

INSPECTION REPORT

ALBION PRIMARY SCHOOL

Rotherhithe, London

Southwark LEA

Unique reference number: 100774

Headteacher: Penny White

Reporting inspector: P D Holwill
2705

Dates of inspection:

11 – 13 November 2002

Inspection number: 246080
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Albion Primary Albion Street Rotherhithe London SE16 7JD
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Appropriate authority:	Governing Body
Name of chair of governors:	Mirelle Forman
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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2705	Pat Holwill	Registered inspector	Mathematics Art Religious education Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils' taught? How well is the school led and managed? What should the school do to improve further?
9007	Rafi Salasnik	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18116	Christopher Taylor	Team inspector	Science, Design & technology Physical education Education inclusion	
24465	Lesley Reed	Team inspector	Foundation Stage English Geography History	
19613	Sue Thomas-Pounce	Team inspector	Information and communication technology Music	How good are the curricular and other opportunities offered to pupils?
22476	Sue Vale	Team inspector	English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Albion Primary School is in the London Borough of Southwark and caters for 175 pupils aged from three to 11, including full and part-time pupils who attend the nursery. Currently the school is smaller than other primary schools. At least 65 per cent of pupils come from a wide range of ethnic minority backgrounds including Asian, Black Caribbean and African heritages and 94 pupils have English as an additional language. Of these 66 pupils are at an early stage of learning English and many come from overseas, including five refugee children. This is a very high percentage when compared with schools nationally. A significant number of pupils of all ages join or leave the school at different times. At least half of the 11-year-old pupils have not been educated continuously in the school since their reception year. The number of pupils supported through Ethnic Minority Achievement Grant funding and pupils entitled to free school meals is very high and well above the national average. The proportion of pupils with some form of special educational need, including those with statements of special educational need, is above the national average. The attainment of pupils when they arrive at the school is well below that expected of children of the same age.

HOW GOOD THE SCHOOL IS

Albion is a school in which pupils are highly valued and fully included in all aspects of school life. The headteacher and her deputy, provide excellent, strong leadership and all staff share their commitment and sense of purpose. Standards have improved significantly over recent years because of the headteacher's success in ensuring very good teaching and learning in the school. As a result all pupils make good progress particularly those pupils who are educated continuously at the school. The school provides good value for money.

What the school does well

- The quality of teaching and learning is very good throughout the school.
- The children in the nursery are given a good start to their school lives.
- The headteacher provides excellent leadership. Together with her deputy, staff and governors, there is a clear educational direction to the school.
- Pupils have very positive attitudes to school. There are very good relationships amongst pupils and adults.
- Procedures for promoting and monitoring good behaviour are very effective. Pupils' behaviour is good and they show high levels of self-discipline.
- Arrangements for pupils' personal education are very effective. As a result, the school achieves an impressive degree of racial harmony and integration.
- Pupils with special educational needs and those who have English as an additional language achieve well as a result of the very good provision made for them.
- The school makes excellent provision for activities outside lessons.

What could be improved

- Standards of attainment in information and communication technology.
- Widen the range of assessment procedures to track pupils' attainments and progress through the school.
- Ensure that all subject co-ordinators have a clear understanding of the strengths and areas for development in their subjects.
- Pupils' attendance which is below average.

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 improved well since the last inspection in June 2000. The school has continued to improve and standards are rising steadily in all subjects, although at the end of Year 6, English,

mathematics and science are still below national averages. Information and communication technology is now taught well across most subjects of the curriculum. Assessment procedures are satisfactory and results of national tests and end of year tests are carefully analysed, but teachers do not use their short term planning rigorously enough to identify the next steps of pupils' learning. Provision for pupils with special educational needs is very good and pupils make very good progress. Staff work well with pupils who have English as an additional language. This has a positive impact on the attainment of these pupils. The accommodation has been improved.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	D	A
mathematics	E*	E*	D	A
science	E	E	E	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that in the national tests at the end of Year 6 in 2002, pupils' results were below average for all schools in English and mathematics and well below average in science. However, results in English and mathematics were very high compared with similar schools, and were as good in science. In the national tests and tasks at the end of Year 2, pupils' results in reading and writing were in the lowest five per cent of all schools: they were well below average in mathematics. Year 2 pupils' reading and writing results were well below those in similar schools and in mathematics they were below. In the science teacher-assessed tasks, pupils' results were well below average. Reasons for these lower than average results are: the very low attainment of pupils when they start at school; the high proportion of pupils with special educational needs and English as an additional language; and the high number of pupils who start school mid-year, many of whom are just beginning to learn the English language.

This year's test results exceed the school's Year 6 targets for English, mathematics and science. There is significant improvement in the percentage of pupils who attain the higher levels, especially in mathematics. The school's results are rising faster than they are nationally. The inspection confirms that the very good teaching is having a strong impact on pupils' achievements. The present Year 2 and 6 pupils are likely to sustain the improvements in standards in 2003. The school has set challenging targets to improve standards in mathematics, speaking and listening and reading and is meeting them effectively.

In religious education, pupils achieve average standards at the end of Year 6. Similarly, in physical education, history, geography, design and technology and art, standards are average at the end of Year 6. Standards in music and information and communication technology are below average at the end of Year 6. More computers are needed to help pupils attain better standards in information and communication technology. Pupils with special educational needs achieve very well in their work and when pupils become proficient in English, their progress compares very favourably with that of other pupils. All pupils learn well and make good progress because work is suitably demanding.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They show keen interest and involvement in all their work.
Behaviour, in and out of classrooms	Good. Pupils are courteous, polite and respectful. They listen attentively and behave well in class and around the school. Younger and older pupils play together well.
Personal development and relationships	Relationships are very good. Pupils show respect for others' feelings and understand the impact of their actions on others.
Attendance	Unsatisfactory. Attendance is below average.

Relationships at the school are very good and have a very positive impact on pupils' learning. Pupils who arrive at the school speaking little or no English are made to feel welcome by pupils and staff.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 and learning throughout the school are very good, with many examples of good, and occasionally, excellent teaching across the school. There is no unsatisfactory teaching. This consistently very good teaching makes a substantial contribution to promoting pupils' enthusiasm for learning and their standards of achievement. Main strengths of the teaching are: effective lesson planning with work set at suitable levels for all pupils, and teachers' high expectations of their work and behaviour. Teaching in English and mathematics is at least good with some being very good. Teachers use the national strategies for literacy and numeracy successfully. They give clear explanations at the start of lessons to ensure that pupils have a clear understanding of what is to be learned. They often imaginatively ask the same question in a variety of ways to ensure that all pupils understand and then encourage their pupils to give extended answers. Teachers' assessment of pupils' progress is satisfactory. Better use of the information gained from these assessments would help to raise standards further. Teaching and learning of pupils with special educational needs is very good and it is good for those pupils with English as an additional language. A major contributing factor to the very good teaching is the support offered in class by the teaching assistants who help the pupils' learning. All these strengths make learning a pleasure for pupils. They respond by being interested in their work and determined to do well in all aspects of their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum has very good breadth and balance and is enriched by a good range of extra-curricular activities. Excellent procedures ensure that all pupils have equal access to the curriculum.
Provision for pupils with special educational needs	Very good. Pupils are supported well in lessons by their teachers and teaching assistants. As a result, they make very good progress.
Provision for pupils with English as an additional language	Good. The staff offer valuable support to help pupils have full access to the curriculum. Consequently, pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for their spiritual, moral, social and cultural development. The school builds very successfully on the traditions and diversity within its community.
How well the school cares for its pupils	Procedures for child protection and for pupils' welfare are very good. The use of assessment is having a positive effect on standards, but teachers need to record pupils' progress in all subjects more carefully.

An excellent caring, supportive environment is maintained. Parents receive a detailed yearly report on how well their child is doing at school and what they are taught.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides outstanding leadership, ably supported by her hard-working deputy. All staff understand and fulfil their roles very effectively. Their shared commitment and capacity to succeed are excellent.
How well the governors fulfil their responsibilities	The governing body is very effective. It fulfils its statutory functions well. It has a clear understanding of how it supports and challenges the school.
The school's evaluation of its performance	Very good. Information from a detailed analysis of pupils' performance is used very well to identify areas for improvement. Teaching and learning are monitored well
The strategic use of resources	The school makes very good use of staff, accommodation and resources. Governors ensure that priorities in the school development plan are fully costed and monitored effectively.

Staff have a good range of expertise and willingly take on responsibilities to support school development. The school has a stimulating and attractive learning environment. It is clean, well maintained and effectively managed. Governors apply principles of best value appropriately to all their decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school• Teaching is very good and children make good progress.• Parents are kept well informed about their child's progress.• Teachers are approachable and always available to discuss matters.	<ul style="list-style-type: none">• Some parents would like their child to have more homework on a regular basis.

The inspection team agrees with all the positive comments made by parents and their concerns about homework. The school takes parents' views seriously and intends to provide them with more information about their plans for homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, pupils make consistently good progress across the school and standards, especially by the end of Year 6, are rising steadily. Children's attainment on entry to the nursery and reception classes is well below that expected of children of their age. Many of these children begin school learning to speak English for the first time. By the time they are ready to start in Year 1, the majority of children achieve well and are likely to attain the early learning goals in their personal, social and emotional development, mathematics, knowledge and understanding of the world, and in physical and creative development. In communication, language and literacy, their attainment is still below the expectations of children of a similar age.

2. In the nursery and reception classes, strong emphasis is placed on children's personal, social and emotional development. The children are encouraged to take turns, listen to each other and staff carefully explain to them why their actions are sometimes inappropriate. Children make good progress during their time in the nursery and reception classes. They enjoy listening to stories and learn to recognise words. They start to write and enjoy sharing books with others. They learn to sort and count objects, understand the concepts of more and less and to recognise and write numbers. Children develop their understanding and knowledge of the world through observing living and growing things, finding out why things happen and how things work. Adults help children to use the outdoor play equipment and they use appropriate vocabulary to describe what the children see and do. Children develop their creativity through using a range of materials, taking part in role-play, acting out the stories they have heard and learning to sing simple songs and nursery rhymes to help them with language patterns, rhythms and counting. Children who have limited spoken English language gain confidence to join in with the actions and do their best to say the words.

3. In 2002, Year 2 pupils' results in national tests and tasks in reading and writing were well below average and were in the lowest five per cent of all schools. Results for mathematics and teacher-assessed science were also well below average. Pupils' reading and writing results were well below those in similar schools and in mathematics they were below. Fewer pupils reached the higher levels in reading and writing than in mathematics where there was an improvement on last year's figures.

4. In the 2002 national tests at the end of Year 6, pupils' results were below average in English and mathematics and well below average in science. Results in English and mathematics were well above those in similar schools and in science pupils' results were similar. The 2002 test results exceed the school's Year 6 targets for English, mathematics and science and there is significant improvement in the percentage of pupils attaining the higher levels in mathematics. The school's results at the end of Year 6 are now rising faster than the national average. The inspection confirms that improvements are being maintained and the present Year 2 and 6 pupils are likely to at least sustain their improvements in standards in 2003. Overall, pupils make consistently good progress and achieve well throughout the school.

5. In Years 1 to 6, pupils listen attentively to their teachers and to each other, but many have difficulty in expressing themselves confidently and clearly. They sometimes have difficulty following instructions, especially if this requires skills such as inference, and this affects their response to the tasks set. However, in all classes there are examples of pupils being willing and able to express their own thoughts as teachers probe their thinking. As a result, pupils make good progress. Those with English as an additional language and pupils with special educational needs benefit from working in small groups where they get more opportunity to practise speaking English. Currently at the end of Year 6, most are likely to reach the expected standard in speaking and listening.

6. At the end of Year 2, pupils' attainments in reading and writing are very low compared with the national average. This is because of the high number of pupils who come into school speaking very little English. Their reading improves rapidly as they move into Years 3 to 6, and they make good progress. They soon learn to use their knowledge of letter sounds to tackle unfamiliar words and read simple texts with reasonable understanding so that by the time they are at the end of Year 6, the majority of pupils have a reading age in line with that expected of Year 6 pupils. They confidently refer to the text to answer straightforward questions about their reading, but still find it harder to use the skills of inference and deduction.
7. Although standards in writing remain very low at the end of Year 6, and pupils' written work often does not reflect pupils' understanding, they make consistently good progress as they move through the school. By the end of Year 2 pupils are able to sequence their ideas when they write simple sentences. They make good efforts with their spelling. By the time they are in Year 6 the higher attaining pupils write fluently and employ specific techniques, such as the use of similes and alliteration. In their best work the average attainers show a satisfactory grasp of grammar and punctuation. Lower attaining pupils and those with special educational needs have a limited understanding of punctuation, and make frequent spelling errors. Pupils practise handwriting in all classes and standards of presentation of written work are satisfactory.
8. In mathematics at the end of Year 2, pupils understand and have a satisfactory knowledge of place value to 100 and can quickly recall addition and subtraction facts to twenty with the more able pupils confident in handling larger numbers. Inspection results confirm that by the end of Year 6 pupils have a good understanding of place value, with pupils able to work confidently handling calculations using very high numbers. The depth of coverage of the curriculum in Years 5 and 6 is exemplary, with pupils learning all aspects of mathematics that are designed to move them on rapidly to higher levels of achievement. As a result of the good progress made, a significant number of pupils attain the higher levels in the end of Year 6 tests.
9. By the time the present pupils reach the end of Year 2 and Year 6, standards in science are likely to be average. Pupils make good progress so that by the end of Year 2, they are able to follow suggested lines of scientific enquiry. They sort materials by their properties, explore aspects of the texture of materials and learn about the qualities of sound and sound-making devices. Year 5 pupils investigate the effects of filtration and are able to draw conclusions from their investigations and evaluate their work. They can explain how to separate solids from liquids using filters, make sensible predictions and understand how to set up a fair test. Pupils can describe and show in diagrams the life cycles of plants and animals, and explain how to alter the pitch of sounds made by a guitar by altering the strings.
10. Pupils' attainment in information and communication technology is below expectations at the end of Year 2 and Year 6. This is mainly due to a shortage of suitable computers in the school. At the end of Year 2 pupils use the mouse and keyboard with increasing confidence for a range of purposes. By the end of Year 6 pupils know about the Internet for research processes and are becoming skilled in communication and skills of multimedia work. A strong feature of the work is that pupils in all classes use information and communication technology to help them in most subjects.
11. By the end of Year 2 and Year 6, pupils' knowledge and understanding of religious education is in line with the locally agreed syllabus. This is because of the teachers' good subject knowledge and their commitment to teaching the curriculum thoroughly. At the end of Year 6 pupils reflect well on their own beliefs and how these affect their lives. They talk sensitively about the needs of others and recognise how learning about other people's experiences and beliefs helps them personally. They know the main festivals, symbolism and beliefs associated with different faith groups.
12. A relatively large number of pupils start school at different times throughout the academic year and this causes some marked variations in achievements in most of the foundation subjects at the end of Year 2 and Year 6. For example, although pupils meet national standards in music,

and exceed them in physical education, at the end of Year 2, standards in music are below expectations, and are only in line with national standards in physical education at the end of Year 6. This is because many pupils have very little experience of these subjects before coming into school during Years 3 to 6. However, In design and technology, pupils' attainment is below average at the end of Year 2 but improves rapidly in the junior classes so that it is in line with expectations at the end of Year 6. In history and geography, standards are in line with expectations at the end of Year 2 and Year 6.

13. The achievement and progress of the large number of pupils with special educational needs and those who speak English as an additional language is enhanced by the very high quality of support provided by the support staff and assistants and the careful planning which takes the needs of all pupils into account. Pupils with special educational needs achieve well in their work because teachers plan work which builds on what they already know. When pupils become proficient in English, they make similar progress to that of their classmates. The school values pupils' knowledge and skills in other languages and staff work very hard at finding out how to help pupils learn best by giving them appropriate work.

14. The school's targets for the number of pupils to reach Level 4 or above in English, mathematics and science at the end of Year 6 in 2003 are suitably challenging. Evidence from lessons and pupils' work bears this out: rising standards are being maintained. Effective implementation of the literacy and numeracy strategies, good teaching and the school's efforts to set pupils' targets are having a positive effect on standards of attainment.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

15. Pupils are very positive in the way they act and in the way they speak about the school. Their attitudes, personal development and relationships are very good. Their behaviour is good. These positive developments have a significant and positive impact on pupils' learning. Parents at the meeting and those who replied to the questionnaire felt very strongly that their children had positive attitudes to school. A few parents and children mentioned that they preferred being in school to being absent. Attendance is well below the national average and is unsatisfactory.

16. Pupils are eager to come to school. They are happy to explain why and also what they like. Unprompted, those who have been in the school for a few years, are eager to say that the school has improved during their time there. They support their opinions in an articulate way providing evidence of the new leadership, a sense of purpose in the school and the new activities provided. Pupils are good at understanding the feelings of others and how things can affect their lives. They have very good attitudes to their work. They are interested in lessons and listen to their teachers well. They are keen participants in the after-school clubs, and especially in the many visits and trips that are now offered.

17. Pupils' behave well in classes, around the school and in the playground. Pupils know what is expected of them in terms of appropriate behaviour, partly because they have been involved in creating the rules. They are aware of the various programmes, such as the Place2be and drop-in sessions, which help pupils deal with behaviour issues. Only a few incidents of poor behaviour were observed. Some of these were dealt with quickly and effectively by staff working one to one with those pupils, others were resolved directly by the pupils themselves. The number of fixed term exclusions has steadily decreased over the past years. In 2001-02 there were four. The school is working hard to further reduce this and there have been none in the current academic year. There have been no permanent exclusions.

18. Pupils are courteous, offering to hold doors open, and considerate of adults. Personal development and relationships are very good. They work well with each other and pupils are happy to help others with their work knowing that this is often reciprocated.

19. Pupils are enthusiastic and happy to take on responsibilities. For example, there is a school council. Year 3 and older classes send representatives and it is so popular that the

elections are contested. The school council has been responsible for a number of improvements including new playground makings, improving school meals and the toilets, and has published a newsletter. In classes pupils are given various shared tasks, so that all pupils have an opportunity to help. Among the ways in which older pupils help younger ones is the playground friends scheme, which was introduced some years ago. Pupils in the breakfast club clear up after themselves and on a rota basis two help move furniture afterwards.

20. Relationships among pupils are very good and they play and socialise well in the playground. No oppressive behaviour, such as bullying, sexism or racism, was observed. Boys and girls, and all ethnic groups play together at break and dinnertime. In discussion with pupils they knew that if they or others were being bullied, they would speak to an adult. Those pupils in mixed age classes benefit from being with pupils a year older or younger than themselves, as learning and socialising with a wider age group helps them develop a sense of responsibility and maturity.

21. Pupils are able to reflect on their actions and respect the views of others. For example, where older pupils' unsatisfactory behaviour is more serious, they might be asked to write down what happened together with their view on what they did wrong, what they should have done and how they will correct it now. In assemblies where religious practices of followers of another faith were explained, pupils showed appropriate understanding and respect for the values of others.

22. The level of attendance at the school is well below the national average due to the number of term time holidays, the level of mobility and the difficult home circumstances of some of the children. Unauthorised attendance rates at 3.6 per cent in 2001/02 are well above the national average. Since the last inspection the school has reduced the number of unauthorised absences by more rigorous monitoring and working with families more effectively to ensure reasons for absence are given. Punctuality has improved, since the introduction of a 'red card' system, which pupils who are late must take to the office before going to their class. When the scheme first started about twenty cards might be given in a morning, this has now fallen to about five or six.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The overall quality of teaching and learning across the school is very good. In 45 per cent of the lessons observed, teaching was good, with a further 37 per cent of teaching being very good. Teaching in six per cent of lessons was excellent and it was satisfactory in all the rest (12 per cent). The percentage of very good or better teaching is a marked improvement on that seen in the last inspection. In lessons, examples of very good teaching were observed in the Foundation Stage, numeracy, literacy, art, design and technology, physical education and music in both key stages and science in one lesson in Key Stage 1. This overall very good teaching across most curriculum areas makes a substantial contribution towards promoting pupils' enthusiasm for learning and helping them make rapid progress.

24. Teaching of basic skills in English and mathematics is good overall with some teaching being very good and no teaching being unsatisfactory. Such consistently good quality teaching in these subjects is having a very positive effect on the pupils' learning and ensures that standards in these subjects continue to rise. This is a strength of the school's provision for English and mathematics. Planning is good throughout the school and is firmly based on the National Literacy and Numeracy Strategies. However, at present, too little use is being made of the assessment information gathered from lessons, to help teachers' future planning, or enable pupils to set their own targets. This is an aspect which needs to be developed further across the school.

25. In the good and very good lessons, teachers have a good knowledge of the subjects to be taught and their management of pupils is very good, which results in them having positive attitudes to learning. Strengths of the very good teaching are the teachers' high expectations. They give clear explanations at the start of the lessons to ensure that pupils have a clear understanding of what is to be learned. At the end of the lesson, the teachers enable the pupils to discuss their work within the larger group, and ensure that pupils are clear about what they have learned.

26. Teachers' good questioning skills ensure that all pupils are included and are encouraged to give extended answers. They often imaginatively and systematically cover the same question in a variety of ways and encourage all pupils to respond. For example, in a Year 6 numeracy lesson the teacher homed in unerringly on the pupils who were experiencing difficulties and, through careful questioning, found out where they were going wrong and corrected their misconceptions. This helps all pupils to consolidate their understanding, and is especially effective in supporting pupils with special educational needs. In the otherwise satisfactory teaching, these points are not emphasised sufficiently well and this has a little effect on the progress made by these pupils. A further weakness sometimes lies in the way that the discussions at the end of lessons are too rushed and often fail to set clear targets for the next lesson.

27. Pupils with special educational needs and those pupils with English as an additional language learn very well. All staff give pupils confidence, especially when they first arrive at the school with very little understanding of English. Class teachers and assistants generally plan together and encourage pupils to have the confidence to take a full part in lessons. Teachers place a clear focus on the vocabulary for each subject and this helps to ensure pupils understand terms used in specific contexts. Teaching assistants work well with the class teachers supporting pupils who have a wide variety of learning needs. A good example of this was seen in a group reading lesson for Years 3 and 4. The teacher, despite focusing on one group of pupils, remained very aware of the progress of others in the class and the support assistant worked very well with another groups. Both gave very good guidance to pupils and had high expectations of work and behaviour. By the end of the lesson pupils were able to discuss the feelings and reasons for the characters' actions in the story. The assistants are very well informed, are competent and are used very effectively to help pupils, especially those with special educational needs and English as an additional language, to work with interest and concentration and make very good progress. All the teaching assistants are highly valued by the teachers and pupils.

28. Throughout the school, relationships between staff and pupils and the pupils themselves are very good and the mutual respect shown has a good impact on learning. The quality and use of ongoing assessments in the classrooms are satisfactory and staff offer helpful and supportive comments to pupils as they work. Pupils' books are marked in a positive and supportive manner and in many classes pupils are given useful pointers to help them improve their work in the future. These strengths in teaching make learning a pleasure for pupils and they respond by being interested and determined to do well in all aspects of their work in the school.

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

29. The school is successful in providing a very good curriculum. It contains the full range of subjects and complies with statutory requirements for all subjects of the National Curriculum and the locally agreed syllabus for religious education. Schemes of work for every subject have been introduced based on national guidelines and there is a clear programme of policy review. Consistency in planning is monitored effectively and a sound framework exists on planning curriculum development within the school. There is also very rich provision for extra-curricular activities and planned programme of visits and visitors. The school provides a very good range of exciting learning experiences for its pupils. It has a clear view of curriculum strengths and areas for development. It recognises the need to widen its range of assessment procedures and use the information gathered to help plan the next steps of learning for pupils.

30. All pupils have equal access to all aspects of learning and curriculum provision. Pupils with special educational needs are offered the same opportunities as the others. In one case, a child with multiple learning difficulties was well included in a design technology lesson where the children were building stable structures. Boys and girls have the same opportunities. Refugees and others who need help to speak English are provided with opportunities to enable them to participate fully.

31. Visits and visitors are encouraged and these prepare pupils well for life as citizens within a culturally diverse society. Pupils are encouraged to value diversity and they work well with each other. They are provided with opportunities to work with specialists such as the visiting music teacher who provides expert teaching in composition as part of the curriculum. The National Strategies for Literacy and Numeracy have been introduced effectively across the school and have contributed significantly to improvement in the Year 3 to 6 classes, where there has been a positive impact on standards.

32. The school is strengthening its provision for Personal Social Health and Citizenship Education (PSHCE) by linking development to the role of the learning mentor in order that all children can achieve their social and academic potential through planned support. Pupils' personal development is being addressed through a programme that includes PSHCE. There are plans to introduce formally a timetabled session and the school nurse works with teachers to deliver sex education. Parents have an opportunity for an advanced preview of the programme provided. There are significant strengths in the way the school is developing a curriculum which provides opportunities for pupils to use writing, numeracy and information and communication technology (ICT) skills in other subjects. Good provision has been planned to incorporate ICT across the curriculum. The school works hard to ensure all pupils are involved and the curriculum reflects the many cultures and faiths represented in the school.

33. The school makes excellent provision for activities outside lessons. Pupils in Years 5 and 6 experience a residential trip every year, which is subsidised by the school for all children and there are further subsidies for those families that cannot afford to pay the full cost. There are various clubs giving help to those most in need at breakfast and after school. Out of school clubs cover sports, music chess and science. There is also a homework club and a range of activities out of school for gifted and talented pupils. The school makes many trips to places of interest. For example, during the inspection, a group of Year 6 pupils visited the Pump House Museum to explore wild life in the grounds around the museum. The experience they gained from this was inspirational, and they were fascinated by the variety of creatures they were able to find. Other visits include the Globe Theatre, Science Museum, Tate Modern Gallery and the Royal Institute. Millwall Football Club has offered soccer coaching and Blackheath Rugby Club has run sessions on 'tag' Rugby.

34. The contribution of the community to pupils' learning is very good. There are links with the local church. There are also links with the Pump House Museum, a local theatre company, a number of local charities, the Fire Service and the Police. At the time of the inspection, parents were putting together collections of toys for distribution to disadvantaged children in other countries. These were to be collected by a local tyre company for distribution. There are also links to the Southwark Business Partnership, the Arts Council and Nike.

35. Relationships with partner institutions are very good. There is a close link with a local secondary school, and work experience students come into the school from a number of local secondary schools. At the end of Year 6, pupils sometimes move to up to 12 local schools. This makes close liaison difficult, but the Learning Mentor makes contact with all schools to ensure smooth transition. The school also supports teacher training and takes nursery nurse trainees from a local college.

36. Spiritual, moral, social and cultural education is very good and is a strength of the school. Spiritual development is very good and is fostered through high quality assemblies, which cover major world religions and promote an understanding of their beliefs. One such assembly looked at the life of the Guru Nanak, and how his ideas lead to the development of Sikhism. The school has a spiritual, caring and tolerant ethos that fosters spiritual development effectively. All pupils are valued and their ideas and beliefs are treated seriously and never dismissed. The school ensures that pupils have a high self-esteem and sense of worth by virtue of its broad and rich curriculum both in and out of lessons. The spiritual provision is well supported by the deputy headteacher.

37. Moral development is very good. There is a very clear moral code encapsulated in the school's aims, rules and behaviour policy. Equality and inclusion are central issues and included in discussion when problems are tackled. The pupils have been involved in the development of these rules through assemblies and the provision of circle time. Adults provide excellent role models and demonstrate the moral code in their teaching. The older pupils know about the moral codes of other communities and understand the importance of respecting them. There is a mature appreciation of the difference between right and wrong and sense of respect for all members of the school.

38. The quality of social development is very good, with relationships between pupils and between pupils and adults being very well developed. There are opportunities to be part of a democratic process through the school council which has had a significant impact on the school. The pupils engage with the wider community through charitable work as well as visits. Pupils experience residential visits; discuss conflict resolution when they are in trouble and learn to be members of teams in sporting environments. They frequently work well together and the school functions as a supportive, caring, creative and responsible community in which there is much harmony and respect. In particular, the staff show excellent levels of teamwork.

39. Cultural development is very good. Art is an important feature and is strongly featured in visits to theatres, galleries and museums. The school has worked hard to develop the quality of pupils' creative writing, with poems being published in a number of books. Also important is the wide range of after school activities such as music, science, dance, sport and chess and the frequent use of London's museums, all adding a rich cultural experience. The extra courses for gifted and talented pupils recognise their abilities and appropriate action is taken. Individual qualities are recognised, for example, one pupil has had trials with two local Premier League football clubs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school promotes the health, safety and well being of its pupils very successfully. Staff show their care and consideration for pupils. The school has a safe and secure environment where pupils are well supervised. Teachers and all members of staff know all the pupils by name. The school's provision for promoting and monitoring good behaviour and eliminating oppressive behaviour is very good. The procedures for monitoring and improving attendance are satisfactory.

41. Procedures for assessing pupils' attainment and progress are satisfactory. Pupils in some classes are given group and individual targets, mainly in English and mathematics. The targets are often displayed on the group's table to act as reminders to pupils. In some of the older pupils' classes, they are able to explain what these targets are and what they need to do to achieve them. However, this system is not yet well established in all subjects and assessments are not used thoroughly enough to help pupils' review their own progress or to help teachers' plan their next targets for pupil's learning. The school makes good use of baseline assessments, the SATs in each key stage and optional SATs in Years 3, 4 and 5 to analyse and monitor pupils' overall performance.

42. The school has an appropriate health and safety policy and the procedures for dealing with illnesses and accidents are suitable with incidents recorded and reported correctly. There are trained first-aiders among the staff who are aware of the medical needs of pupils. The midday supervisors provide support at lunchtime including dealing with minor accidents in the playground. Good relations were observed between them and pupils during the inspection. The school has appropriate links with a variety of health workers, including a school nurse who visits fortnightly, and local social services agencies. The school also buys into a speech therapist service to provide support for those pupils who need it.

43. The deputy headteacher is the child protection officer and the headteacher acts as deputy officer. This information is known to all staff and is included on appropriate documents including on the front of class registers so that all staff know who is the named officer. The school's policy is a

very good detailed document based on the local authority policy, which includes advice to staff on how to behave with children. Relationships with appropriate social service agencies are good and the school officer is involved in case conferences.

44. The policy and procedures for monitoring and promoting good behaviour are very good. School and playground rules are written in positive language rather than a set of “don’ts” and pupils have been involved in drawing them up. It is based on praise and positive role models. The school believes that good behaviour should be its own reward and stickers are used only for a minority of pupils whose behaviour is most challenging. This approach is very effective. Any incidents of unacceptable behaviour are dealt with promptly and appropriately using a rising set of sanctions that involves warnings, time out within classes, in other classes and in the playground. For more serious incidents pupils sent to a senior member of staff might be required to fill in a sheet where in addition to detailing what happened they are required to confront their behaviour by putting down what was wrong, what they should have done and how they will correct it. The Friday morning assembly recognises both achievement and good work by inviting out to the front those pupils who have demonstrated either good behaviour or good work. All these procedures and systems have a very positive impact on pupils’ attitudes and behaviour in the school.

45. The learning mentor, who has a key role in behaviour management, is usually in the playground before school and at other key times, as are the headteacher and deputy headteacher. This makes them approachable to pupils. With quite a number of staff out at playtimes, staff can deal on a one to one basis with those pupils displaying more challenging behaviour without leaving other children unsupervised. One to one sessions are run twice weekly for up to eight pupils at a time to see a therapist. Most pupils using this will attend for a term, some for longer, during lesson time. The ‘Place 2 be,’ scheme is now in its fourth year and any pupil who has a problem can request a meeting with one of the therapists by leaving a note in the box outside their office.

46. Since the beginning of 2002 the school has run a breakfast club where up to 20 Year 3 and above pupils can attend every morning and have a subsidised breakfast. This is aimed at those who for one reason or other may not get breakfast at home or their parents need to leave early for work. Those with attendance or punctuality problems may also be invited to join. It is part of the healthy school partnership and has been subsidised in its first year.

47. The procedure for monitoring and eliminating oppressive behaviour is very good and the number of exclusions has fallen over recent years. No oppressive behaviour was observed, whilst good relations amongst pupils from all backgrounds, was observed, as for example, when pupils discussed in the playground the countries where they came from.

48. The school has satisfactory procedures for monitoring and improving attendance. However, despite the school's efforts, these have not yet had an impact on attendance figures which have remained at 92 per cent for the past three years. Registers are filled in correctly and transferred onto computer daily. The Learning Mentor monitors attendance on a weekly basis and is involved in action to improve rates. She has been particularly successful in contacting parents of pupils whose attendance rates are under 90 per cent and encouraging their children to come to the pre-school breakfast club. This also helps pupils to come into school on time. Punctuality has been improved by the ‘red card’ system which is given to late arrivals.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents’ views of the school and the impact of parents’ involvement in the work of the school are very positive. Those parents who attended the pre-inspection meeting and filled in the questionnaires expressed overwhelming agreement with the statements about their child liking school, that teaching is good, that parents feel comfortable in approaching the school and that the school expects children to work hard and they are making good progress. Those parents who had been involved in the school for at least a few years, recognised and welcomed improvements in the school. At the meeting and in the questionnaire, parents raised issues about homework, in

particular, the amount their children are given. The school is aware of this concern and plans to address it by producing a policy which is to be shared with parents.

50. The school has made effective links with parents, and ensures that all parents are given the opportunity to become involved in the education of their child. The annual pupil record of achievement describes in some detail what the class has covered in each subject, what their child can do and what they enjoy. The quality of information parents receive is good, but too little information is given to them about the targets set for their child. Reports are not sent home but given to parents just before the meeting at the end of the summer term, so that parents can discuss them with the class teachers. The other parent evening is at the beginning of the school year when the class teacher tells parents what will be studied. Currently no curriculum information is sent out. The governors' annual report contains good information about the activities of the school.

51. Parents help out in the school on a regular basis with the school encouraging their involvement. A family literacy programme is run one full day a week for a term for parents of younger children. For the afternoon sessions their children come in to work with them. Parents use the skills they gain to help their children at home and some parents also help in classrooms. A numeracy course is planned for next term and a number of participants of the literacy programme have already said they want to take it.

52. Parents can see teachers or the headteacher very easily. Most parents feel comfortable in approaching the school. If a problem cannot be dealt with immediately the head informs the parent when she will get back with an answer. The head interviews all new parents and pupils thereby developing a personal link with them. At that meeting the parent and child sign the home-school agreement.

53. Parents who do not speak English are given assistance for the meetings and written material from teachers, (who speak a number of languages) or from other parents, family members or friends. Parents of pupils with special educational needs are involved appropriately in meetings with school staff and outside agencies.

54. Parents help organise the Friday bookshop where pupils can buy books. There is an active Friends of Albion Association which raises money for the school and also carries out practical jobs around the school such as painting. All this work contributes well to the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher provides excellent leadership. She gives very clear direction to the work of the school and has developed and maintained a strong focus on raising standards and the quality of education for pupils. The school has made good improvements since the last inspection through the commitment, hard work and vision of the headteacher and her very able and supportive deputy. Together they manage to address the day to day difficulties faced by the school very successfully, and have generated high levels of loyalty from all members of staff, and respect from parents and the local community. Every possible care is taken to ensure that all pupils receive their full entitlement to a good quality education and are treated with respect and consideration at all times. All who work in the school are fully committed to this aim and this is much appreciated by the pupils and their carers.

56. The headteacher has built a strong senior management team, and this has ensured a firm foundation for the continued growth and development of the school. All staff, teaching and non-teaching, have clear and high expectations of pupils' behaviour and standards of work. The shared commitment by everyone to focus on improvement is excellent. They follow the school guidelines consistently encouraging very positive attitudes and behaviour and helping pupils to develop self-discipline. Performance management contributes well to school development and is successful in identifying where improvements are needed to raise standards.

57. After a long period of instability and some difficulties with staffing, the school is now in a position to take effective measures to strengthen the roles and responsibilities of all subject co-ordinators. At present, some subjects have no subject leader, and, for example, the headteacher has temporarily taken responsibility for science. The proposed organisation and development of the senior management team to include subject leadership will provide greater depth to the management structure. In addition it will enable more staff to take on responsibilities and support developments in specific curriculum areas. The existing subject co-ordinators already have suitable monitoring tasks such as checking teachers' lesson planning and work sampling to help ensure that appropriate work is provided for pupils across the classes and year groups in their subject. They have already been successful in this work. Time has been allocated to enable them to fulfil their responsibilities even more effectively, so that after a period of training, they will be able to support their colleagues in the classroom and monitor the quality of teaching and learning.

58. The match of teachers and support staff to the demands of the curriculum is very good. The deployment of teaching and support staff is very effective and ensures efficient management of the school. In classes, the learning support assistants work very well in close partnership with the teachers. All staff, teaching and non-teaching, involved in working with pupils who have special educational needs or English as an additional language are clear about their roles and understand the important part they play in helping pupils in their care to learn well. No pupil's difficulties are taken as a reason not to strive for excellence.

59. The development of a coherent programme to monitor and evaluate the quality of teaching and learning in the classes has been a major priority for the headteacher and staff and the system is working very successfully. The organisation, management and support for teachers new to the school are very good. For example, the school ensures that every teacher new to the school has a colleague mentor, in order to provide relevant information. This works very well to give support and guidance to newly appointed or temporary staff who work in the school.

60. The governors apply the principles of 'best value', (i.e. compare, challenge, consult and compete) to all their decisions and then monitor carefully its impact on financial planning. They ensure the school spends its resources wisely and seek to obtain best value when improving learning resources. Educational priorities are supported very well through good financial planning. The school has been very successful in obtaining a number of additional funds to support developments in the school and these funds are used very effectively for their designated purposes. Governors are very clear about their monitoring role, the expectations and focus of visits in order to improve their contribution to shaping the direction of the school. The school gives good value for money.

61. The school makes good use of all the accommodation available. The hall is used efficiently for assemblies and indoor physical education. The nursery area outside has an imaginative range of exciting and interesting features to enrich the quality of learning for the youngest pupils. The school's building is very clean, well maintained and effectively managed. The school's learning resources are adequate, and sufficient to meet the needs of the curriculum in most subjects with the exception of information and communication technology. Resources for pupils with special educational needs and English as an additional language are used effectively and are of good quality bringing about improved standards.

62. The headteacher, staff and governors are all involved in school development planning. Priorities for development are carefully analysed; the appropriateness of them and the actions taken to meet these objectives are very good. Subject co-ordinators report to governors to keep them informed of developments and to enable them to assess the impact of spending on standards. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. There are also designated governors for literacy, numeracy and special educational needs. They visit the school regularly to observe the provision first hand to assess its effectiveness. The governors are very clear about their roles and their importance to the school. They act as 'critical friends' and their effectiveness in fulfilling their statutory and other responsibilities is very good. They have a very clear understanding of the

strengths and weaknesses of the school and ensure that they take a prominent role in promoting the aims of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to raise standards, the headteacher and staff with the support of the governors, should now:

- a. Raise standards of attainment in information and communication technology by:
 - improving the provision of computers;
 - developing clear curriculum guidance on what and how to teach information technology set in the context of other subjects and topics;
 - ensuring information and communication technology is regularly monitored and checked;(Paras: 10, 61, 129 - 133)

- b. Widen the range of assessment procedures by:
 - the use of individual pupil targets to provide a more effective way for pupils to know what is expected of them, the purpose of their tasks and to be able to evaluate their own progress more effectively;
 - ensuring that teachers' assessments inform the next steps of their short and medium term planning so that all pupils' achievements and progress are carefully tracked as they move through the school;(Paras: 24, 29, 41, 50, 68, 71, 85, 90, 98, 110, 118, 123, 128, 132, 138, 146)

- c. Develop the roles and responsibilities of the subject co-ordinators by:
 - ensuring that there is a subject leader for all areas of the curriculum;
 - developing the role of the subject co-ordinators so that have a good understanding of the strengths and areas for development in their subject and how to improve quality and standards.(Paras: 57, 65, 71, 90, 98, 105, 110, 118, 123, 128, 132, 138)

- d. Improve pupils' attendance by working with parents.
(Paras: 15, 22, 46, 48)

English as an additional language

64. The provision for pupils with English as an additional language is good. The school has improved its provision since the last inspection. Just under 50 per cent of pupils come from homes where English is spoken as an additional language. There is a significant number of pupils who are in the early stages of learning English, and this number has increased over the last few years. Many pupils enter the school throughout the year, and may have traumatised experiences and disrupted education, or not have been to school at all. Consequently many of the learners of English as an additional language start from a very low base. Currently there is no formal assessment. When they first arrive at school they are initially assessed by the headteacher to see how much, if any, English they have. This initial assessment is then used to provide the support which individual pupils need.

65. The management and co-ordination of provision for pupils with English as an additional language is currently well organised by the headteacher and well supported by the deputy head teacher. As it has not been possible to fill the post, they work together effectively towards raising the achievement of these pupils. The school carefully considers the needs of pupils from different ethnic groups and for pupils who arrive in the middle of the school year. The Ethnic Minority Achievement Grant is used to fund a learning support assistant to work specifically with pupils who have English as an additional language. There are good arrangements for targeting support for pupils, based on their identified needs. The class teachers and the learning support assistant work well together to plan work, so that pupils take a full part of lessons and develop their confidence.

66. The standards of work produced by the early stage learners are well below national expectations, as they have not yet acquired enough English to work at a level expected for their age. However, they make good progress in language acquisition. The pupils achieve well in literacy, particularly in speaking and listening, (a focused target at the school) through targeted support given by the specialist staff. This progress continues and by the end of Year 6, the majority have acquired the necessary language skills to participate in all lessons. This is good achievement.

67. Teaching consists mainly of in-class support, but there are occasions when separate small group work is set up, particularly for those who are new to school and have little or no English. The quality of teaching is good. In the lessons observed, the learning support assistant and class teachers showed a secure knowledge of how to develop the English language skills of bilingual learners, for example, in a Year 1 / 2 science lesson, the very good way in which the teacher explained and introduced new vocabulary about the sounds of different instruments to the pupils. She ensured that all pupils understood and learnt the new skills and concepts taught them. There is a clear focus on developing pupils' speaking and listening skills. For example, the activities set out in the Foundation Stage classes support and develop pupils' spoken language very well. This was also seen in a Year 3 / 4 numeracy lesson, where the specific teaching of relevant vocabulary meant that pupils with English as an additional language had full access to the curriculum. By the end of the lesson they understood the meaning of 'most popular' and 'least popular'.

68. The school has not yet introduced the nationally recommended scale for assessment, but there are plans for the school to be involved in the local authority's trialling of a new assessment procedure for the assessment of pupils with English as an additional language. Good efforts are made to promote the pupils' cultural tradition and home languages to raise their self-esteem and confidence. The school's links with parents are good. They receive feedback and support from staff from the same language backgrounds if needed. Parents are consulted on their children's targets and receive information on their progress.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	18	22	6	0	0	0
Percentage	6	37	45	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	150
Number of full-time pupils known to be eligible for free school meals	6	86

FTE means full-time equivalent.

Special educational needs	Nursery	YR Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	1	51

English as an additional language	No of pupils
Number of pupils with English as an additional language	87

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	38

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.6

Unauthorised absence	%
School data	3.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	9
	Girls	9	10	13
	Total	16	17	22
Percentage of pupils at NC level 2 or above	School	53 (40)	57 (55)	73 (70)
	National	84 (84)	86(86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	3	9
	Girls	8	9	13
	Total	12	12	22
Percentage of pupils at NC level 2 or above	School	40 (40)	53 (65)	83 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	4	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[9]	[10]	[11]
	Girls	[4]	[1]	[4]
	Total	13	[11]	[15]
Percentage of pupils at NC level 4 or above	School	76 (56)	65 (44)	88 (81)
	National	75 (75)	71 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	11
	Girls	4	1	4
	Total	9	9	15
Percentage of pupils at NC level 4 or above	School	(53)	([53])	([88])
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	48	1	0
White – Irish	3	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	15	3	0
Black or Black British – African	46	0	0
Black or Black British – any other Black background	0	0	0
Chinese	8	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	19
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	278

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.7
Number of teachers appointed to the school during the last two years	5.7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
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	2000/2001
	£
Total income	831,116
Total expenditure	864,390
Expenditure per pupil	4,611
Balance brought forward from previous year	56,348
Balance carried forward to next year	23,074

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	187
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	23	0	0	1
My child is making good progress in school.	66	39	3	0	1
Behaviour in the school is good.	58	35	3	0	4
My child gets the right amount of work to do at home.	38	35	14	8	4
The teaching is good.	59	27	0	0	4
I am kept well informed about how my child is getting on.	63	23	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	25	6	0	1
The school expects my child to work hard and achieve his or her best.	63	32	0	0	4
The school works closely with parents.	51	42	4	0	3
The school is well led and managed.	56	39	0	0	4
The school is helping my child become mature and responsible.	62	44	0	3	1
The school provides an interesting range of activities outside lessons.	48	32	7	0	13

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.

69. When children start in the nursery their knowledge, skills and understanding are generally at a level well below that expected for children of their age. By the end of the reception year, children's attainment in personal, social and emotional development and in physical development is above the expected level, whilst in knowledge and understanding of the world, mathematics and creative development most children are in line with expectations and achieve the Early Learning Goals. In communication, language and literacy, the children make good progress but do not meet the expected levels. A significant number of children entering school have speech and language needs, and a lack of fluency in English. There is a well-established induction programme which includes all parents having an appointment with the headteacher. This underlines the school's ethos of promoting strong relationships between home and school.

70. The quality of teaching of the children in the nursery and reception classes is never less than satisfactory, and it is generally good and very good. Teachers are well prepared, having made careful plans, and sessions are well organised. Teachers know what they want the children to learn and teach them accordingly. They give clear explanations, use effective questioning and set up practical investigations. Activities allow children to use their initiative and to take responsibility.

71. Teachers, nursery nurses and assistants work well together and organise their respective roles and responsibilities effectively. They plan the curriculum carefully to cover the recommended areas of learning, and prepare children well for the National Curriculum Programmes of Study. They use detailed checklists to monitor what children know, understand and can do. These assessments could be used more in deciding subsequent activities, and in ensuring curriculum continuity and progression from nursery to reception. All staff establish effective relationships with the children and know them well. The range of resources is good and used well. The co-ordinator for the Foundation Stage has held the post since September 2002. The team is well led and areas for development, such as curriculum planning and progression and working with parents, have already been established.

72. Children make good progress in both the nursery and the reception classes because good teaching and stimulating activities develop them in all areas of learning. Staff work hard to plan appropriate activities which ensure the children use all their senses to learn. For example, the children enjoy tasting the fruits from Handa's basket, following their reading of the story 'Handa's Surprise.' There are well-established routines, which enable the children to settle quickly. Staff are very aware of the needs of young children and make appropriate changes to lessons to meet their levels of concentration. Children with special educational needs make very good progress, and children with English as an additional language are well supported in their acquisition of language.

Personal, social and emotional development.

73. Children make very good progress during their time in the nursery and reception classes. Staff have high expectations and are skilful at working with young children, recognising their individual personalities and managing them very well. Children are happy and secure, and they respond well to all activities with interest and enjoyment. Through well planned activities and effective support, the children learn to listen to each other, share and play well together, and choose from the range of activities provided. They develop independence and are encouraged to initiate their own ideas and to select activities and resources. They learn to persevere and concentrate in their learning. Their attitude to learning is good and they respond well to tasks. They take responsibility in both the nursery and reception classes for tidying up and move without fuss from one activity to another. They learn to appreciate how others feel, and in their celebration of important festivals, from a range of cultural backgrounds, develop a knowledge of their own and

others beliefs. Within the nursery older children are given special responsibilities, for example, preparing the tables for lunch, and they eagerly 'write' up their name as a helper for the day.

74. Children know the classroom routines well and are aware of the school's expectations with regard to behaviour. Relationships between adults and children are very good. Children co-operate well with each other and relate confidently to adults. They know they are expected to take turns, and are developing appropriate negotiation skills. Staff plan very good opportunities for children to think about their own experiences and encourage them to ask questions. For example, during the visit of a mother and baby, children were given responsibility for helping to feed the baby and encouraged to ask questions. They join in happily with rhymes and songs and share stories. By being aware of individual needs and supporting children effectively, staff build very good relationships in a calm and purposeful setting. By the time the children leave the reception class their attainment is above the level expected for children of their age.

Communication, language and literacy.

75. When children enter the school, a significant number have significant speech and language needs as well as a lack of fluency in English. In both the nursery and reception classes children make good progress across all the aspects including reading, writing and speaking and listening. This is because staff plan a wide range of activities to develop children's experiences and vocabulary. They are skilful at asking questions to develop children's thinking. Children find it difficult to answer questions, and many only use a word or a short phrase. Staff provide opportunities for conversation in one to one situations, for example in making foods with dough. There is discussion about the foods, their colour and their value as part of a healthy diet. The staff know that children need such opportunities to think and speak using longer sentences. Children with special educational needs and English as an additional language receive good support from all members of staff. Their learning needs are identified early and tackled quickly, enabling them to make very good progress.

76. Staff give high priority to developing children's spoken language. They clearly identify new vocabulary and encourage children to answer in longer sentences. Staff provide good role models when they are matching pictures with the children. They ask questions such as, 'Is my blue fish behind the apple?' This provides the children with good descriptive language. The children's speech is developing, but often still lacks clarity. In the reception class, the children find out about the different fruit from the story 'Handa's Surprise.' The children use language to describe their likes and dislikes of the particular fruits. They are encouraged to use all their senses to learn about these new experiences.

77. The children enjoy listening to stories, and look at the storyteller. In nursery children share books together, turning the pages carefully and behaving as 'readers.' By the time children are in the reception class they have good book handling skills. They know the difference between text and pictures, and are able to re-call and re-tell well known stories. They are developing a knowledge of phonics, and some children use this effectively to spell out their name orally. These children are also beginning to develop a basic sight vocabulary. Staff work hard to develop the children's comprehension skills, but these are limited by the children's poor overall language skills. Children are encouraged to take books home to share.

78. In the nursery children begin to link sounds to letters and use them in their early writing, using individual letters to convey the intended meaning. They have opportunities to use a variety of writing tools, which they employ to make shopping lists. These early writing skills are developed further in the reception class, and some children use their phonic knowledge to write 'simple sentences,' which they confidently re-read to the teacher. Staff plan valuable activities to encourage children to write and to develop the link between reading and writing. However, despite this good progress the majority of children do not meet the expected level in communication, language and literacy by the time they leave the reception class.

Mathematical development.

79. Children make good progress in mathematics, and by the time they leave the reception class, the majority of children have reached the expected levels of attainment in most mathematical areas. Most, including those with special educational needs, are beginning to develop a sound understanding of number. In counting and recognising numbers, children in both classes achieve well. Staff provide many opportunities to practise counting objects accurately. The children's use of mathematical language is good. Children count reliably to 10 and some older children recognise written numbers on the number frieze. Some children recognise the relationship between a figure and the number of objects on a card. They recognise and can continue a pattern of beads on a string. They can recount that a regular pattern of blue, green, yellow, contains those colours in order. They are able to say which string has the most beads. Children join in with familiar number rhymes such as 'Five Currant Buns,' and sort the cars on the garage according to size. When making 'chips' out of dough children talk about making 'four chips,' and having made one, confidently say, 'there are another three to make.' They sort animals by size, and in using an ICT program demonstrate their knowledge of 'thick and thin,' and 'big and little.'

Knowledge and Understanding of the World.

80. Children in the nursery and reception classes have appropriate opportunities to develop their knowledge and understanding of the world. Teachers plan interesting activities that allow children to explore and widen their experiences. They provide good support to help children explain their understanding and responses. Children use wet and dry sand and water, and learn about their different qualities. In the reception class, in the making of a fruit salad, they develop a discussion about the various ingredients, and some understanding of where they are grown. They recognise basic differences between the fruits and express preferences with regard to taste and flavour. In the nursery they develop through role-play, for example in the Rainbow Café, a knowledge of the day-to-day running of a café. Children talk about their families, recognise themselves in photographs, and talk about what they were doing at the time. They join together pieces of a simple jigsaw puzzle and build with construction kits. They extend their understanding of living things through visitors to the school and through visits in the immediate environment. The children think about themselves and learn about the features of faces in the painting of self-portraits. They celebrate important cultural events and develop an understanding of each other's beliefs and customs. In the nursery and reception classes they have opportunities to use ICT, and are able to create simple pictures with the computer, controlling the mouse effectively to access the program. At the end of the reception year children achieve the expected level in this area of the curriculum.

Physical development

81. Children make good progress in their physical development and by the end of the reception year, their attainment is above that expected for their age. They enjoy using the computer and know how the mouse is used to control images on the screen. They use space, inside and outside, sensibly and confidently. They are developing appropriate manipulative skills, using a range of materials and tools including scissors, playdoh tools and paintbrushes. They also use a range of construction toys and threading activities.

82. In the nursery children use the outdoor area appropriately. They walk, run and skip, being aware of their own space and that of others. They use climbing frames and wheeled toys with increasing skill. Children in the reception class develop their skills further and in a physical education session in the hall demonstrate very well how to move confidently, safely and with imagination. They particularly enjoy the 'Traffic Light' game, taking great care in the following of instructions. They work co-operatively and collaboratively in the 'Obstacle Course', waiting their turn and taking great care not to bump into others. It is obvious that they enjoy physical activity and describe themselves as 'puffed out' at the end of the session.

Creative development

83. Children in both classes make good progress in their creative development through art, stories, music and play. At the end of reception, their attainment is that which could be expected for their age. In the nursery children draw, paint and make pictures. They show an increasing ability to observe, and respond well to the various experiences afforded them. They learn about colour when painting their fruits made from dough, and ensure that their bananas are painted yellow, and that their carrots are orange. Older children can name the primary colours and some secondary colours. They are receptive to new ideas and are developing competence in using tools, cutters, rollers and paintbrushes. They sing nursery rhymes and number songs, singing with enthusiasm and beginning to remember the words. They enjoy playing in the role-play areas and make up stories to support their play.

ENGLISH

84. In 2002, the results of national assessments at the end of Year 2 show pupil performance in reading and writing as very low compared with the national average. The percentage of pupils attaining the higher levels is well below the national average. Compared with schools in similar contexts the attainment of higher attaining pupils in reading is in line with expectation and in writing, attainment is above that expected. At the end of Year 6, the percentage of pupils reaching Level 4 is in line with the national averages, and compared with similar schools, their performance is well above that expected. However, the performance of higher attaining pupils is well below that of similar schools.

85. Since the last inspection standards have improved well for the following reasons: the quality of teaching has improved and is never less than good, and the school has placed great emphasis on the development of reading and writing. Pupils are set targets. In addition, classroom assistants are well deployed and are very effective in helping pupils overcome difficulties, giving pupils confidence and determination to work harder.

86. Pupils listen attentively to their teachers and to each other, but many pupils whose first language is not English, have difficulty in expressing themselves confidently and clearly. They sometimes have difficulty following instructions, especially if this requires, for example, skills such as inference, and this affects their response to tasks which are set. Pupils use simple sentences in discussing and describing the characters in their story and when asked in the older junior classes to explain terms such as 'skimming', they are very hesitant and need a lot of prompting. Pupils generally have difficulty in formulating answers to questions in English, although at both key stages there are examples of pupils being willing and able to express their own thoughts within a group as teachers probe their thinking and develop their ideas. In the lesson about the 'Three Little Pigs' pupils talked confidently about how the various characters might feel, and in reading 'Someone's Watching, Someone's Waiting,' pupils were gradually able to develop their own statement related to the story.

87. At the end of Year 2 pupils' attainment in reading is very low compared with the national average. Amongst higher attaining pupils, attainment is in line with similar schools. In the junior classes, pupils make good progress, and by the time they are at the end of Year 6 the majority of pupils have a reading age in line with that expected of Year 6 pupils. Observations in classrooms indicate that standards in reading are improving with the setting of group targets and the development of the family literacy programme. Emphasis is placed on the development of phonic knowledge, and pupils use knowledge of initial sounds, alongside contextual and picture cues, to help them in the reading task. Higher attaining pupils have good literal understanding and are beginning to develop inferential understanding. Older pupils read a wide range of fiction and non-fiction books. They complete reading logs with author and title, and employ alphabetical knowledge to locate words in dictionaries. Many are independent readers, who at their level read well. However, accuracy and fluency are not always satisfactory and common words are not always pronounced correctly, especially with pupils who have special educational needs or those for whom English is an additional language. Comprehension, both descriptive and inferential, is

sound and in some cases good. Pupils know how to use the library effectively through the simplified classification system, but have little opportunity to do so to support their work. Older pupils justify their choice of favourite author and review books critically, taking account of aspects such as character and plot.

88. Standards in writing are well below average, and although pupils make good progress, their written work often does not reflect their understanding of the curriculum. At the end of Year 2 most pupils can sequence their ideas when they write. They produce short passages and use some basic punctuation in their writing, although their vocabulary choices are often quite limited. Emphasis is placed on the writing of sentences, and pupils have opportunities to write in a variety of genres, for example, instructions, stories and poems. Writing shows a clear structure, and ideas are developed into a sequence of sentences, with punctuation and handwriting developing appropriately. Monosyllabic words are usually spelt correctly or are phonetically plausible. A few higher-attaining seven-year-olds write lively short stories, employ a variety of punctuation, begin to vary their sentence structures and use imaginative vocabulary. In the junior classes, pupils plan and re-draft their work effectively, including stories, instructions, poetry and letters. By the time they are in Year 6 pupils use adjectives and adverbs appropriately and describe their purpose in a given passage. Pupils write in a range of styles, paying good attention to punctuation and employing specific techniques, such as the use of similes and alliteration. The higher attaining pupils write fluently, and in their best work the average attainers show a satisfactory grasp of grammar and punctuation. Lower attaining pupils and those with special educational needs have a limited understanding of punctuation, and make frequent spelling errors.

89. Throughout the school, the quality of teaching is good, and in some cases very good and excellent. Teachers have a good knowledge of English and of the National Literacy Strategy. They teach with enthusiasm and confidence and, as a result, pupils enjoy what they are learning. This leads to pupils being motivated, working hard and concentrating for sustained periods of time. Lessons are thoroughly prepared, expectations are high and challenging activities are used to captivate pupils' interests. As a result, pupils show great interest in their lessons, behave very well and respond enthusiastically. The very good relationships between pupils and teachers encourage pupils to participate. Teachers have high expectations of both behaviour and learning and set targets for pupils to help them make progress. Teaching has a good balance of class, group and individual work. Most pupils are able to work both independently and collaboratively and this leads to good relationships with each other. A strength of the teaching is that teachers and support staff collaborate very effectively to ensure that pupils with special educational needs and with English as an additional language are fully included in all English activities. Contribution to progress in English is made through other subjects, for example in a history lesson pupils write a newspaper account of the Battle of Salamis.

90. Leadership and management are good and there are established and clear priorities for the subject's future development. The co-ordinator recognises the need to develop speaking and listening and to feed this into medium term planning. Planning and samples of work are monitored appropriately, which improves the teaching of English and literacy throughout the school. Assessment is well-established and test results are analysed carefully to identify areas for development. This results in teachers reflecting on their teaching and constantly striving to improve the quality of pupils' learning and the standards they achieve. Target setting for groups and individual pupils has been introduced and is developing well. It supports pupils' understanding of what they need to do to improve and make progress in their work. Resources for English are good, but pupils do not make sufficient use of the school's library in their work.

MATHEMATICS

91. The 2002 national test results for pupils at the end of Year 2 show an improvement on the 2001 results, although they are still well below average in tests. When compared with results of pupils in similar schools they have improved slightly but are still below average. Inspection results show that the present small number of pupils in Year 2 are attaining standards expected for their

age in numeracy and all other areas of mathematics. This judgement is based on the standards of work seen in the present Year 2 pupils' work.

92. The successful implementation of the National Numeracy Strategy and the predominantly good teaching seen in Years 1 and 2 are having a positive impact on the standards reached by pupils and are a marked improvement since the last inspection.

93. At the end of Year 6, although pupils attain standards below those found nationally, they attain standards well above those found in similar schools. Test results show a steady improvement with standards rising at a higher rate than is found nationally. In the tests taken in 2002, 18 per cent of pupils were successful in reaching Level 5 which is a strong indication that more able pupils are being stretched. Again, the overall good teaching in Years 3 to 6 is helping pupils learn most effectively. Pupils throughout the school with special educational needs and those with English as an additional language are making the same good progress as their classmates. This is due to the good support they receive in class from their teachers and learning support assistants and the careful planning which takes the needs of all pupils into account. There are no significant differences in the performance of boys and girls.

94. The school sets challenging targets. The 2002 target was for 54 per cent of Year 6 pupils to reach Level 4. In fact 65 per cent did so. The target for 2003 is 65 per cent. Given the current rate of progress in Year 6 it is likely that this will be exceeded, particularly as the average pupils in the year group are currently making good progress from very low levels of prior attainment.

95. This year's number of Year 2 pupils is very small (11 pupils). Pupils in Years 1 and 2 make good progress. By the end of Year 2 most of them understand the language of number, have a satisfactory knowledge of place value to 100 and can quickly recall addition and subtraction facts to 20. Pupils know the names and some of the properties, such as the number of sides and corners of two-dimensional shapes. They solve shopping problems to a pound with more able pupils confidently working to five pounds or more. Pupils tell the time in hours and half hours and know about halves and quarters. By the end of Year 6 pupils have continued to make good progress and have a good understanding of place value to a thousand with many pupils confidently handling calculations using these numbers. Pupils accurately add, subtract, multiply and divide two and three digit numbers with the majority able to work to at least one decimal place. They are beginning to understand the relationship between fractions, decimals and percentages. Pupils accurately read and plot points using co-ordinates with the higher attaining pupils confidently using four quadrants. Year 5 pupils used calculators confidently to help them check answers to shopping problems and were clear about the effectiveness of different methods needed to find solutions to the problems set. Pupils use information and communication technology confidently to help them in their work. For instance, pupils in Year 3 / 4 class used computers to interpret data in a frequency chart in order to word process their own questions about the data. One of the strengths of the use of ICT is that in all numeracy lessons observed, pupils worked on programs directly related to the learning objectives of the lesson.

96. The quality of teaching is very good overall and never less than satisfactory. This is a significant improvement since the last report. Planning is good throughout the school and is based on the National Numeracy Strategy. Teachers plan together whenever possible to ensure similar depth of coverage and to share ideas and expertise. The separate teaching groups for pupils in Year 1 and 2 has also had a positive effect on standards for pupils of all abilities with older pupils being able to concentrate on work needed by the end of Year 2 for the national tests and tasks. Additional groupings for Year 6 pupils are to be introduced later in the term to help some of the lower ability pupils to reach the nationally expected level by the end of the Year 6. All lessons start with a brisk mental session that captures the pupils' attention and immediately makes them receptive to learning. Individual whiteboards and number cards or fans are often used most effectively by teachers during this session to accurately assess pupils' understanding and thereby tailor the work to the correct level. This was clearly seen in a Year 1 lesson where the teacher called out a number and said, for example, 'two more than' or 'one less than' and the pupils held up their fan if their number fitted the criteria. The teacher was able to see immediately which pupils

understood the value of the number they had been given and move them on swiftly to the next stage in their learning.

97. Work for pupils is closely matched to their prior attainment. A very good example of this was seen in a Year 3/4 lesson about representing data on a pictogram when the teacher identified that some pupils had difficulty in understanding the notion of “less and fewer than”. The teacher had carefully graded the work so that all pupils were being challenged by the task but none were given work that was too easy or beyond their capabilities. The pupils in this class made very good progress in the lesson and worked confidently and quickly. Teachers explain work well to pupils and always share the lesson objectives with them at the start. This enables the pupils to focus on the learning objectives and know when they have been successful in meeting them. Good relationships are a strong feature with pupils being attentive to their teacher and able to work well together. Pupils with special educational needs and those with English as an additional language are very well supported in lessons by their teachers and support staff. All work and plan well together to ensure that the maximum benefit is gained from the support provided whether it is for a specific pupil or group of pupils. Occasionally, the discussion at the end of the lessons is hurried and pupils are not always provided with enough opportunities to explain work and thinking to others.

98. The leadership and management of the subject are very good and have a positive impact on raising standards. Teachings, planning and completed work are thoroughly monitored to identify areas for improvement and to celebrate success. Assessment procedures are firmly established and are being developed to help future planning and to set some targets for groups and individual pupils. Test results are carefully analysed to highlight any differences in attainment by various pupils and to put in place strategies to successfully correct these. They are also analysed to identify any aspects of mathematics that are weak and to address these in the planning. For example, problem solving was found to be an area in need of improvement and the school has plans to introduce a whole-school strategy to successfully address this. This is intended to stimulate the interest of the pupils in a novel and imaginative way.

SCIENCE

99. In the 2002 national tests at the end of Year 6, pupils’ attainment was well below the national average but was average when compared with similar schools. Many pupils start school without speaking English fluently. The proportion of pupils with special educational needs is high. The spread of attainment is wide. This means that although pupils made good progress throughout the school, standards of attainment at the end of Year 2 were also below average.

100. There is no direct evidence of standards of attainment at the time of the last inspection. The inspection evidence based on work and lessons observed in the autumn term shows that the standards are broadly in line with expectations and pupils make good progress throughout the school. The progress of those pupils with special educational needs and those with English as an additional language is good. The rate of improvement over time is above the national trend by the end of Year 6. Evidence from a scrutiny of written work and from oral work in lessons, shows that pupils in the school often have higher levels of understanding than their low literacy skills allow them to show in standard tests. They also experience difficulty in interpreting questions.

101. Pupils in Years 1 and 2 can sort materials by their properties. Year 2 pupils were beginning to use the correct terminology to identify and describe the different textures of materials. In these lessons pupils were very attentive and keen to share their findings with others. They were observed exploring qualities of sound and sound-making devices, sorting them into different groups. Pupils in Years 3 and 4 learn about healthy eating. They experimented with the flow of liquids through plants, and were fascinated when a plant stood in food dye coloured the petals of a flower. Pupils in Year 5 know about evaporation of water. They can predict the best conditions in which water can evaporate. They understand how to make a test fair and carry out an experiment with some success. They have made electrical circuits. In Year 5, they investigate the effects of filtration and went on an inspirational visit to a local environmental studies centre to investigate the

wild life there. By the end of Year 6, the higher attainers have a clear understanding of the process of fair testing and understand that a prediction is more than just a guess.

102. Pupils learn very well in the majority of lessons and make good progress across the school. They enjoy their science lessons a great deal. This starts in the Nursery, where a group of pupils were introduced to the feeding needs of a baby. The baby being fed fascinated them, and several children had the chance to help holding a bottle or feeding with a spoon. Where one group were exploring wildlife, they were fascinated, acting simultaneously with great excitement and care for the creatures they were looking at.

103. The quality of teaching and learning is good overall, with some very good or excellent. In the very best lessons teachers share their enthusiasm for the subject with the pupils and act as effective facilitators of the pupils' investigations. They use their knowledge and the appropriate scientific vocabulary: words such as 'solution', 'filter' and 'evaporate', which pupils also use correctly when answering questions. A wide range of interesting activities is provided, matched to levels of need. Teachers often challenge pupils to think for themselves. They share their high expectations of behaviour, the quality of work is appropriate and pupils are productive.

104. Teachers' planning is very good. The work for pupils with special educational needs is set carefully, and they are supported well by learning support assistants. In the majority of lessons, teachers use time well and link science to other subjects such as English, mathematics and information and design technology. The pace of lessons is brisk and this maintains pupils' interest and increases their work rate. Behaviour throughout most lessons is generally very good. Most pupils are motivated and remain focused on the activity for considerable lengths of time.

105. The quality of the leadership and management is good and is being temporarily co-ordinated by the head teacher. There is an appropriate subject policy and scheme of work, providing a good range of learning opportunities. However, some of the activities observed lacked sufficient practical content to fit with the specific needs of the pupils. The school has monitored the quality of teaching and learning and this contributes well to the good provision in the subject.

ART AND DESIGN

106. Pupils' achievements are in line with national expectations at the end of Year 2 and Year 6. There is no direct evidence of standards of attainment at the time of the last inspection. The school has adapted national guidelines to suit its broad curriculum and makes links with as many subjects as possible, including design and technology and science in planning and in lessons. Much of the art develops from topics that help to make it more meaningful by the development of a particular theme. For example, in the Year 1 / 2 class, pupils learnt to observe the shape of their own faces by looking in a mirror and then carefully recorded what they saw. In a Year 3 / 4 class pupils built on their earlier work which also included a preliminary sketch, to paint their own and their friends' faces. They concentrated on accurate face shapes and skin tones from a limited colour palette. In a Year 5 class, skills of observation and colour mixing are developed further by pupils using pastels to show the delicate colour tones present in seashells. As a result pupils throughout the school make good progress in art. This forms a clear progression and development of skills and techniques for pupils as they move through the school and ensures that they develop an understanding of shape, form and colour.

107. In addition, high quality work is displayed around the school to support work in religious education and geography, as in the Maori patterns. For example, one child said he liked coming into the library just to look at the art work on display. Art work is closely linked with information and communication technology through the use of suitable programs and the Internet to carry out research on the work of famous artists. The work of artists from many different cultures is displayed and discussed to help pupils understand and extend their knowledge and appreciation of world-wide art.

108. Pupils' attitudes to the subject are very good. One girl in the Year 5 class talked animatedly of how her teacher had given her confidence to develop her own artistic skills which she herself had considered to be poor. After the lesson when Year 5 pupils produced pastel pictures of shells, they talked enthusiastically about what they had achieved and were proud of their finished work. Sketchbooks are used well for pupils' initial drawings.

109. Teaching is usually good or very good. In a very good Year 5 lesson, the teacher had very good subject knowledge and was able to develop skills with confidence. The lesson was tightly structured, the questions stimulated much thought, and pupils were really challenged to produce sensitive and good results using art media such as oil pastels. Where teaching is satisfactory activities are not as demanding and the techniques not taught as well enough to ensure that progress is as good as it could be. The time allocated to the lesson is well used so that pupils are able to achieve a pleasing result without being too rushed. Teachers provide good opportunities for evaluating results and for consolidating the teaching points made at the beginning of the lesson. Staff display work to the best advantage in the classrooms so that pupils are able to admire and discuss the techniques and skills they use.

110. Co-ordination of the subject is very good. Assessment of pupils' work is carried out by class teachers and then summarised for the end of year reports to parents. The pupils' sketch books also act as record of individual pupil's achievements but are not yet annotated and dated which is necessary if they are to help provide evidence of a child's progress over time.

111. Visiting artists and sculptors, contribute to art and the cultural life of the school. The school had an artist in residence last spring, working with pupils in Years 3 and 4 to create a stunning mosaic relief at the children's entrance to the school. A professional photographer worked with Year 5 and 6 pupils as part of the "Global Neighbourhood project last term to produce some colourful and original designs for hats and masks. All classes visit many London art exhibitions and galleries as part of their studies in art.

DESIGN AND TECHNOLOGY

112. Standards of attainment at the end of Year 2 are below average for pupils of this age. Standards for Year 6 are broadly in line with national expectations for pupils' age. There is no direct evidence of standards at the previous inspection.

113. Only two lessons were seen during the inspection. The analysis of work and lessons shows that pupils in Year 2 have opportunities to design, make and evaluate things they have made in their work. However, they lack technical skills to make things. In one lesson, where they were making stable structures from construction kits, pupils had only a few ideas on how to fit pieces together at the corner of a structure.

114. By Year 6 the majority have satisfactory knowledge, understanding and skills and make good progress. This includes those pupils who have special educational needs or English as an additional language. They design, make and evaluate artefacts, with some high quality constructions being on display, including masks and hats. In one lesson, they were evaluating ready made photograph frames before making their own designs. They are able to design a range of products and also have the opportunity to cook a range of foods. They also have the chance to learn about healthy meals.

115. During their time in the school, pupils have the opportunity to work in a range of contexts, for example, in Years 3 and 4, pupils have constructed money boxes, making boxes from sheets of card and decorating them. In Years 5 and 6 they have created effective electronic quiz boards which light up when the right answer to a question is touched.

116. Pupils in all year groups enjoy design and technology. They work on projects from investigating ready made products, to planning; making and evaluating. This helps them to understand, to build confidence and to transfer knowledge from one situation to another.

117. In the two lessons observed, the quality of teaching was good and very good. Teachers have a good knowledge of the subject and plan very thoroughly. Tasks are presented in an interesting way, with methods that make learning fun. Work on display, in photographs and in books indicates satisfactory coverage of design and technology. However, during the inspection there was no evidence of constructions made using wood or other resistant materials. Teachers make very good use of display to support and celebrate learning and achievement.

118. At the time of the inspection, a co-ordinator had been appointed for the subject but had not started to undertake her role because of the demands of other subjects. A suitable subject policy and scheme of work are in place and the planning of activities is clear. An assessment system is in place but it is not sufficiently embedded to help develop the subject further or to help set targets for individual pupils. The range of materials and tools was inadequate in some areas, and facilities were not sufficiently well organised to permit easy access for pupils to use.

GEOGRAPHY

119. It was not possible to observe any geography teaching during the time of the inspection in Years 1 and 2 and only one lesson was observed in Years 3 to 6. The curriculum is based on the national guidance and follows the National Curriculum geography programme of study. Standards in geography are in line with the levels expected for pupils at the end of Year 2 and Year 6.

120. Pupils in Years 1 and 2 make good progress. They are introduced to a range of geographical skills including maps and a globe. They understand that a globe is used to represent the world and they use it to follow the travels of Barnaby Bear. They can re-count some of the names of the countries Barnaby Bear has visited, and through this work, discussion of photographs and pictures begin to develop skills of enquiry, communication and observation.

121. Pupils continue to make steady progress in Years 3 to 6. They use some geographical terms such as scale and landscape, and by the time they are in Year 6, use a wide range of geographical skills and evidence. They are able to suggest suitable geographical questions for study from their own knowledge and understanding. Pupils work collaboratively and make good use of secondary sources.

122. In the lesson observed in the junior class, the quality of teaching was good. The teacher questioned pupils well about what they have previously learned and what they are doing in lessons. Scrutiny of pupils' work and discussions with pupils revealed that teachers make good use of the Internet and of a digital camera to support learning. Very good use is made of educational visits, and the school's link with a school in Wales where pupils were evacuated in World War Two, is used to support work on contrasting environments. Teachers encourage pupils who join the school from other countries to compare that country with where they are now. The school also develops Global Neighbourhood Projects providing, for example, opportunities to link the school with a partner school in America.

123. The subject is well managed. Although geography is not a current focus in the school improvement plan, the co-ordinator has developed an action plan for the subject with a member of the senior management team. Planning and samples of pupils' work are regularly monitored. However, the information gathered from teachers' assessments is not always used well enough to help plan future lessons. The co-ordinator is keen to raise the status of the subject, and to develop further cross-curricular links. Resources are adequate.

HISTORY.

124. It was not possible to observe any history teaching during the time of the inspection in the Year 1 and 2 classes. Judgements are based on discussion and scrutiny of pupils' work. The curriculum follows the national curriculum guidance which is in line with the National Curriculum history programme of study. Standards generally match the levels expected for pupils at the end of Year 2 and Year 6.

125. From a low start, pupils in Years 1 and 2 make good progress. They are introduced to the subject in a topic-based approach, for example, finding out about toys of the past. They possess factual knowledge and in discussion show a developing understanding of chronology. They can talk about the differences between past and present. Pupils use pictures and books to find out about the past.

126. Pupils continue to make steady progress in the junior classes. They extend the range and depth of their historical knowledge and understanding. They know that a variety of historical sources can be used to discover aspects of the past. Pupils in Years 3 and 4 make comparisons between modern day Britain and Ancient Egypt, whilst in Year 5 pupils discuss, using secondary sources, the main characters and events of the Battle of Salamis. Most pupils have a sound knowledge of these times and can compare and contrast lives lived in the past with those today. Older pupils know about significant characters in history, and can discuss why they acted as they did and how their actions changed the lives of people. Displays around the school are effectively used to remind pupils of the contribution made by famous people from minority ethnic groups, for example Harriet Tubman and Mary Seacole. The school has established links with the school in Wales to which pupils and staff were evacuated during World War Two. Work is also done locally with evidence of research projects around Albion Street and Southwark Park.

127. The teaching of history is satisfactory in Key Stage 2. Teachers develop the pupils' literacy and historical skills effectively for example, in the writing of a newspaper report of the Battle of Salamis in Year 5. Pupils with special educational needs are well supported by careful planning of activities suited to their needs. Planning includes learning objectives identified for the whole group, with provision of specific activities to support the learning of lower attaining pupils.

128. There is currently no co-ordinator for the subject. The monitoring of teaching and learning is not effective and this limits the subject's further development and pupils' standards of achievement. Assessment opportunities are not yet built systematically into short term planning and there is no system for monitoring the skill development or progress of pupils in history. There is very little evidence to show that teachers record progress systematically against set targets.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

129. Progress since the last inspection has been good with a significant improvement in facilities and provision available to all pupils. However, the school has suffered resourcing setbacks which have prevented it from offering pupils regular information and technology provision. Standards are rising but are not yet in line with the increase in what is expected nationally. As a result standards at the end of Year 2 and Year 6 are below average. Teaching staff are benefiting from the nationally funded training and all teachers are now involved in the direct teaching of information and communication technology. There is an enthusiasm and commitment to improve standards in the subject from all staff.

130. Pupils in Year 3 are developing good mouse skills when making pictures but their word processing skills and other areas are underdeveloped. Pupils in Year 6 are beginning to explore features of software. For example, they use the Internet to download information to support their work in subjects such as history and geography. Progress is satisfactory and all pupils are highly motivated, they apply knowledge and skills appropriately helping and advising each other. They are eager to use the equipment and pupils in Year 6 can talk about uses of the Internet and how ICT can affect their lives. Some Year 6 pupils attended an external course to develop a website as part of a gifted and talented programme. Pupils treat equipment with care and their behaviour and attitudes to ICT are good. Pupils are confident users of ICT, and some are ready for more advanced use. They are becoming skilled in communication and skills in multimedia work. However, the school is at an early stage of development in the use of control and modelling.

131. Although timetabled ICT lessons are provided for all pupils to develop skills and have regular access to ICT, there is only one computer in most classrooms which does not provide enough opportunity and practice to allow pupils to develop skills fully. The school has tried to

create a virtual computer suite by using laptops but unreliability in connections and equipment failure has restricted planned development. At present pupils have too few opportunities to develop their knowledge, skills and understanding. The school has worked hard to identify learning opportunities through use of ICT in most subjects and the use of ICT in other subjects is developing well, for example, use of the Internet to support work in geography and word processing in science, literacy and in art.

132. The quality of teaching is good overall, with teachers using a good range of methods to teach ICT and a commitment to planning and using ICT across subject areas. Their grasp of software and confidence to deliver ICT has increased since the last inspection, so that they have a sound level of subject knowledge and sufficient confidence for what is currently taught. There is a positive attitude from all staff, lessons are well planned and pupils are given clear instructions in order to achieve lesson objectives. Teacher assessment is planned for the end of units and some pupils' self-assessments are undertaken. The school has purchased resources to complement the scheme of work and has made good use of LEA support to develop all aspects of the subject. The co-ordinator has a good understanding of 'levelling' and plans to work with staff to help them make fuller use of assessment to improve teaching and learning opportunities for all pupils. The school is aware of the need to develop a systematic system for assessing and recording pupils' work.

133. There are carefully costed plans to invest substantially in new hardware and leadership and management of the subject is a high priority for the school. The school improvement plan identifies a detailed focus on improving ICT demonstrating a sound understanding of strengths and areas for development. The school has an Internet policy, outlining acceptable use, including the commitment that use of the Internet by children will only be allowed under teacher supervision. The school subscribes to a filtered service designed for school that block any material that is undesirable for children.

MUSIC

134. Few lessons took place during the inspection, but discussions were held with the music specialist and the school documentation and resources were evaluated. Many pupils are admitted to the school at different times in the school year and have very limited experience of music. As a result, standards of achievement at the end of Year 2 are only just in line with national expectations, whilst at the end of Year 6 they are below those of similar age pupils nationally. However, work is enjoyable and pupils sing well in assemblies and in lessons. They are beginning to explore aspects of composing expected within the national curriculum in their lessons. As a result, pupils of all abilities make satisfactory progress as they move through the school.

135. Pupils in Year 1 and 2 demonstrate control of pitch, dynamics and rhythms: they sustain the tune well and keep the pulse in both rhythmic patterns and action songs. All pupils have positive attitudes to music. They add accompaniments to simple songs using a variety of simple percussion instruments. By the time they reach Year 6 singing is good both in lessons and in assemblies and they are developing good compositional skills. Pupils are developing a good understanding of musical terms, they both listen carefully and demonstrate great pleasure when composing their own music. They are very aware of the need to respond to each other and are keen to clap, play or sing. Pupils sing in tune and songs and hymns support the active promotion of self-esteem and agreed school values planned through the PSHE programme.

136. The quality of teaching is good with effective planning and well-paced lessons. Teachers' ensure that activities are varied and challenging and they are given opportunities to use their musical knowledge and understanding of rhythm and pitch in whole-school productions. The school benefits from the work of a qualified musician who teaches throughout the school ensuring continuity and progression. The school is making appropriate use of the nationally published scheme. Teachers provide opportunities for singing both in assembly and in other areas of the curriculum. For example, a counting song was used very effectively in a Year 1 numeracy lesson. Pupils listen to a wide range of music in assemblies where pupils listen to extracts as they enter

the hall. Resources have improved, and in lessons observed good use was made of a range of quality percussion instruments.

137. The music curriculum is enriched by a number of extra-curricular activities including a successful after school music club for pupils in Years 5 and 6. Pupils had the opportunity to work with professional musicians on a successful project the Global Neighbourhood Partnership funded by the Arts Council.

138. There is currently no co-ordinator for the subject. There are some procedures for assessment in place, but there was insufficient evidence of use of formal assessment to make a judgement on effectiveness. The subject is making a strong contribution to the promotion of self-esteem and school values. It also makes a strong contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

139. Timetable limitations meant that it was not possible to gather enough evidence to report fully on standards of all aspects of this subject. Evidence gathered on gymnastics indicate that standards for pupils in Year 2 are above average, and standards are broadly in line with national expectations for pupils at the end of Year 6. This variation in standards is due mainly to the number of overseas pupils who join the school during Years 3 to 6 and have little experience of the subject. However, a number of pupils from Year 3 onwards benefit greatly from a range of learning opportunities outside lessons. These provide good opportunities to develop their skills through group coaching and in competition with other schools.

140. The quality of teaching is very good in the majority of lessons. Teachers manage their classes very well and relationships are very good. Behaviour is excellent during indoor sessions. Generally, pupils respond quickly to instructions and the pace of lessons is good. In one case, where a child fell and was distressed, the rest of the class sat quietly and waited for the teacher to take appropriate actions. Pupils wear appropriate clothing. Lessons are well planned and take into account the needs of all pupils, including those with special educational needs and/or English as a second language. Effective support from classroom assistants, and pupils' mixed ability pairing ensure that the majority of such pupils are able to take part in the lessons planned or have parallel activities.

141. Where teaching is very good, lessons are carefully planned and learning aims are shared with the pupils. Teachers take particular care to ensure pupils are warmed up before exercise, and can recognise the changes that this does to their bodies. In two classes, effective dance routines were used for this, to be followed by a series of stretches. When handling equipment such as benches and mats, there is strong emphasis on correct techniques and on safety. There is a good pace of work and very good use of praise to reinforce learning and safety. Pupils thoroughly enjoy their lessons and put a great deal of effort into their work. They make very good progress in lessons owing to the high quality of teaching.

142. The curriculum makes provision for all aspects of physical education including sports and outdoor education. Pupils in Years 3, 4, 5 and 6 visit a local leisure centre for swimming lessons. Features include a visiting teacher of Egyptian dance, coaching by a local football and rugby club and competitions against neighbouring schools. The school is suitably resourced with a good range of gymnastics equipment, small apparatus and equipment for sports. The size of the playground is very good and provides a valuable resource when the weather is good.

RELIGIOUS EDUCATION

143. It was not possible to see any lessons during the inspection period because of the school's timetable arrangements. Judgements are informed by interviews with pupils, an examination of teacher's planning and scrutiny of pupils' work and displays around the school. This shows that by the end of Year 2 and Year 6, standards are on track to be in line with those in

the locally agreed syllabus. There are two main reasons for this. Children remember some of the factual information they meet in their lessons, and older pupils in particular are able to deal with the more abstract ideas often met in religious education lessons. They develop the speaking and listening skills they need to discuss and consider these issues effectively. Secondly, the nature and very high quality of the assemblies, where different religious beliefs and traditions are highlighted and provide pupils with a good knowledge and understanding of the major faiths and the influence these have on the traditions of individuals and societies.

144. By the end of Year 2, most children know that some people call themselves Christians and that Jesus is of special importance to them. They can recount elements of religious stories, but find it harder to explain religious beliefs that people hold. Through their visits and studies in other subjects, they recognise some religious objects and symbols, and make good attempts to explain their use and the messages expressed through them. Their knowledge and understanding of special occasions within faith communities is good. They are beginning to identify what is important in their own lives, and ask questions and express views. Their overall understanding in religious education is at least in line with that usually found in children of this age.

145. At the end of Year 6, pupils have a very wide factual knowledge of religious education issues, and a developing grasp of more abstract ideas. They can identify a number of religions, such as Hinduism, Sikhism and Buddhism, and are very clear about the practices and lifestyles of those people who belong to them. They know that Christmas and Easter are important to Christians and reflect on the meaning of important events such as Remembrance Sunday. They have a good understanding about places of religious importance, such as churches, synagogues and mosques, and know how they are used. As with the younger pupils their overall understanding in religious education is at least in line with that expected for their age.

146. At present there is no designated co-ordinator for the subject. Teachers keep notes about pupils' attainment and sample pupils' work to ensure standards are appropriate and match the planning. However, there are no formal assessment procedures for the subject and no consistent records used throughout the school.