

INSPECTION REPORT

WINGFIELD PRIMARY SCHOOL

Greenwich, London

LEA area: Greenwich

Unique reference number: 100154

Headteacher: Ms J McCalla

Reporting inspector: Mr H Galley
21313

Dates of inspection: 11th –14th November 2002

Inspection number: 246037

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Moorehead Way Ferrier Estate Greenwich
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Grant
Date of previous inspection:	July 2000

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21313	H Galley	Registered inspector	History Geography Special educational needs English as an additional language	What sort of school is it? How high are standards? <ul style="list-style-type: none"> The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
12682	J Griffin	Lay inspector		How high are standards? <ul style="list-style-type: none"> Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
3145	S Galer	Team inspector	Art & design Religious education Areas of learning for children in the Foundation Stage	
14851	J Laws	Team inspector	English Design & technology	How well is the school led and managed?
18201	M Danby	Team inspector	Information and communication technology Physical education	
32294	C James	Team inspector	Science Educational inclusion, including race equality	
17757	J Willis	Team inspector	Mathematics Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wingfield Primary is situated on the Ferrier Estate in the London Borough of Greenwich and provides education for children aged 3 to 11. There are 361 pupils on roll, with slightly more boys than girls. There is significant social disadvantage in the area; just over 50 per cent of pupils are entitled to free school meals. This is more than twice the national average and considerably more than at the time of the last inspection. This is a multi-ethnic school, with just under half the pupils being white. The largest other groups are black or black-British-African. One hundred and fifty-four pupils speak English as an additional language, with 79 at the early stages of speaking English. These numbers, too, have increased greatly since 1998. At the time of the first inspection in 1998 attainment on entry was described as well below average. Since then there has been a year-on-year decline in attainment on entry and this is now very low indeed. A major factor in this downward trend is the very high pupil mobility, with around a 20 per cent turnover each year. Not surprisingly, then, the proportion of pupils on the school's special educational needs register has increased since the last inspection, with over 30 per cent now on the register; this is well above the national average. Eight pupils have statements of special educational needs. There has also been an increase in the number of refugee children attending the school and presently there are 14 such children from Somalia. A major factor affecting the school has been problems of recruitment and retention of teaching staff. There has been a 75 per cent turnover in the last two years and the school was without a headteacher from July 2001 until shortly before the inspection.

HOW GOOD THE SCHOOL IS

This is a school that faces an uphill struggle in its efforts to raise attainment, with low and declining attainment on entry and a huge turnover of staff and pupils. That the school provides a satisfactory quality of education is testament to the hard work and commitment of the teaching and non-teaching staff. Standards at the end of Year 6 are very low when compared to the national average in English, mathematics and science and well below average when compared to other similar schools. Similarly low standards are achieved by pupils at the end of Year 2. However, standards observed during the inspection, whilst still well below the national average, were nevertheless higher in both Years 2 and 6. Compared to their prior attainment, pupils achieve satisfactorily during their time at the school. Teaching is satisfactory overall, with good teaching in Years 1, 2 and 6. At this stage of the school's development, significant weaknesses still exist, the most important of which is the variability in the quality of teaching, and particularly the teaching of temporary and/or unqualified teachers. When all factors are taken into account the school provides adequate value for money.

What the school does well

- Teaching is good in Years 1, 2 and 6.
- Support for pupils with special educational needs and for those who speak English as an additional language is good.
- Social, moral and cultural development is good and contributes to the good racial harmony in the school.
- The quality of learning is enhanced by the good quality of support from learning support assistants.
- The effective use made of outside agencies, especially the local education authority.

What could be improved

- Standards across the curriculum, especially in English, mathematics and science.
- The quality of teaching in classes taught by temporary staff.
- The use of information and communication technology (ICT) across the curriculum.
- Attendance.
- The use of homework to support pupils' learning especially for older pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Changes in the school population, with a decline in attainment on entry have made it difficult for this school to maintain, let alone improve, standards. The results of the 2002 National Curriculum tests and assessments show standards are much as they were four years ago and slightly lower than at the time of the last inspection in 2000. However, standards observed in the present Year 6 are higher than last year. The quality of teaching has improved, with a significant increase in very good teaching, although the proportion of unsatisfactory teaching remains stubbornly at nine per cent. The school has successfully addressed the key issue of improving the quality of education for children in the Foundation Stage (nursery and reception classes). However, difficulties with regard to the recruitment and retention of teachers has meant that the school has been without a headteacher for over a year and the role of subject co-ordinators remains a weakness. The newly appointed headteacher has made a good start and has already developed a clear vision for the school's future development as well as raising morale amongst staff, parents and governors. Although there are compelling mitigating factors, it is clear the school has made only adequate progress since the last inspection.

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*	E
mathematics	E	E	E*	E
science	E	E	E*	E

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that, in the 2002 National Curriculum tests, standards were very low in English, mathematics and science. This places the school in the bottom five per cent nationally. The very high pupil mobility and the very low and declining trend in attainment on entry makes it difficult for the school in terms of raising standards. Despite the low standards, the school's tracking of pupils show that pupils in Year 6 have made satisfactory progress over the last four years. Standards at the end of Year 2 were also very low in reading and writing and well below average in mathematics and science. Standards observed in the present Year 2 and Year 6 show a slight rise compared to last year's results.

Standards in Year 6 are at the expected level in history, geography and design and technology, but below the expected level in ICT, art and design, music and physical education. Standards are below the level expected of the agreed syllabus for religious education. The school has set challenging targets for pupils in Year 6. Although these were not met last year, the school is on course to meet this year's targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; most pupils are keen to learn and are polite and courteous.
Behaviour, in and out of classrooms	Satisfactory; the vast majority behave well, although occasional incidents of poor behaviour are not dealt with effectively enough in some classes.
Personal development and relationships	Satisfactory; relationships are good but there are not enough opportunities for pupils to take responsibility and show initiative.
Attendance	Well below average. The school does try hard to ensure better attendance but without much success.

TEACHING AND LEARNING

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

Teaching in the Foundation Stage is satisfactory overall, with strengths in personal, social and emotional development. In Years 1 and 2, teaching is good. Lessons are well organised, lively and have a brisk pace. In Years 3 to 6, there are significant variations in the quality of teaching. Although there is much good and very good teaching in some classes, there is too much unsatisfactory teaching in this part of the school. The unsatisfactory or poor teaching (in 8 lessons out of 52) is undertaken by temporary and/or unqualified teachers. Teaching in English and mathematics is satisfactory throughout the school, with effective use being made of the National Strategies for Literacy and Numeracy. Teaching is unsatisfactory in art and design, ICT, religious education and physical education. Teaching of pupils with special educational needs and for those who speak English as an additional language is good throughout the school and teachers are very successful in involving all pupils in the life of the school. The quality of learning reflects variations in the quality of teaching and is not well supported by the amount of homework that is set. This is inadequate, especially for older pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the school provides a broad and balanced curriculum, but the use of ICT to support learning in other subjects is weak.
Provision for pupils with special educational needs	Good; pupils achieve well because of the clear targets in their individual education plans and the effective co-operation between teachers and learning support assistants.
Provision for pupils with English as an additional language	Good; pupils are well supported by staff working under the ethnic minority achievement grant.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; assemblies are used effectively to support pupils' moral and social development and cultural develop is successfully developed in subjects across the curriculum.
How well the school cares for its pupils	This is a caring school. The monitoring of behaviour is effective, although procedures for monitoring pupils' academic performance are only satisfactory.

The school's partnership with parents is satisfactory overall, with many parents having a positive view of the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher had been in post for only two weeks at the time of the inspection. She has made a good start in terms of developing constructive relationships and establishing a clear vision of the school's future.
How well the governors fulfil their responsibilities	Satisfactory; the governing body has found it hard to recruit and retain membership but works hard on behalf of the school.
The school's evaluation of its performance	The new headteacher, with the support of her senior management team, has quickly recognised the many weaknesses that need addressing.
The strategic use of resources	Good use is made of a range of grants to support pupils' personal and academic development. The budget is well managed and the school makes effective use of the available resources.

The accommodation is good and learning resources are satisfactory overall, although there are weaknesses in ICT and religious education. Current staffing is unsatisfactory because there are not enough permanent, qualified teachers who are able to meet the demands of the curriculum. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • teaching is good in most classes. • children like coming to school and are keen to learn. • teaching and non-teaching staff are approachable and friendly. 	<ul style="list-style-type: none"> • the way disruptive pupils are handled in some classes. • the amount of homework set, especially for older pupils. • the information received about their child's progress. • the recent very high turnover of teaching staff.

Inspectors agree entirely with parental views as to the strengths and weaknesses of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school faces an uphill task in its attempts to raise standards. This is due to the many changes in staffing that it has to manage, the very high level of pupil mobility, with a significant proportion arriving and leaving in mid-term as well as the above average number of pupils with special educational needs and those for whom English is an additional language. To compound the school's task, data collected over the last four years show that these factors are increasing in their impact on the school. Since 1998, for example, the proportion of pupils with special educational needs and that of those who speak English as an additional language, already well above average, has risen significantly. There has also been a significant increase in both pupil mobility and the proportion of pupils entitled to free school meals. Teacher turnover is also well above average, with a remarkable 75 per cent turnover in the last two years; this has meant the school has to rely on temporary and/or unqualified teachers. Most crucially, the school has been without a headteacher for over a year, with the newly appointed headteacher taking up her appointment just two weeks before the inspection. All these factors have to be considered when evaluating the school's effectiveness.
2. Attainment on entry to the school is very low and has declined since the last inspection. A feature of baseline assessments, taken shortly after children join the school, is the almost total lack of any children in the above average range, and a very high proportion of children in the well below average range. Children achieve satisfactorily in the Foundation Stage (nursery and reception classes) but, because of the low starting point, are not on course to meet the Early Learning Goals in any of the areas of learning. There is a positive and effective emphasis on children's personal, social and emotional development and children achieve well in this area of learning.
3. In the 2002 National Curriculum tests and assessments, standards at the end of Year 2 were very low in reading and writing and well below the national average in mathematics and science. The results in reading and writing place the school in the bottom five per cent nationally. When compared to other similar schools, standards were well below average in reading and writing and below average in mathematics and science. Since the last inspection, standards have risen slightly in reading and significantly in writing and mathematics. The rise in standards in writing owes much to the improvement in girls' writing consistently over the last four years. Standards observed during the inspection confirm this upward trend at the end of Year 2. Standards in history, geography and design and technology are at the expected level, but they are below the expected level in art and design, ICT, music and physical education, and well below the standards expected of the agreed syllabus in religious education.
4. In the 2002 National Curriculum tests and assessments, standards at the end of Year 6 were very low in English, mathematics and science. These results place the school in the bottom five per cent nationally. When compared to other similar schools, standards were well below average in all three subjects. Standards in English, mathematics and science have fallen since the last inspection in 2000. However, standards observed in the present Year 6 were slightly higher than last year. There are no significant differences between the attainment of boys and girls. The school does keep a great deal of data tracking the attainment of the different ethnic groups and this information also shows no significant differences between these various groups. Standards at the end of Year 6 are at the expected level in history, geography and design and technology, but

below the expected level in ICT, art and design, music and physical education and below the level expected of the agreed syllabus in religious education.

5. Pupils with special educational needs achieve well throughout the school and are successfully included in all aspects of school life. They benefit from detailed individual education plans that have clear targets that are well matched to their differing needs. These plans are closely monitored and regularly updated and the care taken with these underpins the good progress these pupils make.
6. Pupils who speak English as an additional language achieve well throughout the school. Their work is closely monitored and they benefit from good teaching in small groups when withdrawn from whole-class sessions. They are effectively included in all aspects of school life.
7. The structures of the National Literacy and National Numeracy Strategies have been successfully implemented and make a positive contribution to the progress pupils make in English and mathematics. There is a satisfactory range of opportunities for pupils to develop their literacy and numeracy skills in other subjects. However, pupils do not get enough chances to use ICT to support their learning in subjects across the curriculum.
8. The school has set itself challenging targets to raise attainment at the end of Year 6. Despite the considerable difficulties that the school undoubtedly faces, the headteacher and staff are aware that standards are too low and there is a considerable commitment to raise standards. The school is on course to reach this year's targets which, if achieved, will constitute a considerable rise on last year's results.

Pupils' attitudes, values and personal development

9. Overall pupils show good attitudes towards school and form good relationships, whilst their behaviour and personal development are satisfactory. Pupils' attitudes and values have not changed significantly since the previous inspection.
10. Pupils' attitudes to school are good overall. Based on the parents' questionnaire returns, nearly all pupils like school. Children make a good start with positive attitudes given an effective priority in the nursery and reception classes. Discussions, with Years 2 and 6 pupils, confirm that school plays an important part in their lives. For example, both groups ranked school ahead of friends and hobbies and only behind family in a list of the important things in their lives. Most look forward to returning to school at the end of holidays. While attendance is well below the national average, the reasons relate to parental decisions rather than pupils' attitudes to school. They are very positive about the support provided by their teachers, who give them confidence with questions or difficulties with school work or other concerns. They consider that the good relationships amongst nearly all pupils also make a significant contribution to their positive views about school. In most lessons, most pupils listen and concentrate well and persevere with their individual work. However, in a significant minority of lessons, a large proportion of pupils are strikingly slow to start their individual work. Pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, design and technology, experimental science and mental mathematics. For example, the Year 6 pupils spoke positively about the sense of achievement and confidence they get from knowing a growing amount of their multiplication tables. Lessons and subjects are not liked where a lot of writing is typical, such as, literacy, religious education and geography. The best attitudes and behaviour occur in lessons where expectations are high, work is demanding and pupils are busy and engaged in a

variety of activities, which provide the right level of challenge for them. Special educational needs pupils are positive about the extra support they get.

11. Whilst behaviour is good in the infants, overall it is satisfactory. Throughout the school day, most pupils behave sensibly. In corridors, at breaktime, lunchtime and between lessons a generally orderly atmosphere prevails. However, in a small minority of lessons, including a significant majority of the lessons where teaching is unsatisfactory, pupils become inattentive and sometimes disruptive. Where teaching is good, in contrast, cases of disruptive or even inattentive behaviour are few. Pupils indicate that boys and girls get on well, racial incidents are very rare and well handled when reported to staff. Whilst there are some bullying incidents, these are taken seriously by staff and usually resolved effectively. Most pupils take good care of property and resources and help keep their school in attractive condition. Permanent exclusions are unusual, but some fixed-term exclusions are typical, mostly among boys in Years 5 and 6. Most parents' are positive about pupils' behaviour, based on questionnaire responses.
12. Relationships between adults and pupils and among pupils are good overall. Most adults act as good role models. Most teachers value pupils' work and effectively praise effort and good work. For example, pupils in Year 6, spoke positively about the support they get from teachers and the fair way in which they are treated. As a result, pupils, for example, are comfortable expressing views and asking questions of their teachers. This assists their learning. Despite the distracting behaviour in a minority of lessons, relationships among pupils, including those with special educational needs, are good overall. As a result, most pupils work well in pairs and support each others' learning with explanations. The very good racial harmony is a key strength of the school.
13. Pupils' personal development is satisfactory overall. The school's moral, social and cultural provision makes a good contribution to the overall quality of education. Most pupils know and calmly carry out the daily routines expected of them. Most enjoy speaking with visitors. When questioned in groups, Years 2 and 6 pupils are comfortable listening to different views expressed by others. Pupils show concern for others, if they are ill or otherwise upset. Some pupils regularly and without prompting, hold doors open for each other and adults. Pupils become increasingly comfortable taking responsibility and working in groups, as they move through school. As a result, in the juniors, most pupils work well in pairs and small groups in lessons, although a small minority become unco-operative when asked to work with some other members of their class. Evidence of pupils' initiative and independent learning is less developed than usually seen, however. For example, pupils' interest and involvement in their learning, through routinely completing homework, is not well developed. This reduces pupils' achievement, since their learning is not underpinned by sufficient practice in applying classroom learning and working things out for themselves.
14. Attendance is poor overall. At 91.3 per cent, for the most recent school year, it is well below the national average and shows no significant trend over a number of years. The unauthorised absence level, is persistently well above the national average, at typically between three and four per cent. Over a third of pupils, have some unauthorised absence during a school year. Absence due to unnotified departures associated with the mobility of a minority of families, makes a significant contribution to unauthorised absence. These pupils remain on the register until their new location is established, contributing to unauthorised absence. In contrast, the authorised absence level is broadly in line with the national average. However, punctuality is satisfactory. Most pupils come to school on time and settle to their work promptly and calmly.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching for children in the Foundation Stage (nursery and reception classes) is satisfactory overall, with strengths in personal, social and emotional development. Teachers and their learning support assistants work together effectively to provide a wide range of suitable and relevant experiences. A strength of teaching in both nursery and reception classes is the calm, purposeful atmosphere that has been created that enables children to settle quickly into the routine demands of school life. Teaching in the reception class is better with a significant proportion of good teaching and a small number of very good and one excellent lesson. Teaching in the nursery is consistently satisfactory. These differences reflect variations in the way in which teachers question children in a way to extend their thinking. In the nursery, sessions are well organised with plenty of interesting and useful experiences and activities, but children are often not extended through sensitive and probing questioning by teaching and non-teaching staff. In the reception class the teacher often engages children in thought provoking and challenging questioning that extends their knowledge and understanding.
16. Teaching in Years 1 and 2 is good and in Years 3 to 6 it is just satisfactory. There are a number of common features to teaching throughout the school. In most lessons, effective use is made of the national strategies for literacy and numeracy. These give lessons a clear structure and a sense of common purpose, with relevant learning objectives usually being shared with pupils at the start of the lesson and revised at the end. Another common and positive feature of teaching is the manner in which teachers in the same year group support each other with joint planning strategies. In this way, more experienced teachers are able to pass on their expertise to less experienced colleagues. Another positive feature of teaching throughout the school is the good use made of visiting specialists. The very good teaching in music, for example, was undertaken by a visiting specialist. Despite these common features there are some significant differences in teaching between the infants (Years 1 and 2) and juniors (Years 3 to 6).
17. In Years 1 and 2, two-thirds of teaching was judged to be good or better, with the remainder being satisfactory. Lessons are delivered in a lively, upbeat fashion and teachers have very clear and high expectations of pupils in terms of their behaviour and effort. Lessons are well organised and teachers use a good range of methods to ensure that pupils are kept busy and purposefully engaged. The atmosphere in lessons is relaxed and often humour is used to good effect to engage and sustain the interest of pupils.
18. In Years 3 to 6, there is a much greater variation in the quality of teaching. The school's difficulties in recruiting and retaining good teachers have impacted significantly on these classes, with nearly half the teachers during the inspection being in the temporary and/or unqualified category. There is a clear cause and effect here with regard to the quality of teaching, with very significant differences between the teaching of established, qualified teachers and their temporary colleagues. Overall, just over four lessons in ten were judged to be good or better, with a similar proportion of satisfactory teaching. Eight lessons, out of 52, were judged to be unsatisfactory or poor. All eight lessons were taught by temporary or unqualified staff. Good lessons are characterised by a brisk pace and a lively presentation by the teacher. Often humour is used well in these lessons in order to create a relaxed atmosphere and positive attitudes for pupils. Teachers have high expectations leading to good learning of basic skills. Resources are used effectively to keep pupils on task and to make the content of lessons interesting and relevant. The best teaching took place in Year 6 where lessons had consistently good pace and pupils' commitment to learning was good.

19. Unsatisfactory or poor teaching was characterised by the weak management of pupils. This school has a high proportion of pupils with special educational needs that relate to behavioural difficulties and some teachers are struggling to handle these pupils throughout lessons. The findings of the inspection team closely mirror the views of parents who felt that, whilst many teachers handle pupils effectively, some are not so adept and that a minority of lessons are undermined by the poor behaviour of a few pupils. Weaknesses in teaching in this respect reflect two characteristics of most unsatisfactory lessons. One is the use of time; some lessons are simply too long and, although pupils behave well for much of the lesson, their interest and commitment wavers in the latter part of the lesson. The other is the inadequate use of resources; many opportunities to bring lessons to life through the use of ICT, artefacts and practical activities are wasted and too many such lessons involve far too much teacher talk. In short, these lessons are dull and do not engage the interest of pupils. An interesting and rather unusual feature of the unsatisfactory or poor lessons was that a high proportion took place in the afternoon, when pupils were tired and easily became restless if the teaching was not sufficiently lively to sustain their interest.
20. The assessment of pupils' work is satisfactory overall, although it is better in Years 1 and 2 than in Years 3 to 6. The school has developed a sound range of strategies for monitoring pupils progress as they move through the school, but such records are not used consistently by teachers to provide work that is closely matched to pupils' prior attainments. Pupils' work is marked regularly and effective use is made of praise and encouragement. However, marking rarely gives pupils a clear idea of their own strengths and weaknesses nor what they need to do to improve further. The way in which teachers use assessment to guide their planning is weak. Lessons tend to proceed regardless of what went before, with the result that, in the weaker lessons, work is not always well matched to pupils' differing needs.
21. The teaching of pupils with special educational needs is good. Teachers work closely with the special needs co-ordinator and learning support assistants to promote the learning of these pupils. Careful use is made of pupils' individual education plans that have clear but achievable targets that are well matched to pupils' differing needs. Learning support assistants are skilled and well trained and support pupils effectively. Despite these very positive features there are two weaknesses in terms of provision for pupils with special educational needs. As outlined above, pupils with behavioural difficulties are not handled well in some lessons. A more common weakness in teaching occurs when the teacher is addressing the whole class. While some teachers are skilful and adept at involving pupils with special educational needs in this part of the lessons, some teachers pitch the questioning at average and above average pupils at the expense of some pupils who find it difficult to remain involved.
22. The teaching of pupils who speak English as an additional language is good. This owes much to the very effective leadership of the ethnic minority achievement strategy (EMAS) co-ordinator. The teaching of small groups who are withdrawn from the classroom is highly skilled and great care is taken to ensure that the work undertaken by these groups closely matches the work of the class. Detailed and accurate records are kept to track pupils' progress and the work presented to pupils is well matched to their differing needs. A strength of the provision is the great care taken with the many pupils who join the school in mid-year from abroad, often with little or no English. These pupils settle extremely well into the life of the school and this reflects the sensitive care taken by all staff towards them.

23. The quality of learning closely reflects differences in the quality of teaching throughout the school. Homework does not make a satisfactory contribution to pupils' learning. Parental concerns about the lack of homework, especially for older pupils are justified.
24. The quality of teaching and learning has improved slightly since the last inspection. The proportions of good or better teaching is much the same as last time, as is the proportion of unsatisfactory teaching. A significant change, however, is in the amount of very good or excellent teaching. This has risen from zero to around one lesson in nine.

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

25. The quality and range of learning opportunities for pupils are satisfactory overall and the curriculum meets the statutory requirements for the National Curriculum as well as the requirements of the agreed syllabus for religious education. There is satisfactory provision for personal, social and health education delivered through 'circle time' (where pupils sit in a circle and discuss matters of mutual interest) and time-tabled personal, social and health education sessions. The school has an adequate policy for sex education and attention to drug misuse which are taught in the context of health education. A statement in the prospectus informs parents of their right to withdraw pupils from some or all of the sex education programme.
26. The time allocated to the different subjects is appropriate. Art and design and design and technology are taught in half-termly blocks, as are history and geography. The school has specialist rooms for science and music and a computer suite. These are mostly well used but the music room is under used by class teachers for delivering the music curriculum and the computer suite is simply too small to accommodate up to 30 pupils at a time.
27. There has been satisfactory improvement in curriculum provision since the last inspection. There is now an appropriate curriculum in place for children in the nursery and reception classes that addresses the six areas of learning in the Foundation Stage curriculum. Procedures are in place to assess children's progress towards the Early Learning Goals. Provision for ICT has been improved through the introduction of a computer suite, Internet access and smart boards, alongside school-focused training to improve staff confidence. A nationally accredited scheme of work has been adopted to address coverage, continuity and progression and skills are taught in time-tabled sessions. However, the inspectors found insufficient evidence of the application of ICT across the curriculum and provision in this area is still unsatisfactory.
28. Teachers' medium-term planning and weekly lesson plans are suitably based on the National Curriculum Programmes of Study. Teachers plan together in year groups to ensure consistency of coverage between classes but the quality of planning is variable throughout the school and across subjects. Planning is regularly monitored by subject leaders to ensure appropriate coverage and progression but there are currently insufficient opportunities for subject leaders to monitor the teaching of the curriculum. At the time of the inspection there were no subject leaders for English and music so monitoring of the curriculum provision and teaching in these areas is currently unsatisfactory.
29. The school has satisfactorily implemented the National Literacy and Numeracy Strategies. Many activities in literacy lessons are targeted to pupils' needs in reading and writing and, in numeracy lessons, the strategy has helped develop pupils' mental and oral arithmetic, especially for older pupils.

30. The school makes good use of outside agencies and local education authority advisers and consultants to support the development of the curriculum. For example, in the absence of a subject leader for music in the school, an advisory teacher is currently supporting staff in implementing a new scheme of work for music. Staff training by a local education authority consultant is identified in the school improvement plan for the current academic year to improve the teaching of mathematics throughout the school.
31. Equality of access and opportunity is good. Where pupils are withdrawn for extra support in acquisition of English they cover work that reflects the coverage in the classroom. The school aims to value all individuals in their own right and this is reflected in their practice. They actively celebrate the diversity of race, faith and culture amongst pupils and staff and this is reflected in the good displays around the school and incorporated appropriately into the curriculum. For example, in a very good music lesson in Year 2, pupils, discussing how to use instruments to represent the sound of fireworks, were able to relate the use of fireworks to their knowledge of festivals such as Diwali and the Chinese New Year.
32. Pupils with English as an additional language and those with special educational needs are well supported in the classroom by learning support assistants who demonstrate a good understanding of the pupils' individual needs and of the curriculum being covered. The teacher funded under the Ethnic Minority Achievement Grant has developed a well-planned programme of support for these pupils which is effective in improving their proficiency in English and supporting their integration in the school.
33. The curriculum is enriched by good use of visitors to the school and by visits to local places of historical interest; museums, art galleries, the local church and the field centre in Swanage. Visitors include a resident author and dance and music from different cultures are featured from time to time. Year 5 pupils took part in the Cleversticks' music project in July 2002. There are good links with the local secondary school with opportunities for older pupils to use the specialist facilities for art and design, music, ICT and food technology.
34. The school provides an adequate range of extra-curricular activities for pupils in Years 3 to 6, including dance, chess, French, ocarina, singing, football and the school band. Chess, dance and the school band tuition were observed during the inspection and these were well led by subject specialists with pupils participating with enthusiasm. However, the school currently provides no extra-curricular activities for pupils in Years 1 and 2 which causes some dissatisfaction amongst parents of this age group. The local education authority funds a breakfast club and an after-school play club which pupils of all ages attend with enthusiasm.
35. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. Provision for moral, social and cultural development is good and provision for spiritual development is sound. This judgement is much the same as at the time of the last inspection.
36. The school promotes spiritual development satisfactorily. Assemblies, religious education and personal and social education soundly support pupils' spiritual development through offering opportunities to reflect on ideas and experience and empathise with religious characters. In religious education lessons, pupils begin to understand symbolism in religion when they consider Diwali or Jesus as the light of the world. In art and design, pupils begin to express ideas and feelings. Pupils are taught to

respect and appreciate the convictions of others. Pupils' achievements are celebrated in assemblies and are recorded in displays in the school hall.

37. The provision for moral development is good. The school promotes a clear moral code as a basis for behaviour and this is promoted throughout the school. Teachers positively comment on examples of good behaviour clearly showing other pupils what is expected. Poor behaviour is dealt with quickly and firmly by teachers in Years 1 and 2 and many teachers in Years 3 to 6. Religious education lessons effectively support moral development. Children in Year 6 consider the rules they would set if they were God starting a new world after Noah's flood and pupils in Year 1 discuss how the story of the good Samaritan could influence their behaviour in the playground. Adults who work in the school act as very good role models for moral development. All pupils are expected to understand the difference between right and wrong and to take responsibility for their actions.
38. The provision for pupil's social development is good and this is linked in many ways to the provision for pupils' moral development. Pupils are proud of Wingfield School. They are polite, friendly and show respect for adults and each other. Pupils are learning to co-operate with each other and sound opportunities are given to foster this when pupils work in pairs or small groups in lessons. All staff are good role models for pupils and the good relationships at all levels throughout the school underpin pupils' good social development.
39. Provision for cultural development is good and the school provides many opportunities for pupils to explore and celebrate both their own culture and the cultures of others. Attractive, eye-catching displays of religious celebrations effectively reflect the multicultural nature of the school and make a positive contribution to cultural development. Multicultural provision has been enhanced by visits to the local church and to places such as Charlton Athletic Football Club, where pupils learned about black footballers through the ages, took part in martial arts dances, practised Chinese calligraphy and learned about costumes from around the world. Visitors to the school also make a good contribution to cultural development. Teachers encourage pupils to celebrate and share their own cultural knowledge as in a dance lesson when an Indian boy shared his understanding of Indian hand movements. History and music lessons are often used effectively to support pupils' cultural development. In the main entrance and library, school information is in five different languages and an interactive display encourages pupils to celebrate the diversity of languages spoken in the school. These make a good contribution to pupils' cultural development and promote good racial harmony.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. As at the previous inspection, the pastoral care arrangements for pupils are good overall. Assessment procedures are satisfactory but the use of this information to target and track pupils' progress and influence the curriculum is unsatisfactory.
41. Procedures to promote and ensure pupils' welfare and wellbeing are good. The school has good arrangements for induction to nursery and reception classes. Links and transfer arrangements with the main feeder secondary school are good. Pupils confirm that they are well cared for when they are ill or otherwise distressed. First aid arrangements are well established and appropriate. Child protection procedures and those for looked after children are good. The procedures to follow and the designated staff member are known by adults in the school. Effective links exist with social services. Pupils are made appropriately aware of this issue as part of their personal,

social and health education. The school sensitively identifies pupils with low self-esteem and other social and behavioural needs. The additional needs of these pupils are effectively supported by a learning mentor, funded as part of the Education Action Zone (EAZ).

42. Procedures to ensure pupils' health and safety are satisfactory overall. Teachers make pupils aware of health and safety issues in lessons, such as, in physical education and ICT, in relation to e-mails and use of the Internet. An important emphasis is placed on pupils taking responsibility for the safety of themselves and others. This effectively contributes to the development of a safety-conscious attitude among them. Health and safety forms an important part of the governing body's deliberations. Fire alarm testing and fire drills are carried out regularly. However, there is no list of portable electrical equipment or evidence of regular inspection of this equipment.
43. Procedures to monitor and promote good behaviour and discipline are good overall. The main emphasis is on recognising and rewarding good behaviour and most pupils respond positively. Classroom and other rules, together with the rewards and sanctions system, provide a coherent basis for pupil behaviour, discipline and personal development. The practice of involving the lunchtime staff in the rewards system also contributes positively. On-going praise is a routine feature in most lessons. Measures to create and maintain discipline are appropriate, proportionate and consistently applied by most staff.
44. Procedures for monitoring and eliminating oppressive behaviour, including bullying and racism, are good overall. There is a clear proportionate set of sanctions, in relation to classroom and playground behaviour. The lunchtime staff feel well supported by teaching staff and the headteacher in relation to playground incidents. The small minority of pupils with significant behaviour difficulties are clearly identified. Behaviour improvement plans are well used to support these pupils. Fixed-term exclusions are effectively used to manage a small core of disruptive pupils, mostly boys in Years 5 and 6. Parents are effectively involved where concerns arise. Pupils confirm that they feel comfortable reporting incidents of bullying or other anti-social behaviour. Parents and pupils confirm that the measures taken to resolve such cases are usually effective.
45. Procedures to monitor and improve attendance and punctuality are satisfactory overall. Whilst first day of absence contact is not a routine feature, the small minority of pupils with significant absence are clearly identified and carefully monitored. The educational social worker is effectively involved in such cases. The school works sensitively and effectively to minimise the number of pupils who are late. Measures to promote high attendance are somewhat limited. The class with the best weekly attendance is effectively recognised in achievement assemblies. In contrast, individual recognition for full termly and annual attendance or major improvement in attendance is not a feature of these assemblies. There is insufficient data analysis to provide insights into key areas for improvement. For example, data analysis by ethnic, gender or other groupings is not part of school's measures to create a more focused understanding of any patterns in the well above average unauthorised absence level.
46. Procedures for assessing pupils' attainment and progress are satisfactory overall. The roles of the assessment and subject co-ordinators are appropriately defined. In most subjects, co-ordinators review work samples on a termly basis, to establish the National Curriculum levels achieved by groups of pupils of different attainment levels. Termly assessment for each individual pupil is carried out in the tested subjects. Reception pupils take the baseline test, whilst Years 2 and 6 pupils take the national tests in the tested subjects. Years 3 to 5 take the Qualification and Curriculum Authority tests in

English and mathematics, whilst teacher assessments are completed for other subjects.

47. Use of assessment information to guide curriculum planning is unsatisfactory overall. In English and mathematics, subject co-ordinators now provide teacher feedback, based on work sampling on the strengths and areas for improvement in the curriculum. In other subjects, partly due to significant staff mobility, this process is not in use and lessons, therefore, tend to proceed regardless of what went before.
48. Use of assessment information for target setting and tracking pupils' progress is unsatisfactory overall. In English and mathematics, each class now has an annual tracking sheet and end-of-key-stage target, for each pupil. The practice of setting and reviewing annual targets for pupils in English and mathematics is in its first year of operation, with the first annual review planned for next summer. In other subjects, target setting and tracking are not yet established.
49. Procedures to monitor and support pupils' personal development are satisfactory. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. The school creates adequate opportunities for pupils to take responsibility for themselves and others in the daily life of the school. For example, older pupils act as line monitors for infant classes in whole-school assemblies. The school plans to set up a School Council, to hear the views of the pupil community and provide them with wider responsibilities and opportunities. Extra-curricular clubs, trips and visits make an adequate contribution to pupils' personal development. However, there are weaknesses in terms of the range of responsibilities pupils have in terms of managing their own work. Parents are positive about the school's part in helping pupils become mature and responsible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Overall the partnership with parents makes a satisfactory contribution to the quality of education provided and the standards achieved. The school's area for development is in the quality of information on pupils' progress whilst unauthorised absence reduction is the main issue for a minority of parents. Both parties have an important part to play in ensuring that homework levels and associated arrangements are effective.
51. Overall parents are positive about what the school provides and achieves. Around a fifth of parents replied to the questionnaire and 12 attended the pre-inspection meeting. Nearly all respondents consider that their pupils like school and make good progress. They think that school has high expectations and helps pupils become more mature and responsible. They are positive about the teaching and most pupils' attitudes and behaviour, which are well promoted by the school. Most feel comfortable approaching the school with suggestions, questions or concerns. They value the way they are welcomed by a highly approachable staff, who also provide support and advice for parents with difficulties, outside of school. They are impressed with the staff's ability to meet the needs of different cultures and the high level of racial harmony that prevails. Inspection findings fully support their positive views.
52. However, based on the questionnaire returns, a significant minority do not feel well informed about their children's progress and do not consider that the school provides an interesting range of activities outside of lessons. A similar proportion consider that homework levels are too low, inconsistent between classes and do not increase as pupils move through the school. Inspectors agree that improvement is needed in the

quality of pupils' annual reports. The range of extra-curricular activities is broadly typical of what is normally seen. The school accepts there is inconsistency in set homework levels. Improvement in homework levels and its arrangements, including parents ensuring that set homework is done, is an important area for development in the current partnership.

53. The open, approachable and supportive approach of the staff forms a good basis for links between parents and the school. A good start is made in the Foundation Stage, where constructive links are quickly forged. Pupils have diaries, which provide a routine communication link between school and home. The termly consultation evenings provide regular opportunities for updates on progress and discussion on any concerns. Interpreters in a number of languages are provided to help during the consultation evenings. The major religious and other festivals, of the different ethnic groups, are recognised and celebrated.
54. The quality of information is satisfactory overall. School-related information is of good quality. Newsletters keep parents well informed on ongoing school life. The prospectus gives a clear outline of school's expectations and character, although the information is presented in a dull and uninviting way. The governors' annual report provides a clear picture on the main aspects of their work. To be fully compliant with statutory requirements, this report needs to include end of Year 6 targets in national tests. Information for new parents and those whose children are on the special needs register are good. However, there is a major inconsistency in the quality of pupils' written annual reports, which is unsatisfactory overall. The majority of reports merely describe what pupils know or can do, based on the material covered without any clear indication of pupils' progress, areas for improvement or a simple indication of how well pupils are doing by national standards. As a result, a significant minority of parents do not feel well informed about their children's progress. Some parents speak of bland reports that leave them with no clear sense of how their children are getting on.
55. Parents' involvement with the work of the school makes an unsatisfactory contribution to pupils' learning and the life of the school. Nearly all respond positively to individual requests to discuss concerns, such as, pupil progress and behaviour. Parental support is more mixed in relation to pupil attendance concerns, however. Most pupils are represented at the parents' evenings. Parents of special educational needs' pupils attend their reviews. Many parents attend and enjoy celebrations of Christmas, Divali, Ede and Chinese New Year. However, a minority of parents do not deliver on their key responsibility of ensuring that pupils attend school. This is reflected in the well above average level of unauthorised absence. There is no parent/teacher association and the school finds it hard to recruit parent governors. Inspection of pupils' homework diaries indicates that few are regularly signed by parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The recently appointed headteacher has made a good start. She has quickly gained the respect and confidence of the governors, staff and pupils. She is firmly committed to raising standards. A vision statement has already been agreed. A cornerstone of developments will be the increased involvement of parents and the community. The collaborative approach that is envisaged will contribute significantly to the stability aimed for after a considerable period of management change. The strong relationships that already exist between teachers, support staff and pupils will provide a solid basis for the envisaged teamwork approach.
57. Significant movement of senior management staff in the past fifteen months has affected other important roles in the school, although the experience of the long-serving deputy headteacher has given some semblance of continuity. There is no co-ordinator for English and literacy. This is a major weakness. Although year teams collaborate well and plan in great detail, there is no overview in this critical area of learning. Consequently, continuity and progression are not evaluated consistently. The position of co-ordinator for music is also vacant. Leadership in special educational needs is good. Provision for pupils at an early stage of language acquisition is of good quality and is extremely well led. Several recent appointments, notably in science and design and technology, have already started to influence planning and curriculum design.
58. There is a strong sense of shared purpose in the school. Staff meet regularly, both formally and informally. The support that staff give one another, and their enthusiastic approach, help to ensure that morale remains high despite the considerable difficulties faced in their determination to raise standards. The learning support assistants make a significant contribution to the corporate management approach that is adopted.
59. The co-ordinators' role in monitoring is less effective. The weaknesses in teaching and learning are not always identified quickly enough due to lack of time to focus on classroom observation.
60. The governing body is committed and increasingly effective in supporting the school, monitoring its progress and being a central part of the planned future. The experienced chair of governors is fully aware of the school's strengths and weaknesses and visits the school regularly. He is supported well by a dedicated core group of governors. The position of parent governor has proved difficult to fill in recent years. Three vacancies remain. There is an appropriate range of committees, although as governors are not linked to subject areas they do not have first-hand knowledge of important areas such as literacy and numeracy.
61. The new headteacher has impressive plans for developing teachers' expertise and the skills of support staff. This includes a more rigorous review of learning styles employed in the classroom. The arrangements for formally reviewing teachers' performance are well established. The continual staff changes test the efficacy of the system to the limit.
62. The school improvement plan is a very comprehensive document. Although the detail is voluminous, it is not presented as a working document. Priorities are not sufficiently clear. The inclusion of action plans for each subject is informative. The headteacher has produced a leadership and management action plan. This provides admirable statements of intent and provides a framework in which practical, strategic decisions can be made following the review phase.

63. Current staffing at the school is unsatisfactory because there are not enough permanent, qualified teachers who are able to meet the demands of the pupils and the curriculum. Staff turnover has been high and recruitment difficult, resulting in the employment of four unqualified teachers. Currently four classes are taught by temporary staff. All the unsatisfactory teaching seen was in classes taught by temporary or unqualified teachers. There is no co-ordinator to lead the school's campaign to raise standards in English and the special needs co-ordinator is a temporary, part-time appointment. However, there are sufficient support staff and they provide good support for teaching and learning. Induction and support arrangements for newly qualified and unqualified teachers are satisfactory. Staff at the school have undertaken a range of suitable professional development although some recently appointed co-ordinators have yet to take part in training specific to their role. Performance management arrangements are satisfactory although the review of targets has been delayed by staffing difficulties, especially the lack of a permanent headteacher to lead the process. The administrative and premises staff contribute positively to the smooth running of the school.
64. The accommodation is good for most purposes. Space for outdoor activities is good in the nursery and adequate elsewhere. The classrooms provide enough space for most activities and the shared area outside each pair of classrooms is used well, for example, for teaching small groups of pupils requiring additional support. Two good-sized halls and specialist music, science and special needs rooms make a good contribution to learning. However, the computer suite is too small to accommodate a class comfortably and detracts from the learning that takes place there. The quality of the accommodation is improving as a result of the actions being taken by the recently appointed premises manager to deal with the problems caused by years of neglect.
65. Learning resources are satisfactory. Good, easily accessible resources support the learning of pupils with special educational needs or English as an additional language and in the Foundation Stage and design and technology. Learning in religious education and ICT is limited because there are not enough resources. The library is poorly equipped and badly organised. This is hampering the development of pupils' information retrieval skills and the encouragement of reading for enjoyment.
66. Financial planning is satisfactory and supports the priorities identified in the school improvement plan. Whilst the plan covers a longer timescale, financial planning covers the current year only, so does not effectively support strategic planning over a longer period. The school receives a range of specific grants, all of which are used appropriately for their designated purposes and make a significant contribution to pupils' learning. The school subscribes to a local education authority support service that helps it to analyse and manage its budget well. Regular reports keep governors well informed and help them to monitor the budget effectively. Financial procedures, including those designed to ensure that the principles of best value are effectively applied, are good. Taking all these factors into account the school provides adequate value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. To improve standards across the school, the headteacher, staff and governors should:

(1) Raise standards across the curriculum, especially in English, mathematics and science by:

(paragraph numbers: 3, 4, 29, 31, 48, 49, 58, 60, 66, 94, 95, 97, 99 - 101, 106, 108, 113 - 117, 121, 129, 131, 155, 160)

In English:

- extending the range of opportunities for pupils to develop their speaking and listening skills in lessons across the curriculum; in particular, make more use of the successful 'listening and speaking partners' approach used in some classes;
- improving pupils' handwriting and spelling skills;
- providing more opportunities for pupils' independent writing;
- as a matter of urgency, appointing a well-qualified subject leader; and
- improving the quality of the library and developing pupils' information retrieval skills.

In mathematics:

- providing more opportunities for pupils to use and apply their knowledge of numbers;
- ensuring lesson planning takes account of recent assessment of pupils' differing needs; and
- improving the effectiveness of the monitoring of teaching and learning.

In science:

- ensuring that recent initiatives introduced by the subject co-ordinator become embedded in routine practice.

In other subjects:

- ensuring that lessons are of a length that sustains the interest of pupils;
- making better use of teachers' assessments in order to ensure that work is well matched to pupils' differing needs;
- improving the range of resources in ICT and religious education, and making better use of resources and artefacts in order to bring lessons to life and sustain the interest of pupils;
- improving the range of opportunities for pupils' to work independently and, for older pupils, giving more scope for pupils to take initiative with regard to their own work; and
- improving the quality of subject leadership, especially in art and design, music, religious education and ICT, thereby identifying good practice and ensuring this is shared with teachers across the school.

(2) Improve the quality of teaching in classes taught by temporary and/or unqualified teachers by:
(paragraph numbers: 64, 104 - 106, 115, 116, 121, 131, 152, 153, 165, 168)

- reviewing the school's policy towards the recruitment and retention of teachers in order to reduce the present reliance on temporary and/or unqualified teachers;
- providing professional development focusing on strategies for maintaining good discipline throughout lessons;
- improving teachers' subject knowledge of the National Curriculum's programmes of study; and
- reviewing teachers' timetables to ensure that lessons, especially during the afternoon, are of a length that sustains the interest of all pupils.

(3) Extend the use of ICT to support learning in subjects across the curriculum by:
(paragraph numbers: 7, 20, 27, 28, 149, 150 - 153)

- improving teachers' subject knowledge of ICT;
- ensuring that opportunities to enliven lessons by the use of ICT become common place;
- extending the range of hardware and software available to teachers;
- improving the school's action plan for ICT so that it includes specific measures to raise pupils' attainment; and
- reviewing the present unsatisfactory use of the ICT suite.

(4) Improve attendance by:
(paragraph numbers: 15, 46)

- sustaining and developing the range of strategies presently in place; and
- continuing efforts to persuade parents to reduce the level of unauthorised absence.

(5) Increase the amount of homework set, especially for older pupils by:
(paragraph numbers: 24, 53, 56, 107)

- reviewing the school's homework policy in order to ensure more regular homework; and
- ensuring that, as pupils move through Years 3 to 6, there is a gradual increase in the amount of homework set.

In addition, the school should consider the following minor issues:
(paragraph numbers: 43, 53, 55)

Improve communication with parents by:

- updating the present school prospectus;
- reviewing pupils' annual reports in order to give parents a clearer picture of their child's strengths and weaknesses; and
- drawing up a list of portable electrical equipment and ensuring regular inspections of these items.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	34	41	5	3	0
Percentage	1	10	36	44	5	3	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 [two, three, etc] percentage point[s].

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)	34	327
Number of full-time pupils known to be eligible for free school meals	0	176

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	12	108

English as an additional language	No of pupils
Number of pupils with English as an additional language	154

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	83
Pupils who left the school other than at the usual time of leaving	73

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.4

Unauthorised absence

	%
School data	3.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	19	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	21
	Girls	14	15	17
	Total	29	31	38
Percentage of pupils at NC level 2 or above	School	62 (64)	66 (60)	81 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	19
	Girls	14	15	14
	Total	30	33	33
Percentage of pupils at NC level 2 or above	School	64 (68)	70(85)	70 (81)
	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	23	20	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	9	14
	Girls	9	9	13
	Total	21	18	27
Percentage of pupils at NC level 4 or above	School	49 (48)	42 (45)	63 (67)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	15
	Girls	9	8	11
	Total	21	21	26
Percentage of pupils at NC level 4 or above	School	49 (48)	49 (45)	60 (52)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	146	6	1
White – Irish	2	0	
White – any other White background	11	0	0
Mixed – White and Black Caribbean	12	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	2	4	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	8	0	0
Black or Black British – African	77	2	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	55	0	0
No ethnic group recorded	0	0	0

The table 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)	11.4
Number of pupils per qualified teacher	25
Average class size	24..8

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	351

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	1,113,132
Total expenditure	1,117,895
Expenditure per pupil	3,013
Balance brought forward from previous year	60,388
Balance carried forward to next year	55,626

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	58
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	6	0	0
My child is making good progress in school.	55	35	0	3	6
Behaviour in the school is good.	67	60	3	0	0
My child gets the right amount of work to do at home.	25	54	18	0	4
The teaching is good.	70	27	0	0	3
I am kept well informed about how my child is getting on.	57	37	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	7	13	0	0
The school expects my child to work hard and achieve his or her best.	73	23	3	0	0
The school works closely with parents.	61	35	3	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	68	29	4	0	0
The school provides an interesting range of activities outside lessons.	52	35	6	0	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

68. There are 70 children in the nursery, 18 of whom are full time, and 23 full-time children in reception. These groups make up the Foundation Stage. All children spend five terms in the nursery and then according to where their birthday falls they spend between one and three terms in the reception class. When children enter the nursery their attainment is very low and the majority of pupils' English speaking skills are particularly poor. This year over half the children in the nursery are from ethnic minority families many of whom use English as an additional language.
69. Provision for children in the Foundation Stage is satisfactory, with strengths in the reception class and in personal, social and emotional development in all classes. The quality of teaching in reception is at least sound with good and excellent features. The curriculum is well planned so children gain relevant and worthwhile experiences in all the recommended areas of learning. English and mathematics are soundly and sometimes well taught with each lesson methodically building on the last. Assessments are conscientiously carried out and these appropriately support discussions with parents and outside agencies. However, assessment information is not used well to support children's transfer from one class to another. Children make a sound start to their education and make good progress in personal social and emotional development and satisfactory progress in all other areas of learning.
70. A strength of the provision is the effective support given to children with special educational needs as well as to those who speak English as an additional language.
71. The school has made good progress for the Foundation Stage since the last inspection, as a suitable curriculum is now in place and the key skills of literacy and numeracy are taught systematically.

Personal, social and emotional development

72. Children make good progress in this area of learning. The very good ethos of the classes and the stimulating and orderly environment provided ensure that children quickly learn the correct way to behave. Children are polite, saying 'please' and 'thank you' appropriately. They behave well at lunch and snack time and have good opportunities to practise social skills in the role-play area. Teachers and learning support assistants are skilful in the way they help children to become independent so that they confidently select their own activities and maintain good levels of concentration. Children begin to form friendships and help each other with tasks such as operating a listening centre or collecting the drinking cups after use. The spacious environment in the nursery is well organised so that children move from one activity to another calmly and sensibly. Teachers rightly give this area of learning high priority.
73. Teaching and learning are good. The teachers and assistants are skilful in helping the children to settle quickly to the demands of school life. Achievement is good and reflects the care that is taken to plan for this area of learning. The provision of a wide range of practical activities, indoors and outside, ensures that there are good opportunities for children to learn through play and develop their social skills. Children soon learn a sense of responsibility. In the mornings they leave their parents happily and quickly learn to take care of their coats and other belongings in school. Children with special educational needs are well integrated and receive good support.

74. When working in groups children listen attentively and learn to co-operate with each other. They learn to share and enjoy looking at books together in the reception class. In the nursery they enjoy playing together in the role-play corner inviting friends to birthday tea and sharing pretend food. Children from all cultures play well alongside each other and boys and girls play compatibly.
75. Relationships with all the adults are good and underpin children's good social development. All staff are good role models for the children.

Communication, language and literacy

76. Many children come to school with very poor communication skills, regardless of their home language. All children receive sound support in communication and literacy but the majority are not on course to reach the Early Learning Goals at the end of the Foundation Stage. Children are effectively encouraged to listen carefully at selected times to stories, rhymes and structured activities. Learning support assistants successfully support children by giving them their undivided attention. Their skilful support of children who do not speak English as their first language is a positive feature of the provision in this area of learning. In the nursery, teachers satisfactorily develop speaking skills but too much of their time is taken up with supervision and pastoral care and not enough time is given to engaging pupils for extended periods. Children's speaking skills are satisfactorily developed through a good range of action songs, the use of well-chosen equipment such as tubes, funnels, scoops and containers when developing such vocabulary as 'fast, slow, full and empty,' or through a carefully prepared presentation of a story. During less structured sessions such as role play or outdoor play, teachers' questioning lacks the technique to encourage children to use more than one word answers. In the reception class, the teacher skilfully questions the children and they respond to the challenge in thoughtful sentences. A very good example was seen when children were asked to explain mathematical concepts as they put different sized blocks in order and investigate ways of building a tower. Children responded by putting forward thoughtful ideas such as 'we have to put them together to see which is bigger'. At the end of the Foundation Stage children achieve well in terms of their listening skills and satisfactorily in their speaking skills. Provision for reading and writing are good and a structured scheme for the teaching of letter sounds is in place. Children make sound achievement in these two areas.
77. Teaching is satisfactory. Older children in the nursery receive sound teaching of letter formation as well as planned opportunities to write unaided. The role-play area is carefully resourced so that children are skilfully introduced to writing through the making of invitations and birthday cards. Children receive appropriate support through captions around the room as well as instruction from the teacher. A good structured programme of teaching focusing on letter sounds has begun and children consolidate their learning enthusiastically through the use of a computer program. Reception teaching effectively develops very early reading skills through short whole-class lessons on word building. There is good provision for children to enjoy books in a comfortable area where children become engrossed for extended periods.
78. By the end of the Foundation Stage, almost all children understand that print conveys meaning and most children handle books with care. The older higher attaining children are beginning to develop skills to read simple words. Nearly every child can recognise their own name and many children can copy their name unaided. The teachers encourage children to draw and write freely and children understand the purpose of

writing. Some children are beginning to form some letters correctly. Children have made a sound start in this area of learning.

Mathematical development

79. Children's understanding of mathematical concepts is very weak when they start in the nursery. A good range of activities and games that encourage children to develop their knowledge and understanding of numbers and other areas of mathematics lead to sound achievement by the end of the Foundation Stage. However the majority of children will not attain the Early Learning Goals before they start in Year 1.
80. Children are given many opportunities to count to 10 and 20 through singing and action rhymes. Teachers and learning support assistants take every opportunity to ask children to count during other activities such as drawing, painting or role play. This has meant that many children can count confidently. Satisfactory use is made of the good facilities for water and sand play to develop children's vocabulary and concepts of capacity and volume. Children are beginning to grasp key vocabulary such as fast, slow, full and empty through sound interventions by teachers during play.
81. Games and planned activities satisfactorily support understanding of shape and space. Older children can name flat shapes such as square, circle, triangle and rectangle and are beginning to identify some of their properties. They can fit squares together in rows to make a patchwork quilt. Many children in the reception class are able to recognise solid shapes such as cones, cubes and cylinders and higher attaining children are beginning to gain an understanding of their properties.
82. Teaching and learning are satisfactory with some good and excellent features. Shape and space are soundly taught in the nursery and well taught in the reception class. Subject knowledge from learning support assistants in the nursery is not always secure, such as distinguishing rows from columns. Children's understanding of space and shape is soundly supported through the use of the computer. Reception teaching is at least sound with good and excellent features. The excellent teaching features very good planning, a fast pace and a sense of fun. This keeps all children's interest and involvement throughout. Challenging questioning is also featured together with well-suited practical activities.

Knowledge and understanding of the world

83. Children have well below average knowledge of the world around them when they start school. Although the sound provision and satisfactory teaching does broaden children's knowledge and understanding of the world, the majority of children are not on course to reach the Early Learning Goals at the end of the reception year.
84. Children have a satisfactory range of opportunities to study science. They enjoy looking for birds, learning about some of their key features and habitats. They plant herbs in their small garden. Satisfactory opportunities are given to help children to make sense of the world. They begin to understand maps and plans when they use a simple road map for their toy cars and draw additional features on it. They explore the textures and properties of materials such as dough and plasticine using a range of tools to cut and shape them. They enjoy making a cake and seeing the changes in the mixture when it is cooked. Children's knowledge and skills are soundly promoted through these activities.

85. Teaching and learning are satisfactory. However, this is an area where more time is spent on supervision rather than direct teaching and questions lack the challenge of asking 'why', 'how' or 'what do you think?'
86. Children enjoyed refilling the bird feeder, which had been broken by a squirrel, but misconceptions from the children remained unexplained and conversation was at an instructive level and did not sufficiently challenge children's thinking.

Physical development

87. Children have access to soundly resourced outdoor areas. Some of the large fixed climbing apparatus has been recently vandalised and is due to be removed. Nevertheless, a satisfactory range and quantity of wheeled toys such as bikes and trikes are provided as well as a good range of other equipment such as large building blocks and smaller apparatus such as skittles, hoops and balls. Children in the reception class also have weekly physical education lessons in the school hall.
88. Teaching and learning are satisfactory. Children make good use of the outdoor areas and are well wrapped up when necessary. Teachers provide a good range of activities and children are well supervised. Children learn how to climb, balance, run and jump and most can pedal the wheeled toys. Children are praised and encouraged appropriately. In the classroom, a wide range of activities effectively support development of manipulative skills such as handling scissors, using a pencil and manipulating dough. A strength of the teaching is the good range of opportunities for children to develop their physical skills. A weakness is the lack of challenge to further improve gross motor skills.
89. Opportunities in this area of learning are satisfactory and although some higher attaining children are on course to meet the Early Learning goals in their physical development, the majority fall well short of this standard.

Creative development

90. The attainment of children as they start school is very low and although children make satisfactory progress in this area of learning, many are still not on course to meet the Early Learning Goals by the end of the school year.
91. Teaching and learning are satisfactory. A good range of stimulating activities covering the areas of art, design, music and imaginative play are provided. Classrooms have spacious and inviting role play areas that are well resourced for the current topic of 'birthdays'. However, children's quality of imaginative play would be enhanced through deeper interactions with the adults. Children's musical skills are soundly developed through singing and rhythm work. Children are given good opportunities to experiment and practise with pitched and unpitched percussion instruments and in the reception class some children are independently performing a simple repeating rhythm using a xylophone and drum. Children enjoy painting, drawing and using textiles to explore and develop their skills and ideas. They concentrate well because of the support and encouragement from all the adults and make satisfactory progress in this area.

ENGLISH

92. In the 2002 National Curriculum tests and assessments at the end of Year 2, results in both reading and writing were very low. This placed the school in the bottom five per cent nationally. When compared with schools that admit pupils from similar backgrounds the results were well below average. Results at the end of Year 6 followed the same pattern. However, when comparing pupils' results with their prior attainment, the progress since those pupils took their National Curriculum tests in 1998 was only slightly below average.
93. Several factors account for the low standards. Firstly, pupils' language skills are very poor when they start school. Almost half do not speak English at home. Secondly, almost a quarter of the pupils change schools during the school year. This creates many difficulties with continuity. Thirdly, many pupils, despite the fact that they try very hard, have difficulty in applying what they know about language and different forms of writing in their independent work. So, for example, almost all pupils can explain that a sentence begins with a capital letter and ends with a full stop, but often fail to get it right in their writing. The same is true of handwriting. They form letters correctly when practising, but get confused when they have to combine them in independent writing. Fourthly, there is a high proportion of pupils with special educational needs. Their difficulties are almost always based on language. Fifthly, the recent high level of staff turnover has affected continuity. However, there are many strengths evident throughout the school, particularly in Years 2 and 6. This is helping to raise standards slowly but surely. The enthusiasm of both teachers and staff contributes significantly to the satisfactory progress achieved since the last inspection with the capacity to improve further.
94. By the age of seven, pupils' attainment is well below average in all aspects of the subject (speaking and listening, reading and writing). Many pupils have short attention spans, but are able to understand the main points of what is said. When explanations are not crystal clear, they are often unable to come to conclusions on their own. Speaking skills are weak. Only a few pupils can vary the tone of their voice to match what they are saying. Most use a very restricted vocabulary. Many benefit from the informed support provided by learning support assistants, who often interpret instructions for pupils and encourage them to organise their thoughts effectively. This helps pupils with special educational needs and those who speak English as an additional language to make good progress in all aspects of English.
95. In reading, pupils In Year 2 know how to tackle unfamiliar words. They use their knowledge of the sounds made by letters and look at the pictures for clues – often they memorise whole books. Very few have reached the stage where they can read a story for enjoyment and express opinions about it. Most are still struggling to work out unfamiliar words by sounding out letters. Pupils with English as an additional language benefit from the withdrawal arrangements that give them group and individual support. They make good progress.
96. The quality of handwriting is poor in Year 1s and 2 classes. Letters are often formed incorrectly, and many pupils do not hold their pencil correctly. These pupils also have difficulty in keeping their letters at a regular size and making sure they are aligned properly. Often, their words run together. From early beginnings in Year 1, where even higher attainers are still writing sentences like 'Mam saw the cat,' most pupils begin to make progress. They benefit from particularly strong teaching in Year 2. The use of writing frames provides much needed structure into the limited amount of extended writing that they undertake. Higher attainers are able to write out a series of instructions,

for instance how to get to the local swimming pool. They can devise simple counting rhymes with word substitutions, and the best pupils are beginning to link their writing together by using words such as 'eventually' or 'suddenly.' These pupils are also incorporating commas and speech marks into their writing. Spelling is variable, and many pupils get common words wrong. Few use phonic (i.e. letter sounds) clues effectively to support their own work. It is rare to find a logical sequence of ideas in independent writing.

97. By the age of eleven, standards remain very low. Most pupils have a lot of ground to make up. However, in the majority of classes, and particularly in Year 6, individual expression allied to accuracy is beginning to emerge.
98. Sustained listening and interpreting the information they hear, remains a problem for many. However, several teachers are beginning to use 'listening and speaking partners' to encourage pupils to express their own thoughts more clearly and listen to others more carefully. This is good practice, and is beginning to pay dividends in those classes. In Year 6, pupils were able to discuss why a character is 'hyperactive', and used words like 'intriguing' and 'dramatic' in their explanations. In the other Year 6 class the language of analysis is beginning to emerge; 'the father sounds argumentative', said one pupil and another joined in with 'the son sounds resourceful.' These pupils are benefiting from their teacher's insistence that they must be 'clear and specific' in their use of vocabulary.
99. Progress in reading is slow. In Year 3 many are still reading very simple texts and reading strategies are limited. Over the next two years, the gap between the strongest and weakest readers widens considerably. By Year 6, the most competent pupils are reading confidently. They devour books and read every night. The substantial number of pupils at the other end of the spectrum want to be able to read, but their limited range of skills militate against their regular enjoyment of books. Those who are reading confidently often go to the local library and even take part in reading 'competitions' (sometimes winning). Reading records show that too many pupils do not enjoy the benefit of family or carers listening to them regularly – one of the factors that contributes to the success of the minority who are fluent.
100. Much of the writing is marred by weak spelling. Although handwriting is inconsistent, the best is very good indeed. Some older pupils have developed attractive, artistic writing styles. Regular practice is undertaken in all classes, but many pupils fail to reproduce the same quality when writing stories. Although the range of writing in Year 3 is still narrow, some sense of style is beginning to emerge. In writing about a supermarket, a pupil writes about 'bananas with squashy black spots, tills ringing and trolleys swishing around.' The difficulties faced by teachers are epitomised in the work of a pupil which ranges from the inspiring to the nonsensical. The need for structure in writing is emphasised in Year 4. This pays dividends, as pupils begin to plan their stories and to signal the characteristics of the main participants. Early work on persuasive argument is beginning to pay off. Punctuation is improving, and prediction is being nurtured. Pupils with special educational needs are encouraged to use word pictures. One writes; 'she was a kind old lady. She always smiled. Her apron was white and glittery, her blouse shiny and gold.' Although technical details are too often unrefined, more pupils are beginning to manipulate language.
101. Year 5 pupils are beginning to use thoughtful phrases and free writing covers a lot of ground. Rewriting stories for younger children is undertaken successfully by pupils with learning difficulties themselves. Higher attainers produce some imaginative playwriting. The reworking of Goldilocks is particularly well done. The use of paragraphs is

improving. Books are often neat. Pupils take a pride in their work and all are encouraged to be brave in their writing. Despite problems with spelling and handwriting a pupil write, 'The monster roared loudly, breathed a giant fireball into the air and made an earthquake with one stamp of its feet.'

102. In Year 6, the pace of progress increases. Although standards still remain low, the breadth of writing undertaken and the insistence on quality is having a clear impact on the quality of work. Pupils are learning to vary their styles and think about the reader. A formal letter to the council complains that, 'Everywhere you go on the estate, graffiti stares you in the face. It is outrageous.' In a story, another pupil describes two boys who had ventured onto thin ice, 'They went through. The cold water pierced them like a thousand knives.' Careless spelling continues to spoil many pieces of work. On one page, a relatively competent pupil spelled 'friends' in three different ways. Although writing often still lacks maturity and vocabulary is only occasionally adventurous, sentences usually extend ideas logically. Several pupils expressed the determination to 'reach Level 5 in my SATs next year' and they know what they have to do to reach that level.
103. Fourteen lessons were seen. Two were very good, five good, five satisfactory and two unsatisfactory. The very good lessons were in Years 5 and 6. All the lessons in Year 6 were at least good. The unsatisfactory lessons were in Years 4 and 5.
104. Teachers have a sound knowledge and understanding of the subject. Planning is thorough although expectations are not always appropriate. A very good lesson in Year 5 ensured that all pupils were presented with challenging work that matched their ability. This is not always achieved in some of the other classes.
105. Teachers use of questions is often incisive. In lessons that fail to engage pupils, questioning too often involves a small number of pupils – usually the most voluble. Some teachers fragment introductions by spending too long answering questions that are largely irrelevant or chastising individuals for relatively minor bouts of inattention. In the unsatisfactory lessons, teachers were well prepared and enthusiastic but spent too long on whole-class discussion. As pupils' interest waned, behaviour management became an issue. Sometimes lessons last for almost an hour and a half. Sustaining interest for so long tests the skills of the most inspirational teachers.
106. Pupils with special educational needs and those who speak English as an additional language are catered for very efficiently. The teaching of these pupils is good. Learning support assistants are fully involved in all aspects of lessons and maintain detailed records. Resources are adequate. Reading corners have been established in all classrooms. This arrangement leaves the library purely as a reference source. This decision may account for the poor retrieval skills displayed by almost all pupils. Many are even unable to use an index properly. Homework is not set regularly and this is affecting the development of independence in pupils' learning. The use of ICT to support learning in English lessons is limited. Marking is often of good quality advising children how to improve. In one Year 4 class in particular, it is diagnostic and extensive.
107. The lack of leadership in this vital area of the curriculum is of serious concern. Although teachers work well in other year teams, there is a lack of oversight of planning, assessment or teaching. Without a co-ordinator there is no one to monitor progression or continuity.
108. Assessment procedures are sometimes good. Teachers promote literacy skills in other subjects and the National Literacy Strategy is being implemented effectively. The school

acknowledges the effective support and help it has received from the local educational authority. Nevertheless, the appointment of a co-ordinator with clear responsibilities is a crucial priority for the school.

MATHEMATICS

109. Standards of attainment in mathematics at the end of Year 6 are very low and have declined slightly but steadily since the previous inspection when data from the end of year tests for 2000 indicated that standards were well below average. Standards of attainment overall, based on evidence from scrutiny of work, lesson observations and discussions with pupils and teachers are well below average for pupils currently in Year 6. This represents a slight improvement on the standards achieved by last year's group.
110. Standards of attainment in mathematics at the end of Year 2 are well below average, a slight improvement since the previous inspection when the data from the end-of-year tests indicated very low standards. Since the last inspection, standards at the end of Year 2 have risen in line with the national trend.
111. In comparison with attainment of similar schools at the end of Year 6 pupils' attainment is well below average. Pupils' attainment at the end of Year 2 is below average in comparison with similar schools. However, in comparison with similar schools, the percentage of pupils attaining Level 3 at the end of Year 2 and Level 5 at the end of Year 6 is average.
112. In Years 1 and 2 pupils are working at a level well below average overall. In Year 1 about two thirds of pupils are still working towards the Early Learning Goals, expected of children at the end of the Foundation Stage. In Year 2 the work of a small number of higher attaining pupils (about one fifth of the year group) is broadly average, and above average in some aspects of data handling and shape, space and measure, but the majority of pupils' number work is well below average overall. In the one lesson observed in Year 2 pupils were encouraged to explain and demonstrate how they used a 100 square to add 9 or 11 to a number but overall their skills in using and applying mathematics are well below average. Higher attaining pupils in Year 2 can do simple multiplication to 20 and understand that multiplication is the same as repeated addition. They can set out and successfully add and subtract numbers to 100 and are able to solve simple money problems using addition. However the majority of pupils have difficulty understanding the relationship between multiplication and repeated addition. In a good lesson observed, pupils with special educational needs were well supported by a learning support assistant in developing their understanding of simple multiplication by grouping objects in twos. In Year 1, about two thirds of pupils are insecure in adding numbers less than six and many pupils are not yet able to write all numbers correctly. However, most can count to ten and identify the number ten and approximately one third confidently add numbers to ten using their fingers. A small number of higher attaining pupils can manage simple subtraction.
113. In Years 3 to 6 pupils are working at a level well below the national average in all areas with the exception of some areas of data handling and some aspects of shape and measuring work that are below average. In lessons observed in Year 6, most pupils were able to recognise and name a variety of two-dimensional quadrilaterals and to identify simple properties including the number of equal sides and right angles. Higher attaining pupils could draw lines of symmetry and demonstrate an understanding of parallel lines but about one third of pupils were uncertain of the names of shapes and were unable to identify right angles accurately. Scrutiny of work in pupils' books indicates that higher attaining pupils can use doubling and halving well to multiply and

divide but have some difficulty in multiplying two- digit numbers. They show a sound grasp of equivalent fractions and a developing understanding of the relationship between fractions, decimals and percentages. Other pupils have covered similar work but their understanding is insecure. Overall, pupils' attainment and achievement in number and algebra is well below average. There is little evidence in pupils' books of using and applying mathematics beyond simple problem solving. Pupils are not developing their own strategies to solve problems and do not have sufficient opportunities to investigate mathematical problems in an open-ended way and present their workings. However, pupils are able to arrange and understand data in pie charts, tables and tallies and higher attaining pupils demonstrate an understanding of simple line graphs. Attainment in this area is below average but shows satisfactory achievement over time. A similar pattern of attainment is evident in Years 3 to 5 in that pupils' work in number and algebra and in using and applying mathematics is generally well below average but their understanding of shape, space and measure and data handling is below average with higher attaining pupils working at levels in line with national expectations. In Year 3 pupils achieve well in investigating the possible numbers that could be rolled using three dice. They present their findings and make good attempts at summarising what they have found out.

114. The quality of teaching is satisfactory overall. Teaching observed in Years 1 and 2 was good or better and teaching in Years 3 to 6 ranged from very good to poor with one very good lesson seen in Year 3 and one poor lesson in Year 4. Where lessons are good or better, teacher input in the whole-class session and plenary (i.e. concluding part of the lesson) is clear and well paced with good use of well-focused questions to draw out and develop pupils' understanding in relation to their different levels of ability. Group work is well matched to pupils' different abilities and classroom support is well used in both whole-class and group activities to support pupils with special educational needs and those who speak English as an additional language. For example, in a very good Year 3 lesson on multiplication the teacher made effective use of practical objects such as chocolate bars, baking trays and sheets of stickers to explain the concept of arrays. This focused pupils' interest well and enabled them to make good progress in developing their understanding. In less effective lessons pupils do not maintain concentration well because many of them find the work presented too difficult. Teachers' explanations are not sufficiently clear and questions and group work are not planned to match different levels of ability. Poor classroom control and low expectations of pupil behaviour, listening skills and sustained working lead to lessons that lack pace and motivation in which pupils lose interest and are increasingly off task.
115. Teachers plan in year groups to ensure similar coverage and planning is based on the national numeracy framework. Work in books is adequately marked and, in some classes, marking is good, indicating how pupils can improve their work and setting short questions for them to complete. There is little evidence of lesson plans being amended as a result of ongoing assessment of pupils' learning. In most instances the week's lessons tend to follow the planned sequence regardless of the ongoing development of pupils' understanding. In some classes, group work is not planned for the three levels of ability as recommended in the numeracy strategy and planning takes insufficient account of pupils' prior levels of understanding. The application of ICT in mathematics is insufficient and opportunities are lost for developing mathematical understanding, carrying out mathematical investigations and presenting data using ICT.
116. Pupils' attitudes to learning mathematics vary according to the quality of the teaching. Where teaching is good or better, pupils are actively involved, eager to respond to questions and demonstrate sustained concentration on tasks that are well planned to match and challenge their levels of ability. Where work is not clearly explained, the pace

of the lesson is slow and teachers do not actively involve all pupils in the whole-group session, pupils rapidly lose interest and behaviour deteriorates. Where group work is not well matched to pupils' levels of ability they do not fully understand the task and often complete only a minimum of work with little or no development of understanding.

117. The leadership and management of the subject are satisfactory overall. Since the previous inspection the subject co-ordinator has gained a fuller understanding of the responsibilities involved in the role and has put together an appropriate action plan to deal with the issues of low standards and the quality of teaching and learning. This is an improvement since the previous inspection. Support from a local education authority mathematics consultant is planned for later in this academic year to lead staff training in the teaching and learning of mathematics with a view to raising standards. The numeracy strategy has been adequately implemented and the co-ordinator regularly monitors the planning and feeds back to teachers. However, at present there are insufficient opportunities to monitor teaching and learning in the classroom. A sound beginning has been made in putting systems for assessment in place and the results of tests are analysed and will be used to set targets and to identify areas for development and groups of pupils for focused support. There are adequate resources for mathematics and these are appropriately used.

SCIENCE

118. In the National Curriculum tests and teacher assessments for 2002 levels of attainment in science were well below average for seven-year-olds nationally and below average when compared with similar schools. For eleven-year-old pupils, attainment was very low when compared with the national average and well below average when compared with similar schools. For Year 2 pupils this was an improvement when compared with attainment at the time of their last inspection in 2000. For the eleven-year-old pupils, however, this represented a decline in attainment.
119. Standards of work seen during the inspection were slightly better than those achieved in the most recent National Curriculum tests, but still remain well below average. Pupils in Years 1 and 2 have worked on several topics and most can describe different materials and tell whether they are man-made or manufactured. Working with liquids they correctly use words such as 'solid', 'liquid' and 'frozen'. Effective links with music enable many pupils to describe how different instruments make sounds. By Year 3, pupils have developed a sound understanding of magnets and springs and, as they move through the school, pupils study a good range of appropriate topics, covering electrical circuits, healthy living and different habitats of various animals. Pupils develop their numeracy skills well in the way in which data is represented in a variety of graphical formats. Literacy skills are developed satisfactorily, although work is often poorly presented. Links between science and ICT are limited and little evidence was seen in the pupils' books or in lessons. This area of the curriculum needs to be developed to a much greater degree and the co-ordinator is aware of this.
120. The quality of teaching across the school observed during the inspection ranged from satisfactory to good and was judged to be satisfactory overall. There was clear evidence that the teachers planned together and shared ideas and good practice. Where teaching was judged to be good, planning was detailed, classroom management was good, children were reminded of previous knowledge and the pace of lessons was brisk. Where teaching was satisfactory, the pace of lessons was slower and in one class the teacher's knowledge was less secure and this was reflected in weaker pupil achievement.
121. Where good teaching took place the organisation of practical activities was a feature, which enabled all pupils to engage fully in appropriate investigations. The teacher's careful attention

to detail when guiding pupils to identify and control experimental conditions led to a good quality of learning. This was observed in a Year 2 class where the teacher led an investigation into how much force was needed to stretch a variety of elastic bands of different width. The children were led through the teachers careful questioning to the understanding that for it to be a fair test the elastic bands had to be stretched over the same distance.

122. An example of good teaching was also seen in a well-taught Year 6 class where the class were focussing on separating parts of a solution as a result of evaporation and condensation. The children observed a demonstration where the condensation from a salt-water solution was shown to be free of salt. The children could then apply what they had learnt to a solution of ink and water. During this lesson pupils with special educational needs and those who speak English as an additional language were able to benefit fully from this investigative work as they were given sensitive and appropriate support from staff. As a consequence they made good progress.
123. The leadership and management of the subject are good. Recent staff development has focussed on providing work for pupils of differing prior attainment, which was seen in the scrutiny of the children's work and most lessons, and the half-termly units of work to be taught. Assessment sheets, for those units, which are stuck into the children's books to allow the opportunity for them to self-assess their performance. The co-ordinator, in conjunction with the special needs co-ordinator and the teacher responsible for ethnic minority pupils, also presented a policy to the whole staff for discussion, development and finally adoption. The amount of resources has been increased over the last year to a satisfactory level.
124. The science curriculum is monitored by a scrutiny of planning, pupils' books and a detailed analysis of performance in assessment tests to identify strengths and weaknesses in the pupils' performance. The detailed results of all three activities are fed back to individual teachers concerned and the school management team. As a next step, the subject co-ordinator intends to begin to go into classrooms and work alongside teachers to both disseminate her skills and view directly the way that the curriculum is delivered in lessons.
125. Standards in science remain at a very low level, however, with the relatively recent arrival of the present co-ordinator and the developments that she has put in place, the subject is in a much stronger position to move forward.
126. In whole-class lessons pupils' attitudes ranged from satisfactory to good with an overall judgement of satisfactory. In some small group work in a Year 2 class attitudes were very good.
127. The school's resources for teaching science are at least satisfactory and cover all areas of the science curriculum. The provision of resource boxes to match each unit of study and the establishment of a designated science room, with clearly labelled and readily accessible resources, contributes to the good use of resources by all teachers.

ART AND DESIGN

128. Because of the way the curriculum is organised in the school, lessons were only seen in Years 1 and 6. However, it has been possible to judge standards through a scrutiny of past and present work displayed in classrooms and around the school, sketchbooks and portfolios together with discussion with the subject co-ordinator. Standards at the end of Year 2 are at the expected level. This level is maintained in Years 3 and 4 but in Year 5 techniques and skills are insufficiently developed. Despite sound progress in Year 6, pupils are not attaining the expected levels at the end of Year 6. In Year 6, pupils are beginning to explore ideas and design and make images as they learn about

movement. They are able to analyse bodily movements and simply record them using paint. They are soundly taught to use a good variety of media such as pastels, charcoal, montage and pencil to compose pictures to show movement. They use techniques such as blurring and smudging effectively, as well as investigating the use of line and tone. The work of famous artists is used appropriately to support pupils' own efforts. Pupils satisfactorily evaluate their performance and reflect on what they have learned. Throughout the school, pupils' use of sketchbooks to develop techniques and select ideas is insufficient. ICT is also used insufficiently to support pupils' work in art and design. Standards are not as high as they were during the last inspection. Progress since the last inspection, therefore, is unsatisfactory.

129. A strength of the provision in art and design is the very positive attitudes that pupils throughout the school display in their lessons. In Year 6 most groups of pupils worked co-operatively to produce montages, sensibly discussing possible techniques and end product. Lack of resources such as glue and scissors hampered co-operation for some pupils. Most pupils are motivated and enjoy developing their own work using tools and equipment appropriately. They celebrate the work of others and use ideas well to improve their own work.
130. The quality of teaching observed during the inspection was satisfactory, although the decline in standards suggests some significant weaknesses in teaching over time. A strength of the teaching is the planning for series of lessons that develop skills and understanding from one lesson to the next. In Year 3, for example, pupils achieve well when they develop the concept of pattern. Pupils discuss and analyse patterns in wrapping paper and in the world around them. They experiment with chalk and design their own patterns on black paper. This is well developed by the teacher through the discussion and use of rotation and repetition. Pupils' final block-printed scarves show good control of tools and techniques, and they are thoughtfully designed and attractive. Teachers plan to make good use of the work of famous artists. The pupils who were analysing the work of Beardon, used poor quality photocopies from an Internet site and had to share one copy between five pupils. Teachers' subject expertise is variable, especially in Years 3 to 6. Planning for the composition of a picture map in Year 1 provided appropriate support for good teaching where shading and blending of colours was well taught. A strength of all lessons is the support given by learning support assistants to children with special educational needs and pupils with English as a foreign language. These pupils participate fully and make satisfactory progress.
131. Management of the subject is unsatisfactory. Planning is sound although some of the good planning which effectively supported the multi cultural nature of the school is no longer used. However, the co-ordinator has recently returned from extended leave and intends to reintroduce this. The co-ordinator is enthusiastic and has very good subject knowledge. She supports and monitors planning and has made a good start in forming a portfolio of work to identify standards and acknowledge the breadth of the curriculum. However, subject leadership is unsatisfactory as the quality of teaching is not monitored nor are procedures for assessing pupils' progress and standards have declined since the last inspection.

DESIGN AND TECHNOLOGY

132. It was not possible to make any judgements about the quality of teaching and learning in Years 1 and 2. Scrutiny of pupils' work included designs, photographic evidence and examination of some models. The standard of this work was at the expected level.

133. Pupils have prepared detailed observations of playground structures such as swings and slides. They are making appropriate attempts to develop their ideas. They communicate by making freehand drawings and change them as their ideas develop. All pupils evaluate their own work using simple language, such as 'I have joined the parts together properly.' They have used computer images to produce repeat pattern borders, and a graphics program to design a patterned coat.
134. In Years 3 to 6 a good range of tasks is presented to pupils and they reach expected standards. Links with science are promoted well in the work on torches in Year 4 classes. Pupils confidently undertake fault-finding exercises when investigating circuits. However, some are still unaware whether certain materials are good or bad conductors of electricity. Food technology in Year 5 enables pupils to recognise that bread is an important part of a balanced diet. In a good lesson the teacher assumed the role of manager of a bakery. Pupils acted as members of a tasting team from well-known supermarkets and analysed a range of breads from different cultures. Year 6 classes are evaluating their work as they concentrate on the design phase. They are beginning to determine what types of materials are needed for different structures. In discussions about 'shelters' they show a good awareness of the constraints placed on their designs, whilst keeping in mind the purpose of their design.
135. Teaching is satisfactory, although during the inspection it varied from very good to satisfactory. All lessons are well planned and effectively resourced. Discussion is used extensively. This helps to promote pupils' speaking skills and support their work in English. Classroom organisation ensures that all pupils are fully involved in the lesson. Learning support assistants play an important part in the lessons. They offer invaluable guidance to pupils with special educational needs and those for whom English is an additional language, enabling them to make good progress. In the best lessons, the teachers continually challenge the pupils with probing questions. Pupils have to explain how things work and justify their opinions. For example, a pupil in Year 6 was eventually cajoled into expressing the view that his bus shelter was designed 'to protect people from high-speed collisions and from the elements.'
136. The recently appointed co-ordinator has had a beneficial impact on provision. Schemes of work have been reorganised and new resources introduced with a planned expansion of ICT input. Attention to detail has ensured that planning highlights assessment opportunities including pupils' use of a 'process diary.' A portfolio of levelled work with associated photographs is being developed.
137. At the time of the last inspection standards were described as average and remain so. However, there is the will, and the capacity, to improve standards further in the framework established by the new co-ordinator.

GEOGRAPHY

138. Standards of pupils' work in geography at the end of Years 2 and 6 are in line with national expectations. Teachers plan for a broad and balanced curriculum that covers the required elements of the National Curriculum. Pupils, including those with special educational needs, as well as those who speak English as an additional language, achieve satisfactorily throughout the school.
139. Pupils of all abilities in Years 1 and 2 learn about their immediate environment through the making of maps about their classroom and the school grounds. They learn to write their own address and trace the route from their home to the school. They develop their knowledge and understanding of the wider world by studying a map of London and

finding where Greenwich is located on this map. In Year 2, good use is made of the Barnaby Bear project, where members of the school community take a bear on holiday with them and take photographs of the bear in famous locations in different countries. These photos are then displayed on a world map and give the pupils an idea of the wider world.

140. Pupils in Years 3 to 6 develop a good understanding of maps and begin to consider factors that affect the local environment such as litter, traffic and graffiti as well as different forms of pollution. They make useful and thoughtful comparisons between high street shops and a shopping centre. Older pupils benefit from an annual residential trip to Swanage in Dorset, where the subject is brought to life as they study the local area. Although the internet has been used to support pupils' work in geography, many opportunities to use ICT to support work in this subject are wasted.
141. Although no geography lessons were observed during the inspection, it is clear from a scrutiny of pupils work that teaching and learning are satisfactory. Teachers' planning ensures that all aspects of the subject are covered. Teachers make good use of national guidelines to organise lessons so that pupils develop their knowledge and understanding in a sequential manner. Numeracy skills are effectively developed through the presentation of line and block graphs. Although there are some good examples of pupils developing their literacy skills in this subject, such opportunities are far too variable across the school. A strength of teaching is the regular use of visits and visitors that helps to bring the subject to life. A weakness of teaching is the use made of ICT to support pupils' learning.
142. Leadership and management are satisfactory. The subject co-ordinator recognises that the school has focused its priorities on raising standards in English and mathematics, but has worked hard to maintain a high profile for geography. Although teaching is not monitored or evaluated, teachers' plans are checked on a regular basis and useful feedback given to teachers. Resources are satisfactory and well used. The school has made satisfactory progress since the last inspection.

HISTORY

143. By the end of Years 2 and 6, standards are in line with national expectations. All pupils, including those with special educational needs and those who speak English as an additional language, achieve satisfactorily.
144. By the age of seven, pupils develop their knowledge and understanding of the lives of people in the past. In Year 1 pupils learn about toys from the past and can make sensible comparisons between toys that children played with many years ago and those that they play with now. Pupils in Year 2 make good use of a time line to appreciate the life and work of famous people from the eighteenth century such as Florence Nightingale. Pupils' writing skills are developed effectively through some detailed and informative descriptions of Florence Nightingale's work.
145. By the age of eleven, pupils have developed a satisfactory understanding of the key dates, periods and events in British history, as well as of the contribution to world history of the Romans and Ancient Egypt. Pupils make useful comparisons between lifestyles in different periods and their own experiences. A scrutiny of pupils' work shows that literacy and numeracy skills are developed satisfactorily in history. More able pupils, in particular, benefit from the chance to write extended accounts on, for example, the 'Battle of Marathon'. History makes a considerable contribution to pupils' cultural development through the celebration of the role of people from different ethnic groups during the last century.

146. Teaching throughout the school is satisfactory. A strength of teaching is the use of first-hand experience through visits to places such as the Roman Villa at Lullingstone and the Museum of London. Teaching is too focused on key dates and events and not enough on some of the underlying reasons why events took place. The scrutiny of pupils' work shows effective use of artefacts to bring the subject to life. Pupils in Year 3 especially enjoyed handling artefacts connected with their project on the Ancient Egyptians. In the lessons observed, however, opportunities were missed to create interest through the use of artefacts, ICT and pictures and much of the teaching, although well prepared and competent, was rather dull. Nevertheless, pupils enjoy most of their history lessons and talked enthusiastically to inspectors about their work.
147. Leadership and management are good. The co-ordinator has introduced a nationally recommended scheme of work that guides teachers effectively in their planning of work and which ensures that all aspects of the subject are covered as pupils move through the school. Displays in classrooms and corridors are of a high quality and show that history has a high priority throughout the school. The school has made good progress since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

148. Standards in information and communication technology (ICT) are below those expected of pupils at the ages of seven and eleven. This is principally because pupils do not have enough opportunity to use ICT. Teaching was satisfactory in ICT lessons observed during the inspection. However, ICT is not used enough to support pupils' learning in other subjects and this restricts the development of their ICT capability. The school does not have enough resources, the computer suite is too small and some staff do not have sufficient expertise to teach all aspects of the National Curriculum's Programmes of Study confidently.
149. Achievement is weak in all aspects of the programmes of study. Pupils are better at exchanging and sharing information and, in the older classes, at finding things out, than in the other aspects. By the end of Year 2 pupils are able to create and present information using text and graphics and have acquired basic skills that enable them to open and close programs and use a suitable range of program features and functions. For example, they selected brush size and colour, spray effects and shapes and used the fill command to fill areas with colour when decorating a template of Joseph's coat of many colours. By the end of Year 6, pupils competently log on and off the network and select the programs they need. They create and present information in different forms, for example, in newspaper format in Year 4, recording science predictions as text in Year 5 and as multimedia presentations about themselves or a science topic in Year 6. They use spreadsheets to organise and interpret data and to automate calculations.
150. Pupils throughout the school do not achieve as well as they should because they do not have enough opportunity to develop and consolidate the required skills, knowledge and understanding. For example, many Year 2 pupils are not able to print or save their work without help and Year 6 pupils, whilst able to edit their work, do not amend it to develop their ideas or tailor it to meet the needs of a target audience. In Year 6, pupils' work on control was done theoretically so they did not develop the skills and understanding that come from the practical use of ICT resources. Within ICT lessons, pupils' achievement is generally good in Years 1 and 2 and satisfactory in other years. However, pupils in all classes rarely have the opportunity to apply their learning to support work in other subjects. Too little account is taken of the ICT capability that many pupils have acquired at home. Too few resources and problems with maintenance have further hampered

their achievement. There are no significant differences in the attainment of boys and girls, or between groups according to ability or race.

151. Teaching and learning in lessons observed during the inspection was satisfactory overall, although it is clear from weaknesses in pupils' knowledge and understanding that there have been significant shortcomings in teaching over time. In the lessons observed the quality of teaching ranged from very good in a Year 1 lesson to poor in a Year 3 lesson. Good teaching was also seen in lessons in Year 1 and Year 5. No lessons were observed in Year 6. The teaching was good when teachers provided clear demonstrations and explained tasks clearly, setting appropriately high expectations and giving pupils opportunity to work at their own pace and to apply skills within open-ended tasks. Learning support staff were used well to help pupils with special educational needs and those who speak English as an additional language, who would otherwise struggle to cope with the work. In these lessons, pupils settled quickly because they were clear about what they had to do and what was expected of them. They were interested in their work and all pupils were able to achieve well because they were well supported if they needed help and were able to explore and extend their learning if they were more competent. For example, Year 5 pupils using a database were given set tasks initially to reinforce their search skills, then made up and resolved their own queries from the data. In the very good lesson, teaching aids were used very well to clarify the task and to make links with literacy work and this helped pupils with weak language or literacy skills to work more independently.
152. Teaching was unsatisfactory where pupil management was weak as it allowed poor behaviour from a minority of pupils to disrupt the class. The teacher's approach to dealing with the miscreants slowed the pace of the lesson for all pupils, preventing them from achieving as well as they could. Many pupils use computers at home but teachers do not always take enough notice of the skills they have acquired outside school and this sometimes leads to frustration and poor behaviour. Teachers have sufficient ICT expertise to deliver the planned lessons for their classes but few have the broader expertise needed to enable them to confidently identify and exploit opportunities for using ICT in other subjects.
153. Leadership and management of the subject are unsatisfactory and have been severely hampered by several changes of co-ordinator over the past few years. Improvements in planning and the provision of support materials for teachers, training in the use of the ICT suite and the procurement of additional resources are having an impact on achievement as coverage of the curriculum has improved and ICT skills are taught systematically. These aspects were criticised in the previous report, as was the lack of ICT use across the curriculum, which is still poor. The co-ordinator monitors ICT planning and provides support to staff to help them teach the lessons. She is well supported by a local authority advisory teacher. The school recognises that raising standards in ICT is still a priority but its action plan does not target specific measures to raise achievement. Teaching and standards of achievement are not monitored and analysed to identify more precisely where improvements are needed and to focus professional development. In addition, there are not sufficiently rigorous strategies for assessing pupils' work and ensuring a gradual build-up of skills. There is no effective planning or monitoring to ensure that ICT is used effectively across the curriculum.
154. The school does not have enough resources to support the full subject curriculum. The number of pupils per computer is well below the national average and equipment for monitoring and control work is inadequate, so pupils do not have sufficient access to ICT to develop and apply their skills. Equipment breakdowns have further reduced the availability of resources, although the school now subscribes to a maintenance contract

with the local authority and these problems are being resolved. The computer suite is too small to meet the needs of pupils and does not contain enough computers to support effective use by a class. Two to three pupils usually share a computer and the lack of space means it is not easy for them to take turns or to work without accidentally interfering with their neighbours. This distracts them, causes frustration and lessens their achievement.

MUSIC

155. Standards of attainment in music are below average throughout the school and there has been unsatisfactory progress since the last inspection in this subject. In Years 1 and 2 standards are below average but pupils achieve well in developing their composing and appraising skills. In Years 3 to 6 pupils' attainment is mainly well below average although pupils in Year 3 are working at a level below the national average. Standards of singing observed in lessons and assemblies are below average across the school but well below in the older classes where pupils make little attempt to vary the pitch or tone of their singing according to the style of the music or to appraise and improve their own performance.
156. In lessons observed during the inspection, teaching of music was good in Year 1 and very good in Year 2. Of the four lessons observed in Years 1 to 6, teaching was good or better in Years 3 and 5 but satisfactory and poor in Year 6. The good and very good lessons observed in Years 1 and 5 were taught by a local education authority advisory teacher who is currently supporting the development of teaching and learning of music in the school. Where teaching is good, teachers have high expectations of pupils' response, behaviour and listening skills. Lessons are well planned with clearly focused learning objectives that are explained well to pupils. Lessons have a good pace and a variety of interesting activities engage pupils' interest and promote learning. In Year 6 both music lessons observed were at the end of the day and teacher expectations of behaviour and response were too low. Pupils enjoyed the lessons but made little effort in terms of learning and response. Teaching of the planned learning objectives lacked sufficient clarity and focus to develop learning effectively. Overall, pupils, including those with special educational needs and those who speak English as an additional language, make unsatisfactory progress.
157. In Years 1 and 2 pupils achieve well in the development of good listening techniques. In the very good lessons observed in Year 2 over half of the pupils were able to identify different instruments played in taped music. They demonstrated good achievement in composing when they selected appropriate instruments and combined them to make sounds to represent fireworks. In a good Year 3 lesson, pupils used percussion instruments to combine sounds and design appropriate symbols to score their simple compositions.
158. Music lessons are planned by teachers in year groups following a published scheme which has been adapted for the school by the advisory teacher in the absence of a subject leader for music. Prior to this academic year the scheme had not been used consistently throughout the school so some of the older pupils have not covered all areas of the music curriculum to an appropriate level. This accounts to some extent for the low levels of attainment and understanding of pupils at the top end of the school. Teachers' knowledge and understanding and their confidence in the delivery of the National Curriculum for music are variable throughout the school. The advisory teacher is working systematically with different year groups to raise confidence and improve understanding but the impact of this support has yet to take effect.

159. Leadership and management of music are currently unsatisfactory because of the lack of a subject leader. The school has an adequate policy for music and a suitable scheme of work put in place by the advisory teacher but teaching and learning and the impact on standards are not appropriately monitored. The scheme of work includes suggestions and criteria for assessment but these have yet to be implemented. An action plan is in place that identifies the need to appoint a subject leader and to develop these areas. The school has a specialist music room, used mainly for individual music lessons and band practice. The advisory teacher used the room effectively to teach class music lessons but other class teachers were not observed to use the room. The school has a satisfactory range of resources for music and the cassette tapes that accompany the published scheme are effectively used in music lessons. However, resources could be further developed to include a wider range of recorded music and instruments from different cultures. Good cultural and cross-curricular links were observed in Year 2 music lessons where pupils were able to recognise music from different countries and find the countries on a map. They were also able to suggest different festivals and celebrations where fireworks were used, in particular, Diwali and Chinese New Year.
160. Extra-curricular music activities include a brass and percussion school band and specialist brass instrument tuition of a good standard from a peripatetic teacher. Pupils in Year 5 took part in the local 'Cleversticks' percussion project in the summer term and the school band performs in school assemblies and concerts. After-school activities include singing and ocarina tuition for pupils in Years 3 to 6 but these were not observed during the inspection.

PHYSICAL EDUCATION

161. Pupils do not reach the expected standards by the end of Years 2 and 6 despite their achievement being satisfactory in most lessons. Teaching is satisfactory overall and sometimes good, especially in Year 6, but it is not consistently good enough to raise standards to the expected levels. Visits and visiting specialists extend pupils' experience of the subject and make a good contribution to their physical development. Dance activities are used well to broaden pupils' understanding of different cultures.
162. Pupils' physical skills are very weak on entry to the school. They acquire basic skills although few achieve good control and precision in their actions. They apply their skills in gymnastic, dance and games activities with varying degrees of success. For example, Year 1 pupils individually perform different types of rolls and create a recognisable sequence. In Year 3 they combine different balances, body shapes and travelling movements in a short sequence but do not always include all elements nor co-ordinate well with their partner. In dance lessons pupils in Year 2 carry out the prescribed movements satisfactorily. In Year 5 they select and use actions appropriately, although relatively few match their movement well to the music or sustain expressions. In Year 6 they work well together in groups to compose longer dance sequences, which they perform with appropriate expression and in time with the music. They have a growing awareness of the need to synchronise movement within the group but are not yet able to do this well. Three terms of good swimming instruction from qualified instructors ensures that most pupils in Years 4, 5 and 6 achieve the expected standard by the end of Year 6.
163. Throughout the school pupils' awareness of space is weak. Whilst they do not usually bump into each other they do not use the full space available to them. Often they gravitate towards their teacher. Year 4 pupils, on both sides, playing two-sided ball games crowded the thrower. Pupils in Years 1 and 2 describe what they have done and say what they like or don't like in others' actions, whilst older pupils explain what worked

well and what didn't but do not often suggest how a performance might be improved. All pupils have some understanding of the importance of warming up before exercise and keeping fit. Good support is available to pupils with special educational needs and those who are at an early stage in learning English or who lack confidence, so that they are able to achieve as well as other pupils.

164. The quality of teaching is inconsistent and ranges from unsatisfactory to good but is satisfactory overall. Good teaching was seen in one Year 3 lesson and both Year 6 classes. In these lessons teachers had high expectations of achievement and behaviour, kept lessons moving at a brisk pace, made sure that pupils were active for most of the lesson and gave very good demonstrations and explanations that helped pupils focus on the quality of their actions. They also encouraged pupils to be creative. Consequently, pupils enjoyed participating and developing ideas and their behaviour was good. In the unsatisfactory lesson in Year 4, the poor behaviour by a few pupils and the strategy used to maintain discipline resulted in significant disruption to the learning of all pupils. Pupils behaved better and achieved more in lessons where they were active for a high proportion of the time. Teachers generally use support staff well to ensure that, between them, all pupils are appropriately supported. Group work effectively promotes co-operation between boys and girls and pupils from different ethnic backgrounds.
165. Subject co-ordination is satisfactory. The co-ordinator ensures that a broad, balanced curriculum is provided by monitoring teachers' planning. She uses the information gained well to plan resource provision and provide targeted support to staff. Because assessment is weak and the co-ordinator does not have the opportunity to monitor teaching or standards, the school does not have good knowledge of the strengths and weaknesses in provision that would help it to focus improvement. The accommodation provides good space for physical education and resources are satisfactory for gymnastics, dance, games and athletics.

RELIGIOUS EDUCATION

166. Religious education is taught in line with the Greenwich Locally Agreed Syllabus. Pupils enter the school with very low attainment. At the end of Years 2 and 6 standards are below the expected level. Given their very low starting point, pupils in Years 1 and 2 achieve well. In Years 3 and 5 pupils make unsatisfactory progress, whereas in Years 4 and 6 achievement is sound showing thoughtful work and good presentation skills. Teachers' planning effectively reflects the needs of the multi cultural nature of the school. However pupils have gaps in their knowledge and understanding and many find it difficult to express their thoughts and ideas because of their poor literacy skills. Improvement since the last inspection is satisfactory.
167. The quality of teaching is good at Years 1 and 2. Two unsatisfactory lessons were seen in Years 3 and 4. However, teaching in Years 5 and 6 is sound with some good features. Successful lessons are well planned to take account of the pupils' knowledge and experiences. Teachers are enthusiastic and knowledgeable. They make good use of explanation and address misconceptions appropriately. Pupils are asked to carry out motivating activities such as role play or making artefacts. In one very good lesson pupils learnt about the ways in which Diwali is celebrated. They worked with enthusiasm as they made diva lamps from clay. This activity was used to support pupils in their understanding of the symbolism of light to represent goodness. Other pupils gained an understanding of key people in religious stories by putting themselves in the place of Rama or Sita and being questioned about how they were feeling. Unsatisfactory lessons result from pupils listening to the teacher for too long followed by tasks that are uninspiring or too difficult such as copying off the board or writing about the history of

the school. ICT is used insufficiently to support pupils' learning in this subject. Learning support assistants give good support to pupils with special educational needs and pupils with English as an additional language. Consequently, they make good progress. Teachers and support assistants liaise well and opportunities are found to celebrate these pupils' efforts with the whole class.

168. Pupils' attitudes in the successful lessons are good and enhance the quality of learning. They are excited and enthusiastic about the practical, interesting tasks. They are beginning to empathise with religious characters and reflect thoughtfully on stories. They co-operate and listen well. Teachers' high expectation of behaviour is explicit and they spend little time in the management of pupils. In the unsatisfactory lessons too much time is lost gaining pupils' ongoing attention and co-operation.
169. Management of the subject is unsatisfactory, mainly because the extended leave of the subject co-ordinator has led to weaknesses in the way this subject is monitored and evaluated. However, checks have been made to ensure that provision is in line with the locally agreed syllabus. There are inconsistencies between classes because of less effective teaching. These have not been recognised due to the lack of monitoring. Resources such as books and artefacts are insufficient to support pupils' learning in religious education.