in this area, they are unlikely to meet the Early Learning Goal by the time they leave the reception class, because they come to school with a poor understanding of the world outside their immediate family situation.

Physical development

80. Children have a secure, well-planned and well-resourced learning environment outside the nursery classroom, recently enhanced by the provision of an attractive garden area, which provides opportunities for regular outdoor physical activity. Indoors, they have a large hall for physical education, where pupils were observed mirroring the movements made by the animals in the 'Brown Bear' story. They were following instructions well, and could run, jump and gallop. Teaching is consistently good.
81. Several even tried to lumber like the bear. Pupils enjoy leaf weaving, after first collecting the leaves. Teachers are good at building on children's developing skills to promote confidence and independence, and they are encouraged to move in safety. Both classrooms provide small world toys, paintbrushes, jigsaws, threading beads and small and large construction equipment to develop physical skills and manipulation. By the end of reception, most children are likely to achieve the Early Learning Goals in areas such as movement and the use of space, but not in areas which relate to fine finger control and close manipulation.

Creative development

82. Children enter the nursery with much lower than average skills for their age and, although they make good progress, most are not likely to achieve the goals in this area of learning by the time they enter Year 1. They are taught well and are offered a good range of activities, including drawing, model-making, painting, imaginative play and music. Their creative efforts, including collages of Diwali masks, bubble painting, firework pictures, and pictures effectively painted in the style of Van Gogh, display increasing imagination and confidence and are indicative of the progress they are making. They choose instruments to create sounds, and sing simple songs from memory tunefully. They play instruments and can respond to music expressively in dance. They play imaginatively in the 'dark, dark den', using torches to find their way around.
83. Cooking, eating and drinking are enjoyed, and these opportunities to smell and feel give children good opportunities to respond to sensations and explore their senses. Children express their ideas in a wide range of experiences and this enhances the quality of their learning.

ENGLISH

84. The Year 6 national tests in 2002 showed a significant improvement in attainment in English from the previous year. Although standards were well below those nationally, pupils attained better than those in similar schools. The attainment of the pupils who had been at this school throughout Years 3 to 6 was better still: well above that of similar schools. Standards in Year 2 were very low in reading and well below expectations in writing in the 2002 tests. Nevertheless, from a very low starting point, achievement was satisfactory. Inspection findings, supported by school test data indicate that standards continue to rise throughout the school although, currently, they remain below average in Years 2 and 6. The school sets challenging targets each year. The target for 2003 is within the school's grasp. Standards are stronger in listening and writing than they are in speaking and reading. The proportion of Year 6 pupils achieving the national standard has improved since the last inspection.
85. The Year 2 test results in 2002 showed very significant differences in the attainment of boys and girls. An investigation revealed that the standards they achieved accurately reflected their prior attainment. The Year 6 test results showed no significant difference. There is some variation between the progress made by other groups of pupils. Those for whom English is an additional language and those who have special educational needs make satisfactory progress. For all other pupils progress is good. The proportion of Year 2 pupils achieving the national standard has not improved since the last inspection but this is attributable to changes in the school's intake.
86. Standards in listening are satisfactory. Pupils are attentive when their teachers talk to them. Through being given clear explanations they understand what is required of them. Explanations are particularly good in Year 1 where, apparently instinctively, the teacher anticipates and responds to the difficulties that pupils for whom English is an additional language are likely to experience. Pupils listen to each other when, as is frequently the case, they have the opportunity to rehearse their ideas with a friend before presenting them to their teacher or to the class.
87. Standards in speaking are unsatisfactory. While pupils make sound progress, the very low prior attainment of the majority means that standards consistently fall short of those expected of pupils of a similar age. The school is aware of the need to engineer more regular, varied and systematic opportunities for pupils to speak. They also recognise the benefits of incorporating, over time, opportunities for pupils to have an audience that extends beyond their own classroom. Currently however, there are no slots on the timetable dedicated solely to the development of speaking skills and no overt attempt to develop oracy. End of lesson time lends itself to speaking opportunities and these sessions would benefit from a learning objective of their own: rarely in evidence during the inspection. There is no planned action to ensure that a range of speaking 'types' are covered although the varied subjects of the curriculum offer rich opportunities to do so: to explain a process of calculation in mathematics, to predict the outcome of an investigation in science, to empathise with the plight of a character in history, to define a technical term or to describe their route to school, for example. Pupils, particularly those for whom English is not a first language, need thinking time, encouragement and assistance if they are to speak fluently. There is currently no systematic assessment of pupils' speaking skills against which further work could be planned and the success of initiatives evaluated.
88. Standards in reading are also unsatisfactory. Some pupils – mainly English speaking pupils – read fluently and exhibit a secure understanding of what they have read. Others – mainly those with special educational needs and those for whom English is not a first language – 'read' texts but have little idea about their meaning. There is much to be done to bring comprehension in line with pupils' ability to 'decode text'. The school's decision to remove guided reading sessions from the literacy hour is a reasonable move to make. To replace them with sessions where one of five groups reads to their teacher each day and discusses the book with them while the other four groups read to themselves is not a satisfactory arrangement. This is because, in any one session, four-fifths of the class are 'decoding' with no real means of developing their comprehension. As with speaking (see the previous paragraph) pupils need regular opportunities to talk about what they have read: for younger pupils to re-tell a story or to predict what might happen next and for older pupils to be able to read beyond the literal – to infer, deduce and to interpret figurative language. This is one area where classroom support staff could be used more effectively.

89. Standards in writing are close to being satisfactory. Pupils' presentation is generally neat. Much of pupils' writing is functional rather than imaginative and this stems from a relatively weak range of vocabulary. The benefits that pupils should accrue from more opportunities to discuss the book they are reading and from being given regular opportunities to speak in a range of contexts are likely to extend the range of words from which they can select when they write. Opportunities for pupils to write are sprinkled across the curriculum but could be planned more systematically to ensure that the skills that are well taught in literacy lessons have the best possible chance to be reinforced and consolidated. ICT plays little part other than acting as a tool for providing a neat finished product.
90. Literacy skills are taught well in literacy lessons. Teachers give clear explanations, set appropriate tasks and have sufficiently high expectations of pupils. Some literacy lessons extend beyond 60 minutes with the result that the same content is taught over an extended period of time. That is not to say that the pace of lessons is slow. It is not. However, the 'extra' time could be usefully harnessed and used more beneficially, for example to give pupils opportunities for producing longer pieces of writing in other subjects of the curriculum.
91. The quality of teachers' work is almost always at least good: this was evident in the twelve lessons seen. The deployment and impact of the work of support staff make the overall quality of teaching satisfactory. Teachers give clear explanations, making sure pupils know what they should learn in the lesson. They devise activities for pupils that are well matched to their ability to be challenged by them and yet to achieve success. Classroom support staff make a good contribution to pupils' learning when working with a group but spend too much time in inactivity when the teacher is teaching the full class. (This is a school-wide management issue.)
92. Pupils behave well in lessons and listen attentively. They are keen to learn and eager to answer their teacher's questions. They are sensible enough to engage in an animated activity and then to quieten sensibly when their teacher asks them to: Year 1/2 pupils demonstrated this beautifully after a noisy but worthwhile sound matching game. They also work well in a group, whether or not they have an adult sitting with them. Most pupils take a pride in their work and present it neatly.
93. The co-ordinator leads the subject well. Through monitoring and evaluation she has acquired a good understanding of the strengths and weaknesses in pupils' work and her intervention contributed to the significant rise in standards in Year 6 test results this year.

MATHEMATICS

94. Inspection evidence indicates that standards in mathematics are currently below average in all year groups. Girls are not performing as well as boys in the classes for the older pupils. In this year's national Year 6 tests, the results were well below average nationally. However, when compared with similar schools, the results were average. There was no difference in the attainment of boys and girls. Results are beginning to improve after a dip following the last inspection. In the 2002 Year 2 tests, the results were very low in comparison with all and similar schools. Girls' results were slightly better than boys', but were still well below average. Pupils make at least satisfactory progress and, for a significant proportion, progress is good. However, higher attaining pupils are sometimes not effectively challenged and this results in them not achieving their full potential. Pupils with special educational needs make satisfactory progress.
95. Standards in number work are usually below average. In Years 1/2, pupils are practising number facts to five. Year 4 pupils are able to work out a range of number sequences starting from the smallest and largest numbers. Year 5 pupils, in a lesson where they were asked to convert metric units, confidently multiplied and divided by 10 and one 100 in their heads. Year 6 pupils can work out percentages of numbers and some pupils can convert improper fractions to mixed numbers.
96. Standards in shape, space and measures are usually average. Year 1 pupils know that there are sixty minutes in an hour and can use analogue clocks to tell the time. Year 2 pupils can solve problems involving time: for instance, they can work out what the time will be in two hours and what it was four hours ago. In Year 5 pupils can work out problems involving measurement in kilometres and some pupils understand the use of the twenty-four hour clock. They also know the names and properties of different kinds of triangles. The less able pupils in Year 6 know the properties of a

range of two-dimensional shapes while the more able ones are able to work out the perimeter of compound shapes.

97. Standards in handling data are below average. There is little evidence of this work in pupils' mathematics books. In Year 5 pupils can note data on a tally chart and then record this data on a frequency graph. Some Year 6 pupils can interpret pie charts.
98. Standards in the use and application of mathematics in problem solving and investigations are below average. Pupils have insufficient opportunities to work on this aspect of the subject. Some teachers plan work well to enable pupils to apply their literacy skills when working in mathematics, for example, in reading and understanding problems and explaining their reasoning and calculations. Others do not. Whilst in some year groups, there is enough evidence that this work is taking place, it is not consistent throughout the school. Mathematical skills are applied satisfactorily in other subjects. For instance, in geography pupils record data in tables and create graphs.
99. The teaching observed during the inspection ranged from satisfactory to very good. The National Numeracy Strategy is firmly embedded in the work of the school. Most teachers have a good understanding of the strategy and consequently plan well to ensure satisfactory progress and to take account of the needs of all pupils in group work. Teachers usually make clear the objectives of their lessons by writing them on the board and sharing them with pupils. In some classes teachers question pupils well to ensure that they have understood and are clear about the objectives. This does not always happen. In the mental warm up part of the lesson some teachers use good strategies to ensure that all pupils are involved. For example, all the pupils play bingo, use number fans or use individual white boards. In some classes too few pupils get the opportunity to answer and the pace is too slow. In the whole class parts of lessons, teaching assistants' work is not well focussed. In group work teachers usually make very clear to pupils what they have to do and how much work is expected but they do not always tell pupils how much time they have to do it. In these sessions classroom support staff work well. Good use is made of the summing up part of the lesson to find out what pupils have learnt and understood.
100. Teachers usually highlight mathematical language well, model it effectively for the pupils and actively encourage the pupils to use the correct mathematical words. However, in some cases the writing on the vocabulary prompt was too small and, therefore, difficult for the pupils to read. The words were presented as a list and consequently it was difficult for pupils to find individual words quickly because too much information was presented at one time. Most teachers actively help the pupils to remember not only the words but also how to spell the words by having mathematical vocabulary on display in their classrooms. Classroom displays supported the mathematics being taught and there were good prompts to support learning in most classrooms. Teachers plan well to enable all pupils to participate and to be able to respond in a variety of ways: pupils answer questions orally, by writing an answer on a white board, by using a number fan, or by demonstrating to the rest of the class on the main board of the classroom. Teachers use a range of questions: those needing a quick response to a mental calculation and those that ask pupils for an explanation of how to do something. However, there is insufficient emphasis on getting pupils to explain and reason. This applies to both spoken or written formats. Teachers use a good range of mathematical resources, such as the counting stick for number sequence work, class-sized one hundred squares for number pattern work and a range of number lines for counting and calculating. Whilst there is a good agreed code system for marking mathematics, it would be useful if work could be annotated in more detail to show the level of support given to pupils.
101. Pupils' behaviour and attitudes in mathematics lessons are usually very good. They enjoy the lessons and work together well. Pupils' work is usually neatly presented, titled and dated. In most classrooms there is a supportive environment where pupils are able to be honest about their learning. Most teachers are positive and enthusiastic about mathematics and consequently the pupils respond well.
102. The leadership and management of the subject are good. The co-ordinator has had the opportunity to monitor teaching and learning. She gives good feedback and has taken appropriate action to give teachers the training they need in order to work more effectively. Work scrutiny will take place in the spring term and all staff will be given written feedback. Resources for teaching mathematics have been improved with the purchase of a range of practical resources. ICT is used to support

learning but the school recognizes that it needs additional software. Teachers have received training in this area already and the use of ICT will be the focus for the next monitoring of mathematics planning.

103. A good tracking system has been set up so that each teacher can record how pupils are progressing against the key objectives for mathematics. The analysis of test results that has taken place is good should be extended to include Years 2 and 6: to identify curricular targets, pupils who need extra support and teachers' training needs. The school recognises that although a target setting system has been started, more work is needed, especially in ensuring that the targets are meaningful to the pupils. Homework is not used well enough as part of the drive to raise standards.

SCIENCE

104. Results in national tests for pupils in Year 6 in 2002 were very low against national averages and well below those of similar schools. Standards for pupils in Year 2, based on 2002 teacher assessment, were very low, both when compared to all schools nationally and to similar schools. The standards seen in lessons and in pupils' books shows that attainment in Year 1 to 6 is well below expected levels. This is a deterioration in standards as judged in the previous inspection.
105. Many of those pupils for whom English is an additional language have no knowledge or understanding of basic scientific vocabulary and the majority of pupils start Year 1 with very low levels of attainment. Considering these factors, pupils make satisfactory progress overall by Year 6. However, high attaining pupils are not always challenged well enough: in some lessons seen, and in scrutiny of pupils' work, the tasks presented were the same for all pupils. As a result, the number of pupils in Year 6 achieving Level 5 has been very low compared to national expectations. Work shows that the curriculum is covered in appropriate depth but opportunities to use ICT to explore and experiment in science can still be developed further.
106. Pupils in Year 6 carry out a fair test involving a solution of sugar and water and record the results in a table. Their knowledge of how to carry out a fair test is unsatisfactory and all pupils require teacher support to carry out their investigations. Pupils do not have the opportunity to develop their independence and select appropriate equipment for their investigations. Too much of the lesson is teacher directed. In Year 6 pupils draw diagrams of a plant but do not always use the correct scientific language to label it.
107. Pupils in Year 4 group animals according to observable features and record observations in a table. Pupils write sentences describing different features. Higher attaining pupils record three different characteristics for the same animal and record their observations in their science books. With support from the teacher and learning support assistant pupils in Year 1 sort animals into three different groups and can identify which animals live in the sea, on land and in the air.
108. Pupils in Year 2 understand that the group of living things called animals includes humans. Pupils know that animals move, eat and grow. Pupils use basic characteristics to classify animals. Pupils group animals into sets; wings and no wings, legs and no legs and discuss where animals live. In Year 2 pupils used a data-handling programme to create a bar chart to record similarities and differences between all class members. Pupils accurately communicate their findings using a word processing software programme.
109. The quality of teaching is satisfactory overall. During the inspection week good teaching was observed in Years 2, 3 and 4 with very good teaching in Year 1. Teachers have secure subject knowledge and plan their work well. They tell pupils what they want them to learn, helping them to understand what they are do. Most teachers review learning well at the end of the lesson. In most classes teachers use good questioning techniques to check pupils' understanding and their learning. Pupils for whom English is an additional language do not always receive appropriate support to help them develop the correct scientific vocabulary. In Year 6 classroom support assistants were not briefed about what they should be doing and missed opportunities to help pupils develop their language skills. Teachers have good regard for health and safety in using equipment. This was very evident in the Year 6 lesson. The teacher clearly outlined the dangers of boiling water and discussed precautions pupils should take when handling perplex containers of boiling water.

110. The school has introduced national guidance for science. This helps ensure all aspects of the National Curriculum programme of study are covered. At present pupils' progress is assessed at the end of each unit of work. The subject leader has included in her action plan further development of assessment and target setting in science. The school has detailed plans to raise pupils' attainment in science, including the use of a test package to help assess pupils' level of attainment and monitor progress. In the future teachers will use this information to help them plan appropriate levels of work for different groups of pupils. As yet there is no monitoring of teaching, as the subject leader does not have the time to observe lessons. The School Improvement Plan for science identifies the need to provide regular professional development for teachers to help raise levels of attainment. The school is aware of the need to raise the profile of science and has detailed action plans to make this happen. Literacy and numeracy are used satisfactorily to enhance pupils' learning. In Year 1, for example, the teacher used very good questioning techniques and role-play to check pupils' understanding and to support vocabulary development. Teachers do not use ICT as well as they could to enhance teaching and learning.

ART AND DESIGN

111. The attainment of Pupils in Year 6 is satisfactory and meets the expectations for their age. They develop skills in drawing, collage, painting and pottery and use a satisfactory range of materials, which they combine for effect. In Year 2 pupils' attainment in observational drawing, painting and textiles is what is expected for their age. The school has maintained the standards seen since the previous inspection in Years 1 and 2. There has been a deterioration in standards for Years 3 to 6 since the previous inspection when standards were good. Progress in the acquisition of skills is satisfactory.
112. When pupils plan their art designs in their sketchbooks the results are often disappointing. In Year 6 pupils use sketchbooks to record their ideas and designs for future work. Plans lack detail and too frequently proportions in their drawings are simplistic. Work leading on from pupils' sketchbooks is satisfactory. Pupils work in clay making pots using slab and coil techniques to produce pleasing results; they have useful discussions with their friends about how they can improve their work. Pupils in Year 3 and 4 are aware of the work of different artists such as Lowry, Matisse and Klee. They have had the opportunity to create pictures in a similar style using a range of materials. Discussion with higher attaining pupils in Year 4 showed that they could comment on how effective particular techniques or combinations of materials had been and could understand how they could improve their work.
113. In Year 2 pupils' skills in drawing develop well. Pupils draw self-portraits and carefully consider how to keep their nose, eyes, ears and mouth in proportion to the size of their face. Pupils create collages using a range of materials. They are aware of the colour and texture of different materials and discuss why they have selected a material for a particular purpose.
114. Teaching is good overall. Teachers demonstrate good knowledge of art as a subject. This was evident from the way they explained and demonstrated tasks to pupils. Good questioning also helped pupils to focus on the techniques they needed to use. Whilst work was progressing teachers also provided feedback and demonstrations to assist pupils with areas where they were experiencing difficulties. Pupils were absorbed by tasks they were given. This was evident from the conversations about their work and their good behaviour. Planning and preparation were detailed and thorough and this meant that pupils knew what they had to do and could settle to their work quickly. Pupils for whom English is an additional language and pupils with special educational needs do not always receive the support they need to make good progress.
115. The long-term planning for art and design reflects national guidance for the subject. This helps to ensure all aspects of the National Curriculum programmes of study are covered. The school allocates the recommended amount of time to the subject. The subject leader is new to the role and very enthusiastic to raise the profile of the subject. She has a good understanding of the strengths and weaknesses of current provision and there is an action plan in place to improve standards in art and design throughout the school. The subject leader does not receive adequate time to monitor teachers' planning and pupils' work. At the time of the inspection there were no records of pupils' progress. The co-ordinator has developed an art and design assessment sheet

and the school will use this in the spring term to monitor pupil progress. Links between literacy, numeracy and ICT are satisfactory. Pupils use Paint, an art software programme, to enrich their learning. Resources for art and design are satisfactory.

DESIGN AND TECHNOLOGY

116. There was no teaching of design and technology during the period of the inspection because the school allocates a one week per term block to the subject. Taking the available records, interviews with pupils and display material into account, pupils' work by the end of Year 2 and Year 6 is in line with the national expectation as it was at the time of the last inspection. Younger pupils generate ideas and plan what to do next, based on their experience of working with materials and components. They use pictures and words to describe their designs. Older pupils are aware of constraints and take these into account when drawing up their plans. They have developed skills of working with a range of materials and tools appropriate to their age. In both age groups pupils evaluate their work using the planning sheets that are provided. These standards are similar to those seen at the last inspection.
117. Pupils in Year 2 have made Christmas decorations and puppets. There has been some use of ICT. For example, pupils in Year 1 designed greetings cards using word processing and art programs. Pupils in Years 5 and 6 class have made Christmas lanterns, having drawn up alternative designs for these before choosing the most appropriate. This project was also devised to develop their work on circuits in science as these lanterns had bulbs and switches. Other projects, e.g. Roman chariots and monsters from Greek mythology, make good links with work that pupils have done in history. Pupils are enthusiastic about the subject and talk about it in positive terms.
118. The school has adapted the Qualifications and Curriculum Authority (QCA) scheme of work and has allocated topics for each year group. This scheme covers all the areas of the National Curriculum in this subject. Monitoring of pupils' progress has been developed and the system for this is satisfactory. The resources for the subject are adequate and of a suitable quality, although several of the junior hacksaws need new blades. There are scissors, hand tools- saws, bench hooks etc- as well as a range of components and other items. These are accessible to all staff. The co-ordinator has started to arrange 'project boxes' which contain all the tools and materials needed for the various units of work, and this supports less confident colleagues effectively.
119. There is very little display of pupils' work either inside or outside classrooms and it would be good to see more celebration of pupils' efforts. This is all the more important as there are long gaps between each unit of work. This arrangement has the advantage of projects being completed without the necessity to store half-completed work over several weeks. It also makes it easier to link the work done by each year group around a common theme. For example, pupils in Year 4 designed packaging for food made by Year 3 pupils. However, the long gaps between projects make it more difficult for pupils to develop their skills of using tools and materials confidently. The assembling of a photographic record of the work of pupils is now being established and this will be a valuable resource. Some of this is being done with a digital camera. At the moment, the use of ICT to support pupils' learning in this subject is under-developed. Pupils with special educational needs and English as an additional language have full access to this subject.

GEOGRAPHY

120. Owing to timetabling arrangements it was not possible to observe any geography lessons during the period of the inspection: geography and history are taught alternatively each half term. Evidence drawn from the analysis of pupils' work and discussions with pupils in Years 3 and 6 indicates that pupils' skills and knowledge are broadly in line with expectations, as they were at the time of the last inspection.
121. In Years 5 and 6 pupils have been developing their knowledge and understanding of patterns and processes by finding out about rivers. They know about the water cycle and the names and characteristics of some of the most important rivers in the world. They have been on a field trip to the River Thames; know about the wild life found by the river and how pollution has affected it. They are able to explain what has been done in order to make the river less polluted today. In Year 3 pupils have been developing their geographical skills by producing a map of the playground. By looking at the issue of rubbish in the playground have been identifying how people can improve or damage their environment. The Year 3 pupils explained how they had made a map of Victoria Way using photographs that they had taken using a digital camera. Pupils in both year groups were enthusiastic about the subject and able to use a range of correct geographical vocabulary.

Opportunities for some cross-curricular links with other subjects are planned for. In Year 2 pupils wrote about why they like places and recorded on a pictogram the ways that they get to school. Opportunities had been given for pupils to interpret the graph as well. In Year 1/2, pupils walk to the war memorial and link their geography skills work with their recent history work on Remembrance Day.

122. Progress in the leadership and management of this subject since the last inspection is unsatisfactory as some of the issues, for instance curriculum improvement, assessment, monitoring and auditing of resources are still outstanding. There is a new subject leader who has recently taken on the role. She has had some training and is clear about her role and her responsibilities. There is a good action plan for geography, which identifies appropriate priorities. The present geography medium-term planning that has been developed from the QCA scheme needs to be developed further to ensure that all the skills and areas are covered. The school makes good use of the project loans service.
123. There is insufficient evidence to make judgements about teaching and learning, as there were no lessons during the inspection. In pupils' work there was little evidence of the use of ICT.

HISTORY

124. The standards achieved by pupils are satisfactory, as they were at the time of the last inspection. Evidence to support this judgement comes from observation of lessons in all year groups, looking at work in pupils' books and discussion with pupils from Years 3 and 6.
125. In Years 3 and 4, pupils have been developing their knowledge and understanding of events and people in the past. They know about the Celts and how the Roman army invaded Britain, having already invaded other countries on the way. They are able to describe a Roman soldier and know about mosaics. They are enthusiastic about the subject and have enjoyed learning about the Romans. Pupils in Year 6 have been learning about ancient Greece. Again they showed great enthusiasm for the topic. They know about the Greek gods and their temples and many of their names and associated facts and customs. They are able to describe the differences between ancient and modern Greece and know some of the geographical features. They are able to relate this period of history accurately to its time frame and know about the different states that made up ancient Greece and some of the important differences and wars between those states.
126. The quality of teaching in the lessons observed was always at least satisfactory and in Years 1/2 and 3/4 it was good. The work in these lessons had been planned well to enable pupils to progress satisfactorily. The pupils' interest was gained and maintained through the use of some well-chosen resources. Good use was made of a video program about Remembrance Day in Years 1/2 to stimulate pupils' thinking about why it is important to remember both happy and sad events. The class teacher challenged them to be able to explain why the poppy is a symbol of remembrance. Good use was made of paired work so that all pupils had the opportunity to explain what they had learnt. In Year 3/4 the class teacher had set pupils activities, which not only challenged them but also really captured their interest. They consequently responded well by, for example, getting into the role of Boudicca, and demonstrating that they had a clear understanding of the issues associated with the Roman invasion. In Years 5/6, pupils were learning that evidence could be collected from a variety of source material in relation to the topic 'Ancient Greece'. However, whilst the use of ICT had been planned for both classes, research on the Internet only took place in one of them.
127. There is a new subject leader for history. She has had some training and is clear about her role and responsibilities. There is a good action plan with appropriate priorities identified. Medium-term planning is satisfactory, based on the QCA scheme of work but with adaptation to suit the school's need for a two-year cycle. It successfully prevents repetition in the mixed age classes. An audit of the scheme is planned to ensure that the topics and units reflect the ethnic mix of pupils. Assessment is unsatisfactory at the moment and a more rigorous approach is needed. Whilst there are some cross-curricular links, for instance in Year 5/6, the pupils are making clay pots in art in association with their history topic; this is an identified area for development. So is the use of ICT. Resources are adequate but work needs to be done to set up a good storage and retrieval system. The school makes use of the project loans service.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. By the end Year 2 and Year 6 pupils' attainment is below national expectations for ICT, as it was at the time of the last inspection.
129. Pupils make satisfactory progress in Year 6. In some classes pupils use ICT to support their learning. This was evident from discussions with pupils, display work and from scrutiny of pupils' work. Pupils have opportunities to use the skills they have learned to carry out research on the Internet about the ancient Greeks and to present their findings using a word processing programme. In one Year 6 lesson pupils worked in pairs to create a PowerPoint slide about the ancient Greeks. They inserted clip art and images into their work and discussed ways in which they could improve the presentation of their slides. Pupils in Years 5 and 6 use data handling-programmes to record information as tables and graphs; however, opportunities to use ICT in the classroom to support science and maths are often missed. In Years 5 and 6 pupils have opportunities to reflect, modify and discuss their use of ICT. Pupils in Year 6 provided constructive suggestions as to how to improve their PowerPoint slide by moving the clipart to the side of the page so that they could record information in the text box. In a Year 3/4 maths lesson pupils with special educational needs used a maths programme to help reinforce and consolidate counting skills.
130. In a Year 1 / 2 lesson pupils used an art programme, to record images of fireworks. The ethnic minority achievement grant teacher made good use of the opportunity to tell pupils about how different cultures use fireworks to celebrate important events. Pupils considered a story about Diwali and discussed how Hindus use fireworks to celebrate Diwali. They used the different icons on the screen to create a range of effects, selecting the brush, spray can and pencil function with confidence. The Year 2 pupils were able to change colours and save their work to the hard drive. In Year 1 pupils created pictures using an art package. The majority of pupils had limited mouse control and could not draw specific images.
131. ICT makes an important contribution to pupils' social development because it provides opportunities for them to share, work collaboratively and comment constructively on one another's work. Most teachers use this opportunity to extend pupils' language skills. Pupils enjoy ICT skills-based lessons in the ICT room and have very positive attitudes to learning. They make satisfactory progress throughout the school considering their low levels of attainment on entry, and their range of skills steadily improves as their confidence grows.
132. Teaching is satisfactory overall. It was good in three of the lessons observed during the inspection week. Following national training, teachers have become increasingly confident in their ability to teach pupils about new programs in the computer suite. They explain to pupils what they need to do to raise their standards of attainment. A number of learning support assistants have participated in a training programme and they help support pupils' learning. This was evident from the way they taught basic skills and used the computer to undertake particular tasks. In Years 1, 3 and 5, skilled questioning helped develop pupils' understanding and use of technical language. All lessons observed in the ICT room were well planned. Support staff were deployed effectively in the computer suite to support pupils' learning but are not used as well as they could be in the classroom where there is too little routine use of computers.
133. During the inspection week there was little evidence to suggest that ICT opportunities are planned for and taught across the curriculum on a regular basis. From discussions with pupils and staff it became apparent that the majority of ICT work takes place in the dedicated computer room. Teachers are timetabled to have access once a week for forty-five minutes.
134. The previous inspection identified ICT as a key issue. At that time the school did not meet the statutory requirements for ICT. Many aspects of ICT have improved since the school's previous inspection. The policy and scheme of work have been updated to reflect national initiatives and new developments in the subject. The range and quality of resources available for teaching the subject have improved. Charlton Athletic football club has set up a room for teachers to use to teach ICT. Hardware and software provision is now satisfactory. Teachers have at least one networked computer in the classroom and there are 16-networked computers in the new ICT room. There is an interactive whiteboard and data projector, enabling teachers to demonstrate processes and applications. However, the full potential of these new technologies has not yet been fulfilled. There has been insufficient monitoring of teaching and learning. There are clear plans to develop and

improve assessment and recording of pupils' ICT skills and to focus on improvement in standards of attainment and the quality of teaching and learning.

MUSIC

135. Standards achieved in music meet the expectations for seven and 11-year-olds, which is consistent with the findings reported at the last inspection.
136. Pupils make satisfactory progress throughout the school, and special needs pupils are well supported. By the end of Year 6, pupils can comment on duration, dynamics and structure. They can respond to music, listening carefully and recognising how moods and ideas are communicated. They sing enthusiastically, in tune and with expression, but not always with vibrancy. They use knowledge from other subjects to enhance their musical abilities. For example, they can write lyrics based on their study of 'Theseus and the Minotaur' to fit the tune of 'The Battle of Jericho'.
137. By the end of Year 2, children can listen with concentration, recognising the musical elements of pitch, duration, dynamics, tempo and timbre. They can sing songs tunefully from memory, perform short musical patterns by ear, and share their music making. This was observed in Years 1 and 2, who were performing sequences involving long and short sounds on percussion instruments. Children were able to evaluate the performances of others, and work in pairs to compose, having first selected appropriate percussion instruments.
138. Attitudes and behaviour range from good to very good. Pupils in Years 5 and 6 listen carefully to the 'mood' music, and work enthusiastically, in pairs, to compose their own lyrics. One pupil gave a solo performance, to which the other children listened attentively. They enjoy singing, and have a positive attitude to music. In Years 1 and 2, pupils worked well in small groups, and were eager to perform to the class. They also listened carefully to the teacher and valued each other's compositions, accepting suggestions from other class members.
139. The quality of teaching is good overall. Teachers organise the lessons well, encourage independence by asking the children to work in groups or letting them choose percussion themselves, and circulate effectively, providing good support for each group. They are conscious of children who find the task set difficult and give them a high level of support. Lesson plans are clear, identifying objectives, which are shared with children at the beginning of the lesson, and identifying assessment opportunities. Teachers make good use of the subject scheme to plan lessons with a variety of activities; this maintains pupils' interest and motivation. Pupils throughout the school receive regular opportunities to sing, play percussion instruments, compose and perform. Teachers have high expectations and prepare appropriate resources, ensuring that there is a brisk pace to the lesson.
140. Good use is made of the music room, even though its distance from most classrooms means time is taken moving down there. It houses a satisfactory range of instruments, tuned and untuned. Weekly recorder lessons are provided, but were not observed during the inspection. As there is no co-ordinator for this subject, the quality of provision is not monitored. ICT makes a minimal contribution to the standards pupils attain.

PHYSICAL EDUCATION

141. By the end of Years 2 and 6, standards and achievements of pupils are average. Pupils with special needs make satisfactory progress and are fully included in lessons, receiving appropriate attention from staff to ensure that they take part and develop their physical skills. This is consistent with the findings reported at the last inspection.
142. A limited number of lessons was observed, but, from a scrutiny of teachers' planning, discussions with pupils, and observations, all aspects of the physical education curriculum are taught and children are provided with a range of learning opportunities that include dance, gymnastics and games. No outdoor games lessons were seen, but pupils in Years 5 and 6 were observed in a gymnastics lesson practising a variety of rotations around an axis, changing speed, shape and direction through gymnastic actions. All Years 5 and 6 pupils have the opportunity to go swimming for one term and more than half have achieved the 25 metre National Curriculum certificate. In

Years 3 and 4 gymnastics lessons, children can repeat simple skills with control and co-ordination and know how to warm up and cool down for gymnastic activities.

143. One dance lesson was observed in Years 1 and 2. Children showed that they could respond to stimuli and could learn to perform a dance action, changing direction. They made good use of space available in the hall.
144. Teaching is satisfactory overall. In the best lessons, teachers managed the children well, and rewarded effort with praise, moving on the lesson at a brisk pace. The activities were well matched to the children's ability and interest level, and the lessons were well structured.
145. In the lessons observed, pupils' attitudes and behaviour were at least satisfactory, and, in one lesson, good. They listened carefully and, on the whole, behaved well, although, in one lesson, a few boys were behaving inappropriately and talking. The pupils interviewed had very positive attitudes to physical education, especially outdoor games.
146. The school makes good arrangements for older pupils to participate in outdoor and adventurous pursuits. Years 5 and 6 children have recently spent a week in Swanage, with opportunities to take part in orienteering, team challenge and other outdoor activities.
147. Extra-curricular coaching from Charlton Athletic players enhances pupils' football skills, and a specified area of the playground has been designated for football, so that children may practise their skills on a daily basis. The recent introduction of small equipment at playtime, such as skipping ropes and balls, is valued and enjoyed by pupils and will help to raise standards. Resources for physical education are satisfactory overall. The school halls are well used for gymnastics and dance, and, although there is no school field, sports day is held at a local park.
148. The joint curriculum co-ordinators, very recently appointed, have identified the need to provide assessment opportunities for staff and are providing a helpful scheme of work for teachers in Years 3 to 6, an extension of that already used to good effect by Year 1 and 2 teachers. This will provide continuity of coverage for the older children. No monitoring of provision takes place at present.

RELIGIOUS EDUCATION

149. Standards are broadly in line with the requirements of the agreed syllabus for religious education, as they were when the school was last inspected. Although there was little written or recorded evidence for religious education in some year groups, from discussions with pupils in Years 3 and 6, it is evident that pupils' knowledge and understanding are satisfactory. Year 3 pupils were able to name and talk about different religions that they had studied e.g. Christianity, Hinduism and Sikhism; about various religious books, e.g. the Koran and the Bible and about festivals like Diwali and Christmas. Year 6 pupils knew about a wide range of religions and talked confidently about their work in looking up the many stories written by different authors in the Bible. They had visited St. Luke's Church but had not been to any other places of worship. The vicar from St. Luke's comes into school on a regular basis.
150. In the four lessons observed the quality of teaching was usually satisfactory and sometimes good. Teachers planned well to include all pupils in the lessons, and when organising group work they took account of pupils' own religions, their special educational needs and whether or not they had English as an additional language. This was done very well. In a good lesson observed in Year 1 about baptism, the teacher questioned pupils well to find out what they knew about Christianity and emphasised the specific vocabulary for the lesson. Pupils felt comfortable and confident enough to talk about how things take place in their own religions. They were all interested and supportive of each other. They had also been learning about the Jewish harvest festival, the importance of saying thank you, the importance of belonging and about families. In another lesson in Year 1/2, there was insufficient challenge for all pupils in the group work. In Year 5, two well organised lessons enabled pupils to work together effectively to read St. Luke's and St. Matthew's versions of the Nativity. Pupils were able to demonstrate a good understanding of the differences in the two versions and had good support either from a fellow pupil, teacher or teaching assistant in order to achieve successful understanding in the lesson.

151. Lessons and discussions with pupils both confirmed that they were very enthusiastic about the subject. In particular, they said that they enjoyed learning about the different religions of the pupils in their class.
152. The school uses the Greenwich Locally Agreed Syllabus and has a brief policy for religious education, which needs to be updated. There is a daily act of worship and the teaching in assembly makes a good contribution to moral and spiritual development. There is currently no subject leader for religious education but there is a good action plan which identifies, as priorities, development in the use of ICT, improvement in assemblies, and monitoring to ensure the locally agreed syllabus is covered and that the policy is updated.