

INSPECTION REPORT

SANDHURST INFANT SCHOOL

Catford

LEA area: Lewisham

Unique reference number: 100703

Headteacher: Mrs V Edwards

Reporting inspector: Mr H Galley
21313

Dates of inspection: 14th to 17th October 2002

Inspection number: 246076

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	County
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Minard Rd Catford London
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Handley
Date of previous inspection:	January 1998

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Team members			Subject responsibilities	Aspect responsibilities
21313	Mr H Galley	Registered inspector	Foundation Stage: Science History Geography	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?
19650	Ms S Thomas	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?
21171	Ms S Handford	Team inspector	English Music Physical education Religious education Educational inclusion, including race equality Special educational needs English as an additional language	How well is the school led and managed?
32378	Ms P Benny	Team inspector	Mathematics Information and communication technology Art and design Design and technology	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

Sandhurst Infant provides education for children aged three to seven in the London Borough of Lewisham. It shares a site with the junior school of the same name. There are 218 pupils on roll with an even mix of boys and girls. The school has a large nursery unit where children attend part time. The school is ethnically diverse, with 12 different ethnic groups, the largest of which are black or black-British Caribbean. There are four refugee children, from Sri Lanka, Somalia and Moldova. Pupils come from a wide variety of backgrounds and the attainment of most when they enter the nursery is slightly below average. Forty-five pupils speak English as an additional language, with 39 of these at the early stages of English acquisition. The main community languages are Tamil, Turkish, Cantonese and French. Just over 20 per cent of pupils are entitled to free school meals, which is slightly above average. The proportion of pupils in Years 1 and 2 on the school's special needs register, at around 23 per cent, is slightly above average. Two pupils have statements of special educational needs. Although pupil mobility is on the increase it is below average. A feature of staffing is its stability, and the problems of recruitment and retention, common in London schools, has not affected Sandhurst Infant.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education overall, although there are some considerable strengths alongside some important weaknesses. By the end of Year 2, standards in the 2001 National Curriculum tests and assessments were above average in mathematics and average in reading and writing. When compared to other similar schools, standards were well above average in reading, writing and mathematics. Compared to their prior attainment, pupils achieve well in reading, writing and mathematics. A key feature of the school is the happy, caring atmosphere and the positive racial harmony throughout the school community. Teaching is good, with particular strengths in English and in the nursery. Although the school has been very successful in driving up standards in English, this has been at the expense of providing a broad and balanced curriculum. The time allocated to subjects such as history and geography is well below average and, in art and design and design and technology, as a result, the school does not meet the statutory requirements of the National Curriculum. Leadership and management are satisfactory, and reflect the strengths and weaknesses of the school. When all factors are taken into account, the school provides satisfactory value for money.

What the school does well

- The quality of teaching and learning is good, with very good teaching in English.
- Children make a very good start to their education in the nursery.
- Provision for pupils who speak English as an additional language is good.
- Standards of singing are well above average, from the nursery through to Year 2.
- This is a happy, caring school, characterised by mutual respect and racial harmony.

What could be improved

- The broad and balanced nature of the curriculum; too little time is allocated to subjects such as art and design, design and technology and geography.
- Standards, which are below the expected level in science, art and design, design and technology and geography.
- Pupils' independent and investigative work.
- The presentation of pupils' work.
- * The use of information and communication technology (ICT) to support pupils' learning in subjects across the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its last inspection in January 1998. Standards in English and mathematics have risen in line with the national trend and teaching has improved, with more good and very good teaching and much less unsatisfactory teaching. Two areas that have improved significantly are the provision for pupils who speak English as an additional language, and the quality of resources. However, the key issue relating to improving the monitoring role of subject leaders has not been tackled with enough rigour with the result that provision in subjects such as art and design and design and technology has declined and, in geography, have remained below expectations. Although standards in ICT itself have improved, the use of ICT across the curriculum remains a weakness.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
reading	C	D	C	A
writing	C	D	C	A
mathematics	B	C	B	A

Key

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

The information shows that, with attainment on entry being slightly below average, pupils have achieved consistently well in reading, writing and mathematics. In 2001, standards were average in reading and writing and above average in mathematics. When compared to other similar schools, standards were well above average in reading, writing and mathematics. In science, standards were well below the national average. Although national comparisons are not yet available, the results in the 2002 tests and assessments show the school maintained the good results in reading and writing, along with a significant improvement in science. Results in mathematics, however, showed a slight decline on the previous year's results. The standards of work seen in Year 2 during the inspection were lower in all areas of learning; this is explained by a much higher proportion of pupils with special educational needs in this year group. Standards are well above average in singing. In some other subjects, the limited amount of time allocated to subjects means that pupils simply have not had enough time in which to reach the expected levels. Standards in physical education, music, religious education, history and ICT are at the expected level, but below the expected level in art and design, design and technology and geography.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school and show interest and enjoyment in their learning.
Behaviour, in and out of classrooms	Good. Most pupils are polite and friendly and follow instructions carefully.
Personal development and relationships	Relationships are very good throughout the school community and underpin the calm atmosphere. However, there are not enough opportunities for pupils to show initiative.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

Teaching in the Foundation Stage is very good in the nursery and satisfactory in the reception classes. This difference reflects wide variations in the quality of accommodation and resources, which are outstanding in the nursery but only adequate in the reception classes. Across the school, two-thirds of lessons observed were judged to be good or better, with 20 per cent being very good or excellent. Just six per cent (two lessons out of 33) were judged to be unsatisfactory. Much of the teaching is lively, upbeat and challenging, but a key weakness in teaching is an over-reliance on the use of worksheets, with the result that pupils rarely have the chance to work independently. Teaching of pupils with special educational needs and for those who speak English as an additional language is good throughout the school. Unsatisfactory lessons were characterised by weak planning and a lack of challenge so that pupils became bored and restless.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory; too little time is spent on some subjects and statutory requirements are not met in art and design and design and technology.
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 support assistants.
Provision for pupils with English as an additional language	Good. Pupils receive effective support from staff under the EMAS (Ethnic Minority Achievement Strategy) scheme.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Assemblies are very effective in supporting spiritual and moral development. Very good relationships underpin the good social development. Good use is made of the local community to support pupils' cultural development.
How well the school cares for its pupils	The school exercises a good level of care for all its pupils. It actively and effectively promotes racial harmony.

The school has developed good working relationships with parents, who much appreciate the caring atmosphere throughout the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has effectively led the drive to raise standards in English and mathematics, but has not monitored the curriculum well enough.
How well the governors fulfil their responsibilities	Satisfactory. The governors are hardworking and conscientious, but have not monitored the curriculum effectively.
The school's evaluation of its performance	Satisfactory. The school has effectively monitored standards in English and mathematics, but has not effectively evaluated the curriculum.
The strategic use of resources	Good. The school manages its finances well and best value is sought in all expenditure.

Staffing is good, with an above average number of teachers per pupil. The stability of staffing, a reflection of the happy working atmosphere, has contributed to the quality of education at the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school and are keen to learn. • Teaching is good and all staff are approachable. • The friendly and harmonious atmosphere throughout the school. • The school is well led by a dedicated headteacher. 	<ul style="list-style-type: none"> • The information provided about children's progress. • The range of out of school activities. • The balance of the curriculum, with insufficient emphasis on the arts.

Inspectors agree with most of the positive and negative views expressed by parents. This certainly is a happy school with good, approachable teachers who are well led. The information provided to parents is broadly in line with that normally seen. The range of out of school activities is limited but not significantly different from that normally seen in infant schools. However, concerns about the lack of a broad and balanced curriculum are justified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is slightly below average. However, children in the Foundation Stage achieve well in all the areas of learning and are on course to meet the early learning goals by the end of the school year. Levels of achievement are very good overall in the nursery, with excellent levels of achievement in personal, social and emotional development. In the reception classes, children achieve satisfactorily overall, with good levels of achievement in personal, social and emotional development and very good levels of achievement in creative development.
2. Results of the 2001 National Curriculum tests and teacher assessments show that standards were at the national average in reading and writing and above average in mathematics. When compared to other similar schools, standards were well above average in reading, writing and mathematics. In science, however, standards were well below the national average. Although there are not yet any national comparisons available, the 2002 results in reading and writing were very similar to the previous year's, although there was a slight decline in standards in mathematics. In science, the 2002 scores show a significant increase on the previous years. In the present Year 2 classes, there is a much higher than usual proportion of pupils with special educational needs, almost twice the normal figure, and standards in this year group are, therefore, significantly lower than in both 2001 and 2002. In reading, writing and mathematics, standards have risen consistently since the last inspection, in line with the national trend.
3. The school places a considerable emphasis on developing pupils' basic skills in English and the amount of time allocated to literacy is well above that normally seen in Years 1 and 2 classes across the country. Whilst this has had a positive impact on standards in this area of learning, it has had a detrimental effect on standards in some other subjects, such as art and design, design and technology and geography, mainly because the time devoted to teaching these subjects is well below that normally seen. In these subjects, standards are below the expected level. Standards in other subjects are at the expected level at the end of Year 2, although the standard of singing is well above average throughout the school.
4. The structures of the National Literacy and Numeracy Strategies have been successfully implemented throughout the school and make a positive contribution to the progress pupils make in English and mathematics. A weakness in terms of developing literacy and numeracy skills is the lack of opportunities provided in some subjects. This reflects partly the limited time allocated to some subjects, mentioned above, but also the over-reliance in too many lessons on pupils completing worksheets. Whilst this does help develop pupils' knowledge of facts, it rarely gives them the chance to write at length about their work. Similarly, pupils are not given enough opportunities to use ICT to support their learning in subjects across the curriculum.
5. The focus for support of pupils with special educational needs is through the improvement of language and literacy skills. Pupils make good progress against the targets in their individual education plans. The significant number of seven-year-olds with special needs (around 30 per cent) in the current Year 2 classes will have a detrimental impact on overall standards in national tests in 2003.
6. The attainment of pupils with English as an additional language and from minority ethnic backgrounds is carefully monitored. The results of the national tests for 2001 show that

these pupils do as well as the others in the year group, and the 2002 results mirror these results. The school also monitors the relative performance of boys and girls and data collected shows that there are no significant gender differences in pupils' levels of attainment.

Pupils' attitudes, values and personal development

7. Pupil's attitudes to their work are good overall. When teaching is good, pupils are positive about their work. They enjoy lessons and settle to their work with interest. In a nursery and reception music lesson children were keen to learn and sang with enthusiasm. In a Year 1 art and design lesson pupils were absorbed in painting their animal masks and worked carefully. When teaching is less than good, pupils lose interest and a few become restless and bored. Pupils' ability to work independently, a shortcoming identified in the previous report, remains weak.
8. Behaviour is generally good. In the nursery there is a calm, purposeful working atmosphere and behaviour is good. Racial incidents and bullying are rare. Parents report that when such incidents do occur they are dealt with immediately and effectively by staff. Ninety-eight per cent of the parents who returned the questionnaire feel that behaviour is good. A small minority of pupils in some classes are still learning the correct code of behaviour.
9. Relationships throughout the school are very good. The school operates as a harmonious, multi-ethnic community. Parents feel that the school has a positive atmosphere and that staff work hard to ensure that all pupils show respect for others. Boys and girls from different backgrounds work and play well together.
10. Pupils are becoming aware of their responsibilities as citizens. They help each other when they see a need. A Year 1 pupil for example, helped another to tie up shoelaces without any prompting. Through an effective personal, social and health education programme, pupils learn about caring for others. They raise money for national charities and generously bring gifts for Harvest Festival which are donated to needy families in the area.
11. All parents say their child likes school. Attendance is almost in line with the national average and although a few children still arrive late, punctuality has improved. Unauthorised absence is low. There were two fixed period exclusions last year for unacceptable behaviour.
12. Pupils with special educational needs relate well to the support provided by the special needs co-ordinator and other adults, as do those pupils supported by the EMAS teacher. Special educational needs pupils understand the strategies used to moderate their behaviour and attitudes and try hard to regulate their behaviour. Pupils of all backgrounds relate well to each other and respect each other.

HOW WELL ARE PUPILS TAUGHT?

13. Overall, teaching is good, although there are significant differences between the teaching of different subjects in Years 1 and 2. During the inspection, two-thirds of teaching was judged to be good or better, with 20 per cent being very good or excellent. Just two lessons, out of 33 were judged to be unsatisfactory.
14. Teaching is good in the Foundation Stage, which covers the nursery and reception classes. There are significant differences between the accommodation and resources available to children in the nursery and reception classes and a clear cause and effect

with regard to the quality of teaching and learning in the two units. Teaching in the superbly appointed nursery is very good, while in the barely adequate reception classes it is satisfactory. In the nursery, teaching of personal, social and emotional development is excellent, with very good teaching in communication, language and literacy and in mathematical development. Teaching in the other areas of learning is good which means that children achieve well across all areas of learning and make a very good start to their education in the nursery. Teaching in the reception classes is satisfactory. The range of activities is much more limited and lessons lack the pace and interest that is generated in the nursery. A strength of teaching in both the nursery and reception classes is the excellent teaching of singing and standards in this aspect of learning are well above average by the time children leave the reception class.

15. In Years 1 and 2, teaching in English is very good. All teachers have a very thorough understanding of the National Literacy Strategy. Lessons are well organised and the clear planning of lessons leads to a good build-up of knowledge and skills. The school has placed a considerable and effective emphasis on the development of reading and writing skills and the time allocated to these areas of learning is well above that normally seen in Years 1 and 2. Pupils respond positively to the lively presentation of lessons and the good use of role-play and drama successfully develops pupils' literacy skills. Teachers have high expectations of pupils' achievements in speaking and listening, reading and writing, although such high expectations do not extend to pupils' handwriting and the presentation of pupils' work is generally weak.
16. In Years 1 and 2, teaching in mathematics is good. Teachers have a good grasp of the National Numeracy Strategy and lessons have a lively pace. A strength of teaching in mathematics is the way in which teachers encourage pupils to explain their thinking rather than merely focusing on the correct answer.
17. In both English and mathematics lessons, pupils are managed very well and lessons proceed in a calm and purposeful manner. The very good relationships that have been established between teachers and pupils make a significant contribution to the quality of pupils' learning. In other subjects, pupils are generally managed well, but in both the unsatisfactory lessons, in art and design and geography, teachers' weak management skills led to a degree of restlessness that meant pupils were not able to learn enough.
18. The school has placed a considerable emphasis on raising standards in English and mathematics and has managed to achieve a reasonable consistency of teaching across the school in these subjects. In other subjects, there are greater variations in teaching. These reflect some unusual allocations of time for different subjects in the teaching week. For example, the time allocated to music, physical education and religious education is above the average normally allocated across the country in Years 1 and 2 classes. The commitment to these subjects is reflected in good teaching observed in all three subjects. In other subjects, such as science, history, geography, art and design and design and technology the amount of time allocated is either below or, in the case of art and design, well below, that normally seen. In these subjects, there was often not enough teaching for inspectors to observe; however, the inevitably limited range of work indicates some weaknesses in teaching in these subjects.
19. In English and mathematics, teachers assess pupils' work carefully and critically, often giving pupils useful verbal feedback. Teachers' marking is good in terms of giving pupils praise and encouragement, but rarely gives pupils a clear idea of their strengths and weaknesses, nor does it provide enough guidance on what pupils need to do to improve further.

20. A consistent weakness in subjects other than English and mathematics is the over-reliance teachers place on the use of worksheets. These do have the advantage of conveying facts and information effectively but they rarely encourage independent work, nor do they give pupils enough experience in presenting their own work neatly. This over-use of worksheets also limits the opportunities that pupils have to use writing to develop their literacy skills in subjects across the curriculum. The two unsatisfactory lessons observed, in art and design and geography, were characterised by weak pupil management and tasks that were not well matched to pupils' prior attainment.
21. Teachers work closely with the special educational needs co-ordinator, EMAS teacher and teaching assistants to promote pupils' learning. Teachers mainly ensure that work is adapted to meet the learning needs of pupils of all abilities, and includes more challenging work for those pupils of higher ability. The quality of educational inclusion is good, irrespective of race, gender, ethnicity or ability. Planning is especially good in mathematics and English.
22. Where pupils have weak literacy skills, or need help to develop their English competence, they are withdrawn from the class during the literacy session for targeted support. For example, there are regular visits from a speech and language therapist who works with a qualified teaching assistant for the development of some pupils' language skills. Work parallels the targets for the main lesson.
23. The quality of learning closely reflects the good overall quality of teaching and is enhanced by pupils' positive attitudes in all but two of the lessons observed.
24. Homework is used effectively to support pupils' learning, especially in reading.
25. The quality of teaching and learning has improved significantly since the last inspection with more good and very good teaching and much less unsatisfactory teaching. The improvements relate very much to teaching in English and mathematics and some of the weaknesses identified in the last inspection report, for example in geography, remain.

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

26. All subjects of the National Curriculum together with religious education are taught but, overall, the quality and range of learning opportunities are unsatisfactory. Whilst the amount of time given to literacy significantly exceeds that normally seen in Years 1 and 2 classes, it has created pressure on the amount of time available for other subjects. As a result, art and design and design and technology fail to meet the statutory requirements of the National Curriculum. The time given to the arts side of the curriculum is much lower than average, resulting in pupils' access to a broad and balanced curriculum being restricted.
27. The quality and range of learning opportunities in the Foundation Stage are good. Teachers' plans show good coverage of the areas of learning recommended for this group. A high priority is given to teaching the basic skills in communication, language and literacy, and numeracy, as well as to pupils' personal, social and emotional development.
28. The national strategies for literacy and numeracy are both implemented well but not with equal success. The focus on literacy successfully promotes high standards but the reduction in time for teaching numeracy resulted in a slight dip in the 2002 National Curriculum test results, following a year-on-year increase since 1997. There are some

weaknesses in the way that literacy and numeracy skills are developed in other subjects. An over-reliance on the use of worksheets leads to restricted opportunities for pupils to use writing skills to support their work in subjects such as science, history and geography. Similarly, pupils do not have enough opportunities to use ICT to support their learning in different subjects.

29. The previous inspection report was critical of the role of subject co-ordinators because they were not given enough opportunities to monitor curriculum provision in their subjects. This weakness remains. Although some subjects are well led, most notably in English, the lack of monitoring has led to some imbalances in the times allocated to different subjects. In terms of access to a broad and balanced curriculum, pupils are not given the same access as pupils in Years 1 and 2 classes across the country.
30. Parents expressed concern about the limited range of out of school activities and, although the range is admittedly restricted, it is not significantly different from that normally provided for pupils in Years 1 and 2.
31. Provision for pupils' personal, social and health education is good. Pupils are taught the importance of respecting themselves and others and they work together in an atmosphere of tolerance. Pupils' views are valued and personal development is effectively fostered in assemblies.
32. Curriculum provision for pupils with special educational needs is good in literacy and satisfactory in numeracy. The school follows the Code of Conduct on the identification and assessment of pupils. The principles of the Code of Practice are fully implemented. Children in the Foundation Stage are closely monitored so that any special educational needs are identified early in their school career. There are individual education plans for all pupils who are on the school action plan for special needs. These set clear and achievable targets for their language and literacy development to which learning strategies are linked. While there is some support for pupils who need help with their mathematical development, this is not so well planned as is the support for language and literacy development. Pupils with statements of special educational need are provided with good support in line with the requirements in their statements. There are some occasions where pupils are withdrawn from the literacy session for additional support at an inappropriate moment, for example during the introductory explanation.
33. The curriculum needs of pupils with English as an additional language and those from minority ethnic backgrounds are assessed accurately and they are provided with appropriate support. The EMAS teacher knows the needs of the pupils well and strategies for their support are very good. There are good occasions when the teacher works in partnership with the class teacher to ensure that all pupils understand the content of the lesson, for example using puppets and role-play in English lessons.
34. The school makes effective use of the local community to bring the curriculum to life and good use is made of a range of visits and visitors, particularly in history.
35. Provision for pupils' spiritual, moral, social and cultural development is good. The school makes good efforts to extend aspects of the curriculum through links with the community, for example the visit by a Nigerian grandmother wearing traditional dress, visits to museums, the wide range of music from different cultures and pupils' work labelled in community languages as well as English.
36. The Harvest Festival assembly gave a strong focus to pupils' spiritual development through prayer, quiet reflection and joyous, uplifting singing. There is a strong spiritual

element to the daily act of worship, although the potential that the arts can make to pupils' spiritual development is not fully explored.

37. Assembly themes are well chosen to be relevant to pupils' daily lives and contribute to pupils' moral development. Throughout assemblies, pupils' behaviour and attention were commendable. Parents' positive views that their children are clearly taught right from wrong are wholly justified. The school has a consistent approach to moral development that is apparent from the nursery through to Year 2.
38. Social development is high on the school's agenda, giving pupils opportunities to appreciate the importance of contributing to the school community. A calm atmosphere prevails and there are daily opportunities to socialise. Pupils are encouraged to share resources and help others. There is good emphasis on the local environment. Racial harmony is promoted well. However, pupils have limited opportunities to develop independence and responsibility for their own learning.
39. Cultural development is good. Pupils are encouraged to be aware of local and British culture. Multicultural awareness is developed well through stories in assemblies, religious education and pupils' own experiences. Visits to the Geffrye Museum, for example, effectively extends pupils' cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. This aspect of the school's provision was identified as a strength in the last inspection report and the school continues to provide effectively for the safety and wellbeing of its pupils. Staff monitor pupils' personal development satisfactorily. Procedures are mainly informal but staff know children well and are alert to any problems. Arrangements for monitoring behaviour are good. The revised behaviour policy sets out clearly the responsibilities of staff, parents and pupils. The looking, listening and sitting cards for gaining pupils' attention are used consistently by staff. The less experienced teachers are not so effective in managing the behaviour of the minority of pupils who do not get on with their work.
41. Procedures for monitoring attendance are satisfactory. Parents are aware of their responsibility to notify the school of reasons for absence and most do. Attendance registers are checked regularly and the headteacher follows up absences by telephone or letter to parents.
42. Child protection and health and safety procedures are good. All staff, including lunchtime supervisors, are aware of child protection procedures. Teachers pay appropriate attention to health and safety in the classrooms. However, some parents are not yet remembering the safety rules for physical education. They continue to allow their children to wear jewellery to school and do not provide appropriate footwear. Pupils' coats and bags are stored tidily and do not obstruct corridors or rooms. Pupils are careful when using scissors or sharp implements. The recently revised policy appropriately covers all main aspects of health and safety. The governing body has recently appointed a health and safety committee which plans to inspect the site regularly.
43. The school's procedures for assessing pupils' attainment were described as unsatisfactory in the last inspection report except in English and mathematics. The school has made progress since then and procedures for assessing pupils' attainment and progress are now satisfactory overall. This judgement reflects a mix of strengths and weaknesses in different areas of the schools work. Assessment arrangements for children in the Foundation Stage are good. The information available, such as the entry

data, and assessments, including tracking of pupil progress and pupil observations, are used in the nursery and reception classes to ensure children are set appropriate work and identify those in need of extra support. In Years 1 and 2, procedures for assessing pupils' progress are satisfactory and pupils, particularly in English and mathematics, are set work that is carefully based on their prior attainments. Assessment of pupils' work in other subjects is weak and some gaps in pupils' learning, especially in art and design and design and technology go unnoticed.

44. The results of annual tests at the end of Year 2 in reading, writing and mathematics are recorded in grid format and this is beginning to provide a detailed picture of the progress that pupils make over time. However, the school has been slow to respond to some recent trends in attainment in mathematics, such as the fact that the slight dip in the 2002 National Curriculum test results also includes a decrease in the number of pupils achieving Level 3. Information from tests has been used to group pupils by ability in English and, less so, mathematics to identify pupils who might benefit from additional support.
45. Teachers know their pupils well and support them effectively although more formal systems for recording the information remains an area to develop so that teachers are able to make more accurate predictions and set appropriate targets. Class targets and individual targets for identified pupils are set and reviewed every term, but there is no formal system of recording outcomes. Pupils are not sufficiently encouraged to evaluate their own progress.
46. Arrangements for monitoring and supporting pupils' personal development are satisfactory. All staff know the pupils well and any areas for development are identified but there are missed opportunities to set personal targets, share their expectations and involve pupils fully.
47. Considerable care is taken in assessing the needs of pupils with special educational needs. Pupils' individual education plans are well written and contain targets for language and literacy development that are realistic and achievable. They include targets to help pupils improve their attitudes and behaviour, but targets for mathematical development are not yet included. Pupils' targets are regularly reviewed with the class teacher and the pupils' parents – this is done formally at the end of each term. Pupils are consulted on their targets. The needs of children in the Foundation Stage are carefully monitored, and individual education plans contain detailed advice on their needs and strategies for their support. The needs of pupils with statements of special educational needs are carefully monitored with appropriate annual reviews and regular and useful information provided for parents.
48. Results of national tests and school tests are analysed so that the progress of pupils from minority ethnic backgrounds and those with English as an additional language can be monitored effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has developed an effective partnership with parents overall. Parents are supportive and staff feel they make parents welcome in school, although a minority of parents feel some staff are not as welcoming as they might be.
50. The quality of information provided for parents is good. Prior to entry to the nursery, parents receive a helpful admission pack. This details the school's routines and contains helpful hints on helping children at home. At parents' and other major meetings the school is usually able to provide interpreters from its own staff for parents whose first language is not English. The prospectus and governors' annual report both meet statutory requirements. They are attractive and provide helpful information about school procedures. The home reading books are generally used as a good means of communication between home and school. A few parents feel that teachers do not pay appropriate attention to what they write. Pupils' annual reports meet statutory requirements, although some entries are too descriptive and do not give a clear picture of a pupil's ability, nor are specific targets set. Informative newsletters are sent out regularly to parents.
51. Parents' involvement and contribution to their children's learning is good. Some parents provide useful help in class; for example, parents from minority ethnic backgrounds come in to speak to children about their customs and beliefs. 'World Food Day', when pupils enjoy food provided by parents from their country of origin, is an established event. The friends' association has recently been re-established and provides worthwhile social and fund-raising events.
52. All parents have signed the home/school agreement and approximately 95 per cent of parents attend parents' meetings. There is also a good attendance at school events and curriculum meetings, although no parents attended the last governors' annual meeting for parents. However, there was a very good attendance at the pre-inspection meeting with the registered inspector.
53. Partnership with parents of pupils with special educational needs is good. Parents know that they can make arrangements to meet with their child's teacher or with the special needs co-ordinator. Parents are made aware of the targets set in the individual education plans and invited to help their children to meet them. Parents are involved in the regular annual review procedure. There are appropriate procedures in place to involve parents of children with statements of educational needs.
54. The EMAS teacher knows the community from which the pupils come very well because of her long experience in the school. She has very good relationships with pupils' parents and family.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. As at the time of the last inspection, the overall leadership and management of the school is satisfactory. There is strong leadership and management by the headteacher. Her leadership has had, and continues to have, a significant impact on raising standards in English and mathematics. She leads by example and sets a tone and ethos that ensures the school is a harmonious environment in which all pupils are valued. This ensures a good learning environment to which teachers and pupils respond positively. There has been a good and appropriate emphasis on the improvement of pupils' literacy skills so as to give pupils a good basis for future learning.
56. The delegation of authority and responsibility to her senior management team and subject co-ordinators is satisfactory. The deputy headteacher has a considerable

workload and this reduces the amount of support she can give to the headteacher. She is responsible for special educational needs and has a full role in their support. She manages and oversees the work of the teaching assistants and arranges for their professional development. At times she covers classes when teachers are absent. This limits the amount of time she has for monitoring the school's performance, especially in establishing formal procedures for the tracking and assessment of pupils' progress.

57. Co-ordinators for English and mathematics effectively monitor teachers' planning and pupils' work. Their leadership has ensured that the standards in these subjects have improved. However, there are weaknesses in the extent to which subject co-ordinators are clear of the strengths and weaknesses in their subjects. For example, the teacher responsible for mathematics cannot account for the drop in standards in the 2002 tests. The previous inspection identified a weakness in allowing co-ordinators time for classroom observations. This remains a weakness. Co-ordinators are still not given time to monitor teaching and learning in their subjects. This would especially provide them with the information on how well the subjects they manage are covered.
58. The school is clear about its educational priorities for the maintenance of good standards in English and mathematics. Throughout its work the senior management team clearly reflects the school's aims and values, in particular, valuing every pupil and the inclusion of all. The leadership of the Foundation Stage is good and work in this area of the school is closely monitored in terms of the quality of teaching and learning as well as in terms of curriculum provision. However, there are significant weaknesses in ensuring pupils in Years 1 and 2 have their full entitlement to all subjects of the National Curriculum. The provision for the subjects of art and design and design and technology is not meeting statutory requirements. There is an uneven balance to the curriculum which is not closely enough monitored to ensure that the distribution of subjects other than English and mathematics is the same for all pupils.
59. The management of provision for pupils with special educational needs is good. The co-ordinator keeps good records and the progress pupils make is carefully monitored. There are regular reviews of pupils' progress, which take account of parental views and those of the pupils. There is early intervention, so that any concerns raised by children in the Foundation Stage are closely monitored. The co-ordinator works closely with class teachers and teaching assistants to ensure the needs of the pupils are appropriately met. There is good quality support provided by the EMAS teacher. She makes a very positive contribution to the development of pupils' English language and their ability to access the curriculum. There is close collaboration with class teachers, so that the needs of pupils from minority ethnic backgrounds are well identified and appropriately met.
60. The school now has a re-formed governing body separate from the junior school. This has entailed some changes in the ways of working and the recruitment of new members. As a result, members are not yet fully apprised of the school's strengths and weaknesses. For example, they are not aware of the deficiencies in the curriculum, which is not meeting statutory requirements. The Chair is providing good leadership in managing the changes, but the governors are not yet fully in a position to actively shape the direction of the school and to evaluate its effectiveness. However, there is a strong commitment on the part of members to become more actively involved so that, for example, the members of the curriculum committee can take a stronger role in monitoring.
61. Financial management is good, a judgement that represents a significant improvement since the last inspection. The school uses its resources efficiently. The budget is planned and managed well to meet the educational objectives. There are now good

arrangements for subject co-ordinators to provide action plans which are effectively linked to the school improvement plan and which give details of cost implications. The school follows closely the guidance of the local education authority so that there are sound financial controls. Although there is a relatively high carry forward figure, this has been prudently set in order to support recent capital projects to improve the school building. The governor responsible for finance is appropriately involved and is kept suitably informed. The school makes good use of all the additional funds it receives, for example, to support pupils with English as an additional language.

62. The overall number, qualifications and experience of the teachers and teaching assistants match the demands of the curriculum. There is a good balance of experienced and younger staff. Non-teaching staff contribute positively to the work of the school. The school's arrangements for performance management are fully in place and teacher appraisal is now fully in place. The headteacher and senior management team undertake regular reviews of staff effectiveness and for planning staff development. There are good opportunities for staff to undertake whole school and external training. Informal occasions are provided for staff to meet with the headteacher to discuss any concerns. There are appropriate systems in place for supporting the two newly qualified teachers and for allowing them non-contact time to observe colleagues and attend training.
63. The accommodation is satisfactory and well used. The building is well maintained, despite the current disruption of building work. The hall provides a good space for assemblies, physical education and as a lunchtime eating area. There is a very good, well-equipped nursery unit, with appropriate secure play area. Building work is currently being undertaken which will further improve the school's accommodation, especially since these changes will provide a school library. There is an adequate, well-equipped ICT suite. The grounds have been attractively landscaped, and the playground provides for safe and stimulating play opportunities.
64. Resources are of good quality and sufficient number to meet the needs of the curriculum. They are particularly good for English and mathematics and for music. They are well organised and accessible.
65. Taking into account the many strengths but also some important weaknesses, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. To further improve standards, the headteacher, staff and governors should:

- (1) Ensure the school provides a broad and balanced curriculum by:
(paragraph numbers: 3, 18, 26, 29, 43, 57, 58, 60, 115, 118, 122, 124)
 - reviewing the time allocated to each subject to ensure such times are broadly in line with such allocations in schools across the country;
 - providing subject co-ordinators with the time in order to improve the monitoring of teachers' plans and timetables to ensure that art and design and design and technology meet the statutory requirements of the National Curriculum;
 - ensuring the governing body introduces strategies to satisfy itself that the school is fully meeting its statutory requirements.
- (2) Raise standards in science, art and design and design and technology by:
(paragraph numbers: 3, 18, 43, 57, 58, 119, 120, 121, 124, 127, 130)
 - ensuring enough time is spent teaching these subjects in order to give pupils the opportunity to reach the expected standards;
 - ensuring that the subject co-ordinators effectively monitor work in their own subject and report their findings to the senior management team and the governing body.
- (3) Improve the opportunities pupils have for independent work by:
(paragraph numbers: 4, 7, 20, 28, 115)
 - reducing the reliance on the use of worksheets where pupils merely have to fill in a correct answer;
 - providing more open-ended tasks that give pupils the chance to use their initiative.
- (4) Improve the presentation of pupils' work by:
(paragraph numbers: 98, 101, 132, 137)
 - improving the monitoring of pupils' work;
 - ensuring that teachers' marking focuses on this aspect of their performance.
- (5) Improve the use of ICT to support pupils' learning across the curriculum by:
(paragraph numbers: 4, 29, 98, 132, 137, 144)
 - reviewing teachers' medium-term plans in order to ensure that ICT plays a full part in the work pupils undertake in subjects across the curriculum;
 - Developing the role of the subject co-ordinator in order that best practice across the school can be shared.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

33

Number of discussions with staff, governors, other adults and pupils

27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	15	9	2	0	0
Percentage	3	18	45	27	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	42	176
Number of full-time pupils known to be eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs

	Nursery	YR Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	8	41

English as an additional language

	No of pupils
Number of pupils with English as an additional language	45

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	39	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	29	32
	Girls	32	34	37
	Total	60	63	69
Percentage of pupils at NC level 2 or above	School	81 (75)	85 (78)	93 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	28
	Girls	31	28	30
	Total	58	56	58
Percentage of pupils at NC level 2 or above	School	78 (79)	76 (81)	78 (79)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
29	0	0
0	0	0
6	0	0
16	0	0
0	0	0
3	0	0
7	0	0
1	0	0
1	0	0
0	0	0
8	0	0
41	2	0
9	0	0
13	0	0
5	0	0
0	0	0

No ethnic group recorded

6

0

0

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

Teachers and classes

Qualified teachers and classes: YR– Y2

Total number of qualified teachers (FTE)	11.1
Number of pupils per qualified teacher	16.1
Average class size	25

Education support staff: YR– Y2

Total number of education support staff	10
Total aggregate hours worked per week	222

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21.1
Total number of education support staff	2
Total aggregate hours worked per week	70
Number of pupils per FTE adult	11.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.8
Number of teachers appointed to the school during the last two years	2.8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	2001/2002
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	£
Total income	885,031
Total expenditure	839,420
Expenditure per pupil	3,121
Balance brought forward from previous year	33,773
Balance carried forward to next year	79,384

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	49	41	9	0	1
Behaviour in the school is good.	54	41	4	0	1
My child gets the right amount of work to do at home.	32	35	17	1	14
The teaching is good.	64	30	3	0	3
I am kept well informed about how my child is getting on.	48	35	12	1	4
I would feel comfortable about approaching the school with questions or a problem.	64	29	3	3	1
The school expects my child to work hard and achieve his or her best.	52	43	1	0	3
The school works closely with parents.	54	38	4	3	1
The school is well led and managed.	64	30	3	0	3
The school is helping my child become mature and responsible.	58	32	6	0	4
The school provides an interesting range of activities outside lessons.	33	41	12	4	10

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

67. The Foundation Stage is made up of 83 part-time children in the nursery and 31 full-time children in two reception classes. In the nursery, children begin school in the term after their third birthday, moving on to the reception classes in the term after their fourth birthday. There are significant differences in the quality of education provided in the nursery and reception classes that reflect vast differences in the quality of accommodation and resources. The nursery is superbly appointed and is a model of its kind; in contrast the reception classes are barely adequate in terms of size and opportunities for learning.
68. Children are assessed shortly after they join the school and these assessments show attainment on entry to be slightly below average. The school serves a diverse population with an above average proportion of pupils with special educational needs.
69. Provision for the Foundation Stage is good overall, with very good and sometimes outstanding learning opportunities in the nursery and consistently satisfactory provision in the reception classes. Planning ensures that the experiences children have are based on the early learning goals for children in the Foundation Stage. A consistently positive feature is the very good relationships between staff and children. Teachers and nursery nurses work together very effectively indeed. The Foundation Stage is very well led by an experienced teacher who has a very clear understanding of how young children learn. She leads her team with considerable enthusiasm and determination. She is well aware of the inadequacies of the reception classes and has ambitious plans to improve the accommodation and learning opportunities for children in these classes. Strength of the provision is the manner in which all children, regardless of background, are fully included in all activities.
70. Children achieve well across the curriculum and are likely to attain the early learning goals in all the areas of learning.
71. The school has made good progress since the last inspection, particularly in terms of the quality of education provided for all children in the nursery, which was merely satisfactory in 1998.

Personal, social and emotional development

72. Teaching is excellent in the nursery and good in the reception classes. Children are provided with a calm, orderly and happy learning environment so that, by the time they leave the reception class, most are likely to reach the early learning goals. This shows very good achievement and reflects the care that all staff take in planning this aspect of learning. In the nursery, the very wide range of practical activities ensures that there are very good opportunities for children to learn through play and develop social skills such as taking turns and sharing. In the reception classes, there are fewer such opportunities due to the lack of space but teachers make every effort to give children chances to play and work together in a purposeful atmosphere.
73. A feature of both units is the warm, personal welcome that children are given by staff at the start of each session. This helps to create an atmosphere in which every child is valued.
74. When working in groups, children help each other to concentrate well, always trying hard to achieve successful results. When playing together they are considerate and

thoughtful. When playing in the 'home corner' they take turns and help each other. A wide range of opportunities are organised that give children the chance to show a sense of responsibility and they undertake routine tasks with considerable enthusiasm and maturity.

75. All children in the nursery benefit from the superb outdoor play facility, which gives children many opportunities to interact out of the classroom, although such opportunities are rare for children in the reception classes as they only have access to the school playground.

Communication, language and literacy

76. Teaching is very good in the nursery and satisfactory in the reception classes. In both units, the positive rapport between staff and children encourages children to speak and they are keen to offer contributions and answer questions. In the nursery, the staff have created a calm atmosphere in which the contribution of every child is valued. Question and answer sessions are lively and encourage children to speak with clarity and confidence. In the reception classes, the lack of space and limited range of activities results in there being fewer opportunities for children to interact and develop speaking and listening skills.
77. In both units, books are displayed in an interesting fashion that encourages children to read and share books. Letters and words are displayed at every opportunity and children make good progress in developing their knowledge of letters and sounds. Almost all children understand that print conveys meaning and they handle books with care. In all lessons observed the teachers' speech was a good role model for children and the clear and calm delivery enabled all children, including those with special educational needs and those who speak English as an additional language to take a full part in all activities.
78. A strong feature in both the nursery and reception classes is the good use made of songs and nursery rhymes to develop children's literacy skills.
79. In the reception classes there is a daily, modified literacy session during which children are introduced to the importance of initial sounds and children's skills are developed satisfactorily. A weakness in these lessons is the lack of pace. A strength is the effective use of the nursery nurse who supports children well in developing literacy skills.

Mathematical development

80. Children's understanding of mathematical concepts is weak when they start the nursery but an excellent range of games, songs and practical activities encourage children to develop their knowledge and understanding of numbers.
81. The quality of teaching is very good in the nursery and satisfactory in the reception classes. A strength of teaching is the wide range of practical games and activities, both indoors and outside, that stimulate children's thinking about patterns and sequencing. The accurate records that nursery staff keep of children's progress ensures that the work presented to children is well matched to their prior learning. For example, more able children were challenged by a playground game that required them to know the sequence of numbers between 10 and 20. In the reception class, the use of a modified numeracy session enables most children to make progress, although some time in these sessions is wasted by the teacher's need to cajole and encourage children to pay attention.

82. As in other areas of learning, songs are used to great effect to engage children's interest and introduce new vocabulary in an exciting and relevant fashion.

Knowledge and understanding of the world

83. Children start in the nursery with a below average knowledge of the world around them, but the well planned provision and good teaching in both nursery and reception classes means that the majority of children are on course to meet the early learning goals by the end of the reception year.
84. A strength of teaching in this area of learning is the good use of the different cultures featured in the community. Stories, such as 'Handa's surprise' are carefully chosen to teach children about life in different countries and other times and good use is made of visitors to enliven children's experiences. During the inspection, for example, children enjoyed meeting a grandmother of one of the children on a visit from Nigeria. A range of festivals are celebrated throughout the course of the year and, during the inspection, children enjoyed taking part in the school's Harvest Festival celebrations. Teachers and nursery nurses made good use of the 'Black History Month' celebrated by Lewisham and Greenwich Councils, which introduced children to a range of books, songs and activities celebrating the achievements of black men and women in this country and abroad.
85. Computers, both within the classroom and in the school computer suite are used to good effect and children are adept at using the cursor to control what is happening on the screen.

Physical development

86. Provision in this area of learning reflects the significant differences in accommodation and resources between the excellent nursery unit and the inadequate resources available in the reception classes. Children in the nursery have access to a spacious, well-appointed outdoor play area that is used exclusively by nursery children (although the inclement weather during the inspection restricted its use during this period). Children in the reception classes have no access to their own play area which results in some aspects of this area of learning being unavailable. For example, children do not have the chance to use a range of bikes, trikes and scooters, nor do they have access to climbing frames.
87. As a result, children make good progress in the nursery but only satisfactory progress in the reception classes. Children in the nursery learn to run, jump and hop with confidence, showing a reasonable awareness of children around them. Most control wheeled toys with skill and use the climbing apparatus with confidence. Children in the reception classes make effective use of the school hall for lessons.
88. Children have a good range of opportunities to use equipment that encourages cutting and rolling. There is a good range of small construction kits that enable children to effectively develop their fine motor control skills.
89. The good teaching in the nursery and satisfactory teaching in the reception classes mean that, despite some weaknesses in accommodation and resources, most children are on course to reach the early learning goals by the end of the school year.

Creative development

90. Teaching is very good in the nursery and reception classes. A wide range of stimulating opportunities are provided and most children are on course to meet the early learning goals by the end of the school year.
91. An outstanding feature is the quality of children's singing. This reflects the effective emphasis given to songs in several of the areas of learning, but mainly the outstanding teaching by one of the reception teachers who takes all the nursery and reception children for a 40-minute lesson once a week. This is led with considerable panache, skill and enthusiasm and children respond with singing that is well above average for this age group. They clap and use simple percussion instruments confidently to accompany their singing.
92. Children play imaginatively in the role-play area and enjoy the chance to use clay, play dough, Plasticine and paint on a regular basis. They use a variety of three-dimensional materials with skill and confidence and handle pencils and crayons well.

ENGLISH

93. In the 2001 tests for seven-year olds, pupils attained standards in reading and writing which were similar to the national average, and well above those achieved by pupils in schools of similar background. Results for the 2002 tests indicate that the school has matched the standards achieved in 2001, and maintained an improvement in the standards of reading and writing since 1998. This improvement reflects the effective strategies to raise standards, which were put in place following the previous inspection. The quality of the teaching of English has improved and was found to be consistently good or better in this inspection. Standards for pupils of average and above average ability in the current Year 2 are broadly in line with those found in the previous years. However, because of the large percentage of pupils in the year group with special educational needs in the areas of learning and literacy, (around 30 per cent), the overall results for 2003 tests are likely to be below the national average.
94. A significant factor in raising pupils' performance in English is the quality of support for those who need additional help. Arrangements for supporting the achievement of pupils with special educational needs are good throughout the school, so that the pupils make good progress in developing their skills and in achieving the targets in their individual education plans. There is well-organised support for pupils with English as an additional language, who receive very good quality support from the teacher funded through the EMAS, who also appropriately targets support to pupils of minority ethnic background who are underachieving. Teachers are careful in their planning and teaching to ensure that work is matched to the different needs of pupils in their class, which enables those pupils of higher ability to achieve well.
95. Pupils make good progress in their speaking and listening skills because teachers place a strong emphasis on this aspect of their learning. The majority of pupils understand the need to pay attention to what their teacher and their classmates are saying, and listen well in whole class and group discussions. They are confident to share their ideas, and because they are encouraged to do so, they try hard to give reasons for their answers and respond using full sentences. In the Years 1/2 class, pupils empathised with the 'Owl Babies' who had lost their mother, so that one pupil explained that 'the babies are excited when they see their mother come back, because they thought their mother would forget them.' Careful encouragement from the EMAS teacher enables a newly arrived pupil who speaks English as an additional language to say 'mummy coming'. In Year 2, they particularly enjoy the opportunity to work with their 'talk partners', for example, to discuss something they wish they had. With good encouragement to think through what they want to say, one pupil shares with the class that he wishes he had a

little sister – ‘I wouldn’t like it if she got hurt’ – *‘what would you do?’* – ‘I’d sort it out myself’.

96. There are good opportunities for pupils to participate in role-play and drama. Pupils spoke clearly and confidently to read, and explain their work in a Harvest Festival assembly performed to their parents. In lessons, the use of puppets stimulates them to take on roles in which they learn to express themselves by relating to the puppets. There are visits from theatre groups and storytellers so that pupils can become immersed in roles and take on parts in stories and plays.
97. Standards of reading throughout the school are satisfactory for pupils of average and higher ability. All pupils achieve well. They enjoy the books chosen as the focus for the literacy lessons, and have a good understanding of the texts. Pupils are reading books chosen from a variety of structured reading schemes and in the main the books are appropriate to their ability, although parents' views that some of the more able readers could undertake more challenging texts is justified. Pupils read with enthusiasm and pleasure and enjoy the stories and information books. Those of average and higher ability have a good sight vocabulary, and use the illustrations to help with their reading as well as the sounds of letters. There is good support from the majority of parents, and very good partnership between the school and home, so that parents are given very good information on ways to help their children improve their reading skills. Some pupils are already members of the local library and use it to borrow books that interest them. Pupils with English as an additional language enjoy the good opportunity they have to borrow books written in English as well as their community language.
98. Standards of writing are satisfactory and all pupils achieve well. Most pupils are able to write simple sentences, remembering to use capital letters and full stops. They use their knowledge of letter sounds to help spell unfamiliar words and mainly spell common words correctly. Pupils understand the structure of stories and Year 2 pupils begin to plan their stories. In one Year 2 class the more able pupils review their work so as to add interesting descriptive words. Evidence from work in books shows that pupils can write in different ways. They use information books to note important facts, for example to describe a frog; they write a description of Goldilocks; they record the ingredients to make a stew. Pupils of lower ability and those with special educational needs are helped to improve their writing by the good support of the teaching assistants, so that they can, for example, use given words to build sentences, or practise writing sentences following a model. One unsatisfactory element is the inconsistency in the standard of presentation of work and handwriting. This affects the appearance of work of pupils of all abilities, and is particularly detrimental to the work of the special educational needs pupils. This is true of writing found in other curriculum subjects, such as geography and history. There is insufficient evidence of information and communication technology being used, especially for wordprocessing. The school recognises this shortcoming and is in the process of developing an action plan to tackle this weakness.
99. The subject makes a good contribution to pupils’ spiritual, moral, social and cultural development. Pupils learn to empathise with the characters in the stories, and express their feelings. In one Year 2 class, the high quality of respect the teacher has for the pupils is reflected in the way they value and appreciate each other’s contributions when they read back their stories of ‘Mog and the Vet’. In most lessons, the well-emphasised rules for behaviour ensure that pupils work well together independently, and collaborate and help each other. There are good opportunities through the selection of reading books and choice of big books for the literacy sessions for pupils to learn traditional stories and rhymes from British and other cultures.
100. Pupils make good progress by the time they are seven because of the very good quality of teaching and support. The teachers have a very good understanding of the National

Literacy Strategy and the local authority guidelines to which they plan. The organisation and structure of lessons ensures a good build-up of knowledge and skills as well as ensuring that the needs of all pupils are met. There is good support from the teaching assistants for pupils with special educational needs, and from the EMAS teacher for pupils with English as an additional language and those pupils from minority ethnic backgrounds who are underachieving. This is because there is good collaboration between the class teachers and the adults who support these pupils so that there is clear direction to ensure an appropriate focus to the support. Where the EMAS teacher works in partnership with the class teacher, this is particularly effective and contributes to all pupils' learning. This was evident in a lesson in the Years 1/2 class, where the EMAS teacher used puppets to support the teacher's telling of the story, which captured the attention of all groups of pupils and enhanced their enjoyment and involvement in the story. On some occasions, where pupils were withdrawn from the literacy session for additional support, this was done at an inappropriate moment, for example during the introductory explanation.

101. Class management is mainly of high quality. Pupils know the rules of 'good listening'; 'good looking' and these are used very successfully to ensure all pupils are concentrating. Pupils are consistently urged to think through their responses, and the device of 'talk partners', which pairs a more able pupil with a less able pupil, gives pupils a very good opportunity to rehearse and clarify their ideas. However, while teachers provide good models of writing to pupils, because they are providing them with key words and sources for checking on spellings, pupils' spelling is not improving as effectively. While teachers have high expectations of what pupils can achieve, there are not such consistently high expectations of pupils' handwriting and presentation of work. Much of the work provided in the books for scrutiny was not well presented and the style of handwriting was inconsistent, with teachers' marking not addressing these weaknesses.
102. The English co-ordinator leads the subject well. She has ensured that the newly qualified teachers are confident to plan and deliver the National Literacy Strategy and has observed their teaching, but has not yet been able to observe all teaching and learning. She monitors teachers' planning and pupils' books to ensure that the initiatives for development of the subject are effectively used. She has provided good leadership to ensure that the good standards are maintained, and initiated the focus on speaking and listening that is such a good feature of teaching and learning. Good records are kept of pupils' progress with helpful check-sheets being introduced to monitor pupils' progress in the guided reading sessions, so that there is a good emphasis on pupils' understanding of texts. Guided reading is now taught outside the literacy hour, but is sometimes inappropriately timed so that pupils, for example, miss an important occasion such as assembly time. There is satisfactory monitoring of individual pupils' progress as they move through the school. Resources are good, with a good selection of reading books for pupils to borrow.

103. Provision for English has shown a significant improvement since the last inspection.

MATHEMATICS

104. Attainment by pupils in the National Curriculum tests in 2001 at the end of Year 2 was above the national average and has risen at least in line with the national trend since 1998. Both boys and girls performed above the national average for their age group. When compared to pupils on other similar schools, standards were well above average. Although there are not yet any national comparisons for the 2002 National Curriculum tests and assessments, it is worth noting that standards in mathematics declined slightly when compared to the previous year, even though the same pupils performed better than the previous year in English and science. The standards observed in the

present Year 2 show a further drop, although this year's weaker performance is explained by a significantly higher proportion of pupils with special educational needs. When compared to their attainment on entry it is clear that pupils achieve well in mathematics, even in the present Year 2 where standards are much lower than in recent years.

105. Good teaching during Years 1 and 2 enables pupils to make good progress and achieve well in relation to their prior attainments. Pupils with special educational needs and those for whom English is an additional language make good progress and also achieve well in relation to their prior attainments. In Year 1, pupils can count reliably to 20, count-on or back in ones as a group from any given small number although less reliably so as individuals. They are beginning to know what each digit in a two-digit number represents and understand and use vocabulary of comparing and ordering numbers, including actual numbers to 20. They talk about and visualise shapes and their properties and understand and use the related vocabulary three-dimensional shapes. In Year 2, most pupils can count-on or back in tens, referring to a number square whilst some higher attaining pupils extend their understanding that more than two numbers can be added and begin to add three single-digit numbers mentally (totalling up to 20).
106. There is an appropriate emphasis on recall of addition and subtraction facts in mental arithmetic. The emphasis on, numeracy, identified in the work scrutiny, shows a significant contribution to pupils understanding evidenced by examples of standard and non-standard approaches to calculations, estimating, recording and use of mathematical terms. Pupils can name and describe features of two-dimensional shapes including circle, triangle, square, rectangle and hexagon, referring to the number of sides and corners. They understand three-dimensional terms and the differences between 'lat shapes' and 'fat shapes. They make comparisons between them: 'his one has two long sides but this one has four all the same' enabling them to build on their previous knowledge and develop their thinking. Most of the pupils observed overall are successfully applying strategies and are able to explain them.
107. Pupils enjoy mathematics and attitudes are good. They enjoy participating in mental activities at the start of lessons and quickly settle to class and group activities, applying themselves well to mathematical tasks. Behaviour is good, pupils co-operate well and the pace of working is usually satisfactory. Higher attaining pupils, however, occasionally work at a slower pace when extension activities are not planned for them and, therefore, are not always making good progress.
108. Mathematics makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils learn to work together, sharing and taking turns and develop a good sense of respect for their teachers and their peers. They understand the reason for rules and follow them with care.
109. The teaching of mathematics is good. In lessons observed during the inspection, nearly all lessons were good, with the remainder being satisfactory. Teachers have good subject knowledge. Lessons are appropriately challenging and the pace of learning is satisfactory. Throughout, pupils are encouraged to explain their thinking and teachers use ends of lessons well to consolidate and assess pupils' learning. Mathematical vocabulary is being effectively developed.
110. Teachers generally use formal and informal assessments effectively. In the best practice, teachers mark books regularly and make helpful comments, contributing to pupils' learning. Planning is satisfactory with a range of appropriate activities to meet the learning needs of most pupils and well-defined learning objectives made clear to them. Teachers interact well with the pupils and there is a good balance of working intensively

with one or two groups, teaching and moving between groups when probing, challenging questions effectively develop their work.

111. Pupils use mathematics effectively in other areas of the curriculum. In ICT, pupils control a floor turtle and develop shapes with reasonable levels of skill. In history, they use two-dimensional shapes to create examples of forms of transport. In art and design, they create puppets from papier-mâché spheres.
112. Management of the subject is satisfactory. Whilst the co-ordinator analyses assessment data, including that of ethnic groups, to identify areas of weakness, it is not done soon enough to fully inform long-term planning. For example, at the time of the inspection the school had yet to undertake a thorough analysis of the 2002 National Curriculum results. As a result, there was no rationale for the drop in standards in 2002, especially since the same pupils improved their results in both English and science. However, the monitoring of individual pupils' work by the co-ordinator did identify some weaknesses in performance, such as the fact too many pupils struggled with place value and this has usefully been passed on to teachers who have focused more closely on this aspect of learning. Monitoring of teaching and learning is inconsistent, restricting the extent to which the subject is being led and managed. Resources for teaching mathematics are satisfactory and used effectively to promote learning.
113. Despite some evidence of a recent decline in standards in mathematics, the school has made satisfactory levels of improvements since the last inspection.

SCIENCE

114. In the 2001 teacher assessments for pupils at the end of Year 2, standards were well below the national average. Although no national comparisons are yet available, the proportion of pupils reaching the expected Level 2 in the 2002 assessments was significantly higher than the previous year. The standards observed during the inspection were well below the national average, although this year group does have a much higher than normal proportion of pupils with special educational needs.
115. A scrutiny of pupils' work over the past year shows a number of strengths and weaknesses. A strength of work is the fact that all aspects of the science curriculum are covered and pupils' knowledge of scientific facts is reasonable. Underpinning this is the regular use of worksheets that do help pupils develop a good range of facts. For example, most pupils can confidently name the parts of a plant or flower and sort materials into rough and smooth groups. Pupils have developed a sound awareness of their own environment and know about recycling and the importance of disposing of litter carefully. A weakness is that there is an over-reliance on the use of worksheets which results in pupils' knowledge and understanding of how to use experiments and investigations is poorly developed. There is limited evidence of pupils using diagrams and pictures to describe their work, nor is there much evidence of pupils developing their writing skills by describing their work in this subject. These weaknesses reflect, to some extent, the fact that the time allocated to science is well below average for pupils in Years 1 and 2.
116. Teaching is satisfactory. Lessons are planned carefully and teachers make good use of a helpful scheme of work that ensures all aspects of the subject are covered. Teachers make good use of a reasonable range of resources and keep careful records of each pupils' progress. In the lessons seen, teachers displayed confidence and enthusiasm for the subject and lessons were presented in a lively and interesting manner that engaged the interest of all pupils. Pupils who have special educational needs or who speak English as an additional language are fully involved in all activities and make

satisfactory progress. Weaknesses in teaching include the inadequate use of ICT to support learning in science lessons and the poor use of marking. Pupils are given praise and encouragement but are rarely given any constructive advice about what they need to do to improve further. The most crucial weakness is the over-use of worksheets that stifles pupils' imagination and leads to inadequate knowledge and understanding in some areas of the science curriculum.

117. Pupils' spiritual, social, moral and cultural development is supported well in science lessons. Pupils appreciate the awe and wonder of the natural world in lessons and learn to co-operate and share equipment in a sensible and mature manner.
118. Management of the subject is adequate. The subject leader has overseen significant improvements in resources and has introduced a much more effective system for assessing pupils' progress. A programme of professional development has improved teachers' subject knowledge since the last inspection. Nevertheless, although standards have improved since 1998, they remain stubbornly below or well below the national average, in contrast to pupils' achievements in English and mathematics. The lack of monitoring in this subject has led to some weaknesses, such as the low proportion of time allocated to the subject, going undetected. Weaknesses in monitoring the provision for science were identified in the last inspection report, when standards were at the national average. Given that these weaknesses remain, and that standards were well below the national average in 2001, it is clear that the school's provision for science has declined and that this is, therefore, a key issue for the school to address.

ART AND DESIGN

119. Standards in art and design are below national expectations by the end of Year 2, in contrast to the previous inspection report when attainment was judged to be in line with national expectations. This judgement is based on scrutiny of work, current work on display, discussion with the subject co-ordinator and observation of lessons. The limited range of learning opportunities in this subject means that the statutory requirements of the National Curriculum are not met.
120. Pupils, including those with special educational needs and those for whom English is an additional language make unsatisfactory progress in Years 1 and 2. In Year 1, they respond to ideas but use a limited range of materials and processes to communicate their ideas and meanings. The work on papier-mâché animal puppets restricts pupils' opportunity to investigate and use materials and processes to create a three-dimensional form. Opportunities to comment on similarities and differences between their own and others' work are lost and the extent to which pupils adapt and improve their own work is, for the most part, directed by the class teacher. Not all pupils use tools, such as paint brushes, confidently. In Year 2, no lessons were observed but scrutiny of work and discussion reveals that much of the work is two-dimensional and that opportunities to use materials such as clay are infrequent. Painting and drawing are adequately represented in pupils' work over the course of the school year. Pupils are being taught to look closely at objects they are drawing and are beginning to use shading and blending techniques. However, opportunities to mix paint and experiment with shades of colour are limited.
121. A policy and a scheme of work are in place and a useful portfolio of work has been compiled to illustrate the range of work. This, however, needs developing to include a full range of painting, drawing and designing which demonstrates evidence of imagination, creativity and flair across the school. Priorities in the school development plan do not identify the subject as a key area of development and there is no link governor for art and design.

122. Leadership is unsatisfactory. The co-ordinator has expertise and enthusiasm but because the role is not clearly defined the capacity to develop it is limited, restricting continuity and progression. Opportunities to disseminate the content of courses undertaken, in the main, by the co-ordinator, are limited and staff have not received any training for some time.
123. The subject makes an unsatisfactory contribution to pupils spiritual, cultural and social development. Opportunities to consider the work of artists, crafts people and designers are limited, and whilst social development is promoted when teachers in Year 1 encourage co-operative work, cultural provision is restricted to reinforcing cultural values through display and posters. Displays around the school are valued and enhance the environment, although there is a limited range of present pupils' work on display in classrooms and around the school.
124. The school is not meeting the statutory requirements for art and design. The time allocated in both year groups is very low when compared to other infant schools across the country, resulting in pupils' learning being restricted. Links between art and design and other subjects including literacy are limited. There is little evidence of formal assessment or monitoring of teaching and learning by the co-ordinator who recognises that these are both areas to develop in order to ensure continuity and progression.
125. Provision for art and design has declined significantly since the last inspection and is now a key issue for the school to address.

DESIGN AND TECHNOLOGY

126. Standards in design and technology are below national expectations by the end of Year 2. This judgement is based on discussions with staff and is in contrast to the previous inspection report when attainment was judged to be broadly in line with national expectations. No lessons were observed during this inspection.
127. A policy and a scheme of work, based on national guidance, is in place but the lack of a co-ordinator, resulting in the deputy headteacher overseeing the subject, has limited their implementation and, as a result, the school is not meeting the statutory requirements of the National Curriculum for design and technology.
128. There is little provision in the curriculum for the subject other than as a cross-curricular link and this has inevitably led to considerably less time than expected being available for the development of the required specific skills and knowledge. The lack of opportunity to generate and develop ideas through talking about designs, selecting suitable tools and materials and suggesting achievable ways forward to improve models, restricts the extent to which pupils can build on previous knowledge in order to make progress. There is no formal monitoring of the quality of teaching and learning and no formal assessment of pupils' progress in the subject resulting in remarks made to parents in end of year reports focusing merely on the content of tasks that have been undertaken.
129. Leadership of this subject is unsatisfactory. Provision for design and technology has declined significantly since the last inspection and is now a key issue for the school to address.

GEOGRAPHY

130. Geography was identified as a weakness in the previous inspection report and, although some improvements have been made, overall provision in this subject remains unsatisfactory. At the root of this weakness is the limited amount of time allocated to this subject. The time spent teaching geography is well below that of most other infant schools.
131. Standards of pupils' work at the end of Year 2 in geography are below national expectations. Levels of achievement by pupils, including those with special educational needs and those who speak English as an additional language, are unsatisfactory. The amount of work available for inspectors to scrutinise was much less than that normally seen. Pupils learn about their immediate environment and can draw maps showing places of interest in the local community. They learn about the wider world through taking part in a 'round the world food day'. Overall, though, pupils' knowledge of maps is weak and few express with confidence their knowledge and understanding of the world beyond the local community. The school's scheme of work does cover aspects of the curriculum such as studying a contrasting area, but there were no examples of pupils' work covering this part of the curriculum, nor could pupils talk with any confidence about this area of learning in geography.
132. Only one geography lesson was observed during the inspection and this was unsatisfactory. This lesson was poorly planned with the teacher not using the school's helpful scheme of work. As a result, the activity, which was identified in the scheme as suitable for pupils in Year 2, was far too difficult for a Year 1 class, especially so early in the school year and pupils soon became restless and bored. A scrutiny of pupils' work suggests that teaching over time is satisfactory, but there simply isn't enough of it to enable pupils to reach the expected standards by the end of Year 2. The limited work seen did not show enough evidence of pupils developing their literacy and numeracy skills in geography, nor was there evidence of ICT being used to support pupils' learning in this subject. The presentation of pupils' written work is a further weakness in this subject.
133. Leadership of the subject is unsatisfactory as there is presently no subject leader. Since the last inspection, provision has been improved by the introduction of a scheme of work and by improvements in the quality and range of resources. However, the lack of monitoring has led to some weaknesses in this subject not being identified and provision in geography remains a key issue for the school to address.

HISTORY

134. The school has maintained the average levels of attainment in history since the last inspection.
135. By the age of seven, pupils develop their knowledge and understanding of the lives of people in the past. The school has successfully focused on the history of the local community as well as teaching pupils about famous people from different ethnic backgrounds. With regard to the former, good use has been made of the expertise of local people and pupils especially enjoyed and appreciated the visit by an elderly resident who recalled the bombing of the school in 1943. With regard to the latter, pupils have learnt about the work of the famous black nurse, Mary Seacole as well as about the more famous Florence Nightingale. Levels of achievement by pupils, including those who have special educational needs and those who speak English as an additional language, are satisfactory.
136. Effective use has been made of first-hand experience. Pupils enjoyed the visit of a theatre workshop who recreated what life was like in a Victorian classroom. Visits to places of historical interest, such as local museums as well as the Museum of London have further enhanced pupils' learning.
137. Although no history lessons were observed during the inspection, it is clear from a scrutiny of pupils' work over time that teaching is satisfactory. Effective use is made of a helpful scheme of work that guides teachers with their planning. Pupils certainly enjoy their history lessons and talked with some enthusiasm to inspectors about work that they recalled. They particularly enjoy the trips that are arranged and the artefacts that are used to bring the subject to life. A weakness in teaching is the limited use of history to support pupils' literacy and numeracy skills. The amount of written work is less than that normally seen and is often poorly presented. Although ICT has been used to research some projects, there is not enough use of ICT overall to support work in this subject.
138. Management of the subject is satisfactory. The teacher brings considerable enthusiasm to the subject and has improved provision since the last inspection through the introduction of a thorough scheme of work as well developing a better range of resources. However, a lack of monitoring has failed to identify that the amount of work pupils produce in this subject is well below that normally seen simply because the time allocated to history is well below that expected in Years 1 and 2 classes. Despite several positive features, standards are only average and much the same as at the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. Standards in ICT are in line with national expectations by the end of Year 2. Little work was available for scrutiny so this judgement is based on discussion with the co-ordinator and observations of lessons and is in contrast to the previous inspection when attainment was judged to be below national expectations at the end of Year 2 and the subject was identified as a key issue.
140. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in Years 1 and 2.
141. In Year 1, pupils develop their work on shape. They recognise that computer programs use sounds, text and picture to convey information. They log in, select appropriate icons, follow instructions and can draw and paint shapes on screen using an

appropriate pictogram and use the mouse to manipulate the cursor around the screen. They print off their work and add it to folders. By Year 2, pupils use a computer graphics package to create shapes. They program a screen turtle, reading and following written instructions, develop images and modify and correct their work as they go. Other pupils program the Roamer, a floor robot, following written instructions, to produce a variety of mathematical shapes including a square, triangle and circle. Throughout, pupils are encouraged to use subject specific language such as angle, left turn, forward, 90 degrees, when describing outcomes. Wordprocessing, however, is limited, there being little opportunity to practice these skills. Throughout, pupils show interest in their work and sustain concentration throughout.

142. The ICT co-ordinator has guided much curricular development since the last inspection including a school policy and a scheme of work, based on national guidance. An ICT development plan, recently approved by the local education authority, has forged close links with the advisory team and has enabled all teaching and non-teaching staff to attend training funded through the National Grid for Learning New Opportunities Fund. This has been beneficial in developing teachers' expertise and confidence. The school is in the process of developing a website action plan in partnership with a neighbouring Beacon school. There is a computer suite which can accommodate a class with one machine for every two pupils plus an additional three laptops. Each class also has one computer to support pupils' work.
143. Teaching is satisfactory, although a scrutiny of pupils' work across the various curriculum subjects reveal some areas of weakness. The use of ICT to support work in other subjects varies from subject to subject, but is unsatisfactory overall. There are positive examples of pupils using computers to wordprocess, as well as using the Internet to support their work in history. Overall, though, such examples are too infrequent. However, teachers are well supported by the co-ordinator who has created a good resource base, materials for their reference as well as help and advice with planning and implementation. Assessment is recognised as an area to develop. At present, opportunities to monitor the quality of teaching and learning are limited. Whilst procedures are in place, including moderation of pupils' work and a skills progression scheme from baseline to assessments linked to objectives, there is overall little documented evidence. The subject co-ordinator is aware of the weaknesses in provision, and has made a good start in redressing these shortcomings. Although it will take time for standards to improve further, the quality of provision for ICT is on an upward curve.
144. The subject makes a satisfactory contribution to pupils' spiritual moral and social development. They show willingness to discuss their work, participate in discussions and show respect for others. They behave well, demonstrate initiative, form constructive relationships and work collaboratively when required to do so.
145. Despite some remaining weaknesses, provision for ICT has improved since the last inspection.

MUSIC

146. Standards in music are satisfactory and as expected for pupils by the age of seven. From observations of singing in assemblies and in lessons, standards of singing are well above those expected for pupils of this age. This is obviously an aspect of their learning which they enjoy very much, because they are well taught by the specialist music teacher who shares her enthusiasm with them.

147. In a Harvest Festival assembly with their parents present, pupils performed joyfully a wide selection of songs that they knew by heart. They kept to the rhythm of the songs well, to sing traditional tunes and calypso rhythms. Their singing was tuneful and well controlled, with clear diction. They followed the conductor's instructions well, so that they sang, for example, a very accomplished round. Clapping and actions accompanied some of the songs. A small group of pupils accompanied the singing, beating out the rhythms on triangles.
148. Pupils demonstrate their good singing ability in lessons and singing sessions, where teachers give them the opportunity to practise familiar songs. In a Year 2 session, the music specialist introduces different and more unusual instruments, encouraging pupils to identify their shapes – which links well with the current mathematics focus. Pupils know that the bigger the instrument, the deeper the sound, and listen very well when the instruments are played. Pupils in Year 2 learn about sound and rhythm and experiment with different percussion instruments. They handle the instruments carefully, and know their names. They follow instructions well, so that they can clap out loud and soft sounds, and begin to follow simple notation to clap out patterns. They find it difficult at first to reproduce these patterns using the different instruments, but because they are helped to analyse their mistakes, they eventually succeed in following a sequence of ten notes.
149. Teaching in the one class lesson seen was good. There was a clear review of previous learning, and the teacher carefully built on from what they had remembered. Resources were well used so that every pupil had the opportunity to play an instrument. Good and patient reinforcement of learning helped pupils to develop their skills to identify loud and soft sounds, and go on to build up a pattern of sounds. The music specialist shares her knowledge of the subject with the pupils and enthuses them, so that they remain attentive and keen to succeed.
150. The subject provides good opportunities for pupils' spiritual development through their love of singing. They are attentive in lessons, follow instructions carefully, and work together harmoniously. They learn about a wide range of musical instruments from different parts of the world, and sing songs from different cultural traditions.
151. Leadership of this subject is good. The music specialist ensures that music retains a high focus within the curriculum through her direct teaching input. There is a good scheme of work that covers all the essential elements of the music curriculum, and is broad, balanced and relevant. There are good opportunities for pupils to perform at assemblies.
152. Standards observed in music closely reflect those identified in the last inspection report and the school has done well to maintain these standards, particularly the high standards in singing.

PHYSICAL EDUCATION

153. Standards in physical education are as expected nationally for pupils by the age of seven and similar to those seen in the previous inspection. Pupils, including those with special educational needs and those who speak English as an additional language, make good progress in all aspects of their physical education.
154. Year 2 pupils move confidently around the hall, showing a clear awareness of space and other pupils. They move imaginatively and work hard in the warm-up session. They remember very well how they have been instructed to set out the apparatus, and work together well without needing the intervention of the teacher. They follow the teacher's

instructions well to move slowly and quickly across the apparatus, balancing, sliding and climbing. Many pupils try hard to improve their movements, helped by observing what their classmates have achieved. In a Year 1 lesson, pupils improve their throwing and catching skills using beanbags. They are careful to follow the teacher's advice on how to improve, by facing each other and pointing their toes. In a dance lesson, pupils in Year 1 move imaginatively to music to mimic the movements of different animals. They have a good sense of rhythm and follow the teacher's commands well. They particularly enjoy practicing their limbo dancing.

155. Teaching is mainly good and teachers have good knowledge of the subject. They ensure that they evaluate pupils' performance so that they can improve their skills. Teachers ensure that all the elements of the lesson are taught, so that pupils understand the need to warm-up and the effects of exercise on their bodies; for example they check their heartbeat and know that 'the blood is going round'. There is good attention to the cool-down period, in which pupils do breathing and stretching exercises. There are high expectations of pupils' conduct, and encouragement to pupils to think through what they are doing. The lessons successfully include pupils of all abilities and backgrounds.
156. The subject provides good opportunities for pupils' spiritual, moral, social and cultural development. Pupils enjoy their physical education lessons and try hard to improve their skills. They appreciate the efforts of their classmates, and spontaneously applaud, for example, a good demonstration of limbo dancing, or one pupil's 'strong' movements across the apparatus. They change quickly and take great care to leave their clothing in neat piles. They mainly work well together, and teachers are prompt to deal with any unacceptable behaviour. They enjoy the opportunities they are given to move to different kinds of music, for example the teacher's use of the African drum to beat out the rhythm in the dance lesson.
157. Leadership is good. The subject co-ordinator ensures that all elements of the physical education curriculum are taught. She is responsible for writing plans, and the scheme of work is based on national guidance and a commercial scheme. She provides leadership to teachers in the teaching of games and gymnastics, and teaches games to all year groups one day a week. There are no formal assessment procedures to monitor individual pupil's achievements, and the co-ordinator is not given time to monitor teaching in the subject. There are no out of school clubs for pupils, a weakness justly identified by parents.

RELIGIOUS EDUCATION

158. The curriculum for religious education has improved since the last inspection in 1998 and now meets the requirements of the locally agreed syllabus. From evidence of pupils' work over the last year and in the one lesson seen, pupils, regardless of their background, achieve the standards expected for pupils of their age.
159. In the one lesson seen in Year 2, pupils share what they have seen on their recent visit to the local church. They remember the stained-glass windows, and the picture of St. Andrew, and know that he is 'the one who looks after the church'. They handle the different Christian artefacts carefully, and know that they should look after special objects and 'not make it spoil'. They can name many of the objects such as the chalice, the patten, the crucifix and know what they are used for. Work seen in their books shows that pupils learn about different religions and what is special to them. One pupil with English as an additional language has drawn the Koran and been encouraged to include Arabic writing in his drawing. They learn about different religious practices,

such as the Hindu festival for brothers and sisters, and think about how to care for the environment – ‘bombs and picking flowers are bad for nature.’

160. Teaching in the one lesson seen was good, and from the work seen in books, there is good evidence that teachers' planning follows the guidance of the locally agreed syllabus. There was good evidence in the lesson and in the books that teachers encourage pupils to think about religious beliefs and practices. One pupil writing about her 'precious thing' writes that a toy is special 'because it's the last thing my granny gave me'. Teachers' marking shows that there is good support for pupils with special educational needs to help them achieve well, and in the lesson seen, the teaching assistant helped pupils to record information about their group artefact. Resources are used well to give the subject meaning and pupils are encouraged to share the religious knowledge they bring from home.
161. The subject provides well for pupils' spiritual, moral, social and cultural development. In the one lesson seen this was evident through the care in which the teacher set a calm and peaceful atmosphere in the class through the use of quiet music. A candle was lit, and pupils shared their feelings about how they felt – 'a little bit sad'; 'happy because of the light'; 'it smells delicious'. This helped to promote a reverential atmosphere when pupils looked at the church artefacts.
162. Leadership is good. The co-ordinator has managed the subject well to ensure that it now meets the guidance of the locally agreed syllabus. There is a good assessment document so that teachers can evaluate how well pupils have learned and the co-ordinator monitors the subject through checking these sheets and looking at pupils' books. There are no opportunities for monitoring teaching in the subject. There are a satisfactory number of books and resources which can be supplemented by loans from the professional development centre. Although there are good opportunities for visiting the local church, there are currently no links with other local religious groups.