

# INSPECTION REPORT

## **GRANGE PRIMARY SCHOOL**

London

LEA area: London Borough of Southwark

Unique reference number: 100791

Headteacher: Mrs P A C Haynes

Reporting inspector: Mrs Janet Gill  
18706

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> September 2002

Inspection number: 246082

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Webb Street London
Postcode:	SE1 4RP
Telephone number:	020 7771 6121
Fax number:	020 7771 6109
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Jolyon Tibbitts
Date of previous inspection:	17 <sup>th</sup> October 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18706	Janet Gill	Registered inspector	Foundation stage Special educational needs Art and design	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? Leadership and management What should the school do to improve further?
8991	Pamela Goldsack	Lay inspector		Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? – Personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10204	David Vincent	Team inspector	Mathematics Geography History Educational inclusion	How well does the school care for its pupils? - Assessment
19983	Haydn Webb	Team inspector	Science Information and communication technology Design and technology	How good are the curricular and other opportunities offered to pupils? - Curriculum
20063	Gerald Slamon	Team inspector	English Music Physical education Religious education English as an additional language	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division, The Office for Standards in Education,  
Alexandra House, 33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 8</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9 - 12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12 - 15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15 - 18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18 - 19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19 - 20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20 - 22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24 - 28</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29 - 45</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Grange Primary School is situated in Southwark. It is part of the North Southward EAZ.<sup>1</sup> At present there are 245 pupils from four to 11 years of age, with a further 38 children attending the nursery, 12 on a full-time basis. The size of the school is average with 11 classes; more children will start in the second Reception class in January. The number of pupils fluctuates during the school year, as refugees and asylum seekers enter the school and other families are re-housed and leave the area. This has an impact on the performance of the school. The school's ethnic mix is diverse and far greater than that found nationally. It has changed over the last four years, with fewer Afro-Caribbean pupils than previously and more pupils from West Africa. Few of the pupils from refugee or asylum seeking families speak any English on entry to the school. Around 50 per cent of pupils speak English as an additional language, which is very high; of these over a third are at an early stage in the acquisition of English. The most frequent languages pupils speak at home are Yoruba, Arabic, Bangla, Sylheti and Bengali. Currently 29 per cent of pupils have special educational needs, which is above average; of these three-quarters have moderate learning needs and speech and communication problems and around a quarter have behavioural difficulties. Pupils' attainment on entry is well below average, with many having poorly developed personal, social, language and mathematical skills. Over half the pupils are eligible for free school meals which is well above average and far greater numbers of children live in overcrowded households than is usually found.

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

Grange Primary School is a good school. The headteacher, strongly supported by the senior management team, staff and governors, provides the school with very good leadership and management. There is a strong focus on raising standards with very good provision for pupils with special educational needs and those who speak English as an additional language. Good quality teaching and consistent behaviour management from all staff help pupils achieve well as measured against their prior attainment. In recognition for improved standards the school received a DfES<sup>2</sup> Achievement Award. All pupils are encouraged to be fully included in all aspects of school life and highly valued and respected as individuals. The school now provides good value for money.

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

- The headteacher provides very good leadership and, together with governors and staff, has worked very hard to improve the quality of education and raise levels of achievement.
- The quality of teaching has improved and is now good having a positive impact on raising standards. The support staff play a significant role in helping pupils learn effectively.
- Very good systems promote racial harmony in a diverse multi-ethnic community where pupils are included in all aspects of school life, including the very good extra-curricular activities.
- The procedures for identifying pupils' needs and monitoring their progress are very good in English, mathematics and science. This ensures that all pupils, including those with special educational needs and those who speak English as an additional language are included very well in learning activities and their specific needs are effectively met.
- The school provides excellent information for parents, is very effective in supporting pupils' welfare and has introduced very good procedures to promote good attendance and punctuality.
- Financial planning supports the school's educational priorities very well.

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

- Standards of speaking and listening and writing in English.
- Standards in information and communication technology and design and technology are not high enough because some aspects of the curriculum are not covered.
- Attendance – it is below the national average.

<sup>1</sup> EAZ – Education Action Zone

<sup>2</sup> DfES – Department for Education and Skills

---

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been good improvements since the school was last inspected in October 2000. The majority of weaknesses identified have been addressed well. Pupils' attainment has continued to rise in the core subjects, greater than the national trend. There have been very good improvements in leadership and management, including the role of SENCO, senior teachers and co-ordinators. Improved quality of teaching has resulted in the good achievement of pupils, including those with special educational needs. The major reason for these improvements are the very effective strategies for monitoring and evaluation of the school's work, including rigorous monitoring of teaching and learning and tracking of pupils' progress. In addition, monitoring of attendance and communication with parents are effective and helping to improve attendance rates. There has been an improvement in the promotion of spiritual and social development and pupils' attitudes toward work are now generally good. There is a strong commitment toward raising standards and the school is particularly well placed to continue to tackle its priorities, and to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	E	E	E	E
Mathematics	E*	E	E	D
Science	E*	E	E	C

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

Standards of achievement are better than when the school was last inspected. Standards at the end of Year 2 and Year 6 have continued to improve and the overall trend for improvement for all core subjects is above the national trend. In the 2001 Year 6 National Curriculum tests, standards in English, mathematics and science were well below average. Although a similar proportion of pupils gained the average level in English and mathematics and more achieved the level in science, too few pupils achieve the higher level; this had an impact on the overall grade. In comparison with similar schools results are average in science, below average in mathematics but still well below average in English. Early indications for the 2002 tests show that English and science have continued to improve with a higher proportion of pupils gaining the average grade. However, in mathematics the school did not perform as well as in the 2001 tests although fewer pupils gained the lower grades than previously. The school's target was met in English but not in mathematics. Still too few pupils gain the higher levels in all subjects.

Children enter Nursery with low attainment; they make good progress and continue to achieve well throughout the school. On entry to Reception, attainment is still below average in all areas of learning, but lower in communication, language and literacy. Currently standards in Year 2 are well below average in English, average in mathematics and below average in science. By the end of Year 6 they are below average in English, mathematics and science. Standards are unsatisfactory in information and communication technology (ICT) and design and technology (DT) because the curriculum is not fully in place. In other foundation subjects, average standards have been maintained in history, physical education and art and design at the end of Year 2, and music and religious education at the end of Year 6. It is to the credit of the school that these subjects are in line with national expectations considering the drive to raise standards in the core subjects. They are below average in geography, art and design in Year 6 and music and religious education in Year 2. Pupils with special educational needs and English as an additional language make good progress in relation to their prior attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, pupils have good attitudes towards school and this has improved since the last inspection, but often they only have a sound interest in their activities, with a tendency to be passive in lessons. Children in the Nursery however, are more positive in their learning. Good attitudes are shown toward pupils with special needs.
Behaviour, in and out of classrooms	Good. No direct bullying was observed during the inspection and there is a high level of racial harmony. Pupils' energetic high spirits in the playground do not become unruly and are well directed by staff. A few boys misbehave at school but this is being addressed effectively. Six exclusions have taken place involving four boys.
Personal development and relationships	Satisfactory. Relationships between adults and pupils are good. Pupils have very good respect for each other's differences and diverse backgrounds but relationships among them would be better if they listened more to each other. Pupils' independence in learning is sound.
Attendance	Unsatisfactory but significantly improved. There has been very good work by the school to ensure regular attendance and reduce lateness.

Pupils' improved behaviour and attitudes are having a positive impact on their learning.

## TEACHING AND LEARNING

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

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

Improved quality of teaching is helping standards to rise and supporting pupils' improved attitudes and behaviour seen throughout the school. Of the 67 lessons seen, 17 were very good and 29 good. Just three lessons observed were unsatisfactory. This is a good improvement since the previous inspection. High quality teaching was observed through the school and in many subjects, including English, mathematics, religious education, history and physical education. Although teaching and learning were often good in lessons observed, the better teaching has not yet had sufficient time to make a significant impact on standards pupils achieve. Improved provision for pupils with special educational needs helps them to learn effectively and achieve well. Pupils are taught basic skills in English and mathematics well and teachers have a good knowledge and understanding of the National Literacy and Numeracy Strategies, which helps pupils achieve well.

The quality of planning is good with clear learning objectives identified for each lesson. Work is usually matched to pupils' ability and includes a range of tasks that are set at different levels. Lessons are introduced with clarity and teachers use good questioning strategies; this means every pupil can understand and with good support from teaching assistants means those with special educational needs and English as an additional language, make good progress. Teachers, particularly in Years 1 and 2, are skilled at maintaining a well-paced lesson where no time is wasted. This ensures that pupils remain focused and work hard. However, there are a few occasions when the pace slackens and introductions or explanations are too long, this means some pupils 'switch-off'. The management of pupils is good, including those with more challenging behaviour and based on effective behaviour procedures and good relationships. Day-to-day assessment is good, although the quality of marking is variable. Where it is good, it helps pupils improve their work and achieve well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, including the Foundation Stage. However statutory requirements are not met in ICT and DT. There is a good emphasis on the core subjects, which is helping to raise standards. Extra-curricular provision is very good, as is equality of opportunity for all children.
Provision for pupils with special educational needs	There are very good arrangements to support pupils' learning in all subjects, where teaching assistants and the SENCO provide valuable support. Pupils' individual education plans have improved, are targeted to needs well and are very focused and reviewed regularly.
Provision for pupils with English as an additional language	Standards in provision for English as an additional language are very good. Pupils are effectively supported and fully included in all aspects of school life; this helps them make good progress and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall, with provision for spiritual and moral good. Spiritual and social development has improved. Opportunities exist for pupils to reflect on different emotions and religious beliefs and mutual respect is promoted well. The school community aims to include all pupils and help them develop their personal qualities. Cultural development is satisfactory but there are not enough opportunities for pupils to discover the richness of other cultures, as well as their own.
How well the school cares for its pupils	A very caring school. Staff are very aware of and sensitive to the needs of all pupils. Procedures for assessing and monitoring pupils' progress are very good and information is used well to assist planning.

Parents have very positive views of the school and make a satisfactory contribution to their children's learning and the work of the school. The school is working hard to establish effective links with parents and keeps them extremely well informed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school promotes very good leadership and management. The headteacher is setting a very clear direction for the school and is aware of what the school needs to do next to improve. There is very effective teamwork between all staff and a strong commitment from everyone to continue to raise standards. The management roles of the senior management team and co-ordinators have improved.
How well the governors fulfil their responsibilities	The governors are very effective. The governing body fulfils most of its statutory duties, with the exception of meeting full National Curriculum requirements in ICT and DT. Governors know the school well and have a clear understanding of its strengths and weaknesses and are committed to its further development.
The school's evaluation of its performance	The school has very effective strategies to evaluate its successes and weaknesses and is well aware of its overall performance. The school has taken good action to improve and is now an effective school.
The strategic use of resources	Educational priorities are linked well to financial commitments. Financial monitoring and day-to-day management are good. Specific grants are used effectively to help pupils make good progress. The school now offers good value for money.

The headteacher and governors apply the principles of best value very well. Monitoring and evaluation are central to their work and are having a strong impact on school improvement. The provision for staffing, accommodation and learning resources is satisfactory overall. However, there are too few computers in the suite, which has an impact on the rate of pupil's learning in ICT but resources are good for other subjects such as English, music, physical education and religious education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school and make good progress.</li><li>• The school is led well and teaching is good.</li><li>• The school works closely with parents and keeps them well informed about progress.</li><li>• The school has high expectations.</li><li>• The school helps pupils become mature and responsible.</li><li>• Parents are comfortable about approaching the school with questions or problems.</li></ul>	<ul style="list-style-type: none"><li>• Arrangements for homework.</li></ul>

The inspection team agrees with the positive views expressed by parents but does not agree with their concerns about homework. Parents are fully informed about the homework policy and homework is set appropriately across the school.

## **PART B: COMMENTARY**

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

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

1. Standards of achievement are better than when the school was last inspected in October 2000. Standards at the end of Year 2 and Year 6 have continued to improve and the overall trend for improvement for all core subjects is above the national trend. This is the result of very hard work by the headteacher, staff and governors, who have put into place a number of very effective strategies to bring about improvements. In recognition of the performance of pupils last year the school received the DfES<sup>3</sup> School Achievement Award.
2. Standards of attainment of eleven-year-olds in the National Curriculum tests in 2001 were well below average in English, mathematics and science. Although, in science the proportion of pupils gaining the average Level 4<sup>4</sup> was in line with the national average too few pupils gained the higher Level 5, so overall standards were still well below average. When compared to similar schools, standards were still well below average in English, better in mathematics (although below average) and in science they were performing around the same as similar schools.
3. Early indications suggest that standards in English and science have continued to improve with a higher proportion of pupils gaining the average grade. The school exceeded its target for English, which reflects the emphasis on reading and writing throughout the school. The school is not complacent and is very aware that writing, in particular is still a priority. However, in mathematics the school did not perform as well as in the 2001 National Curriculum tests and the school's target was not met. The results have been analysed and out of a small class of 22 pupils, 12 of them achieved less than 50 per cent in the mental arithmetic test, mostly due to working too slowly. The school is more successful in fewer lower grades and more pupils are reaching the average or just below, but there are too few pupils gaining the higher Level 5 in all three subjects. This now needs to be a focus for the school's attention.
4. Higher targets have been set for both English and mathematics for the present Year 6. Inspection evidence shows that it is realistic to expect higher results given the present group of pupils in Year 6. Standards in listening and reading are in line with those expected nationally for pupils in Year 6, but are below average in speaking and writing. In mathematics and science standards are below average. There have been significant improvements in assessment and tracking, which helps the school to accurately predict pupils' progress and attainment. The detailed analysis of test data indicates that provision impacts equally on all groups of pupils. Those who speak English as an additional language and pupils with special educational needs, for example, make progress that is at least similar to other pupils. Progress is checked three times a year, to ensure individuals and classes are on target to reach at least the average gains in learning. In most classes last year pupils exceeded what would be expected nationally. The overall trend for improvement looks set to continue. When progress slackens, the headteacher and senior management team are quick to ask 'why?' and then put in intervention strategies, which are monitored to ensure effectiveness.
5. Standards of attainment for seven-year-olds in the National Curriculum tests in 2001 were well below average in reading and writing and average in mathematics. When compared to similar schools, they were above average in reading, which reflects the drive to raise achievement in reading, but were still well below average in writing, this is because the number of pupils attaining the expected and higher levels was too low. In mathematics, pupils were well above average. Teacher assessment in science shows pupils' attainment to be well below average. Unconfirmed results for 2002 show an increase in the number of pupils attaining the expected level in reading and that standards are closer to the national average. Standards in writing remain well below average although there has been a significant improvement. Many pupils were at early stages of

---

<sup>3</sup> DfES – Department for Education and Skills

<sup>4</sup> In National Curriculum test Level 2 is the average grade for pupils at the end of Year 2 and Level 4 the average grade for Year 6.

learning English, which has a greater impact on achievement in writing than in reading. The school has recognised that writing is still a priority throughout the school. Unconfirmed data indicates that pupils have improved again in mathematics and they are likely to be securely in line with the average, if not above. In science there have also been improvements with a higher percentage gaining the average Level 2 than in last year's assessments. Currently, pupils in Year 2 achieve average standards in mathematics, but are below average in science, reading and listening but well below average in speaking and writing.

6. The effective teaching, with a shared commitment to high standards from the headteacher, senior management team, co-ordinators and all staff, ensures all pupils throughout the school make at least good progress in the core subjects. The rise in standards is attributed to better teaching than at the time of the last inspection. There are a number of reasons for this:
  - the successful implementation of both the National Literacy and Numeracy Strategies;
  - the very good analysis and interpretation of data to identify weaker areas in the subjects;
  - rigorous monitoring of teaching and learning;
  - very good professional support from senior managers; and
  - very good provision for pupils with special educational needs and English as an additional language.
7. Effective planning and good quality teaching mean that standards continue to improve. The teaching of English and mathematics is usually good and at times very good. Pupils are well supported and most of the time behave well and are interested and involved in their work, which helps them to make good progress.
8. When children start in the Nursery their attainment is well below average in all areas of learning, and sometimes lower in communication, language and literacy. Children make good progress, including those with special educational needs and who speak English as an additional language. Children enter the Reception class with attainment still below average in all areas of learning, with the exception of communication, language and literacy, where standards are well below average. They continue to make good progress and, by the end of the Reception year, a few achieve the Early Learning Goals in most areas, but many do not.
9. The school has managed to combine raising standards in the core subjects with a satisfactory curriculum offering a broad range of opportunities for learning. However, standards are unsatisfactory in information and communication technology (ICT) and design and technology because the statutory curriculum is not in place and there are not enough computers in the computer suite, to ensure effective teaching and learning. The school has adopted Qualification and Curriculum Authority (QCA) national guidance, which has also helped to improve standards, although in some subjects, such as geography and art and design, older pupils have not had the benefit of these schemes of work and have insufficient skills to be able to attain the levels expected for pupils of a similar age. There is now a clearer progression in pupils' skills development in art and design and activities, which help them practise and refine their newly acquired skills as in Years 1 and 2 lessons. The acquisition of skills has improved since the last inspection when it was identified as a weakness; however, the situation has not improved in design and technology. In the foundation subjects, average standards have been maintained in history, physical education, art and design at the end of Year 2 and music and religious education at the end of Year 6. It is to the credit of the school that these subjects are in line with national expectations considering the drive to raise standards in the core subjects. They are below average in geography and art and design in Year 6 and music and religious education at the end of Year 2.
10. The school makes very good arrangements to ensure that all pupils are included in the full range of activities. This ensures that there is little difference currently in the progress and attainment of boys and girls throughout the school. The school's detailed tracking and analysis of recent test data showed that girls did not achieve as well as boys in Year 6. Many of the girls who did not reach the required level had either special educational needs or were at the early stages of English as an additional language. There was no evidence during the inspection of a difference in the attainment of boys and girls. In many lessons more able pupils are supported adequately by work

that is matched to their ability. For example there are examples of extension work for higher attaining pupils in mathematics for older pupils. This means that the few pupils capable of higher standards reach Level 5 in the National Curriculum tests. Provision for pupils with special educational needs has improved and is now effective. This is a significant factor in the improvement of standards as these pupils make up nearly a third of the school population. The high level of mobility of pupils, both entering and leaving the school at other times than is usual, has a significant impact upon standards achieved. The school's data also shows that a significant number of these pupils who join the school have little or no English language. Nevertheless, there are very good strategies in place to ensure these pupils that join the school are integrated and supported well. To help assess the impact of mobility, the school is currently involved and being supported through a project with the EAZ.

11. Fifty-one per cent of pupils come from homes where English is an additional language and this is well above the national average. The progress in language development is good. As a result of the good teaching throughout the school and their progress in language development, pupils achieve well. The school's data show that a significant number of pupils join the school with no English, at times other than the normal time of entry. These pupils also achieve well during their time at the school. By the time they leave the school at the end of Year 6, most of these pupils are close to the national average in English and mathematics and a significant number attain the expected standard in science. Pupils for whom English is an additional language make good progress in learning English, whether they enter the Nursery or join the school later. Pupils who have been at the school long enough to acquire fluency in English achieve well. Early indications of the 2002 test data show that, by the end of Year 6, most of these pupils are close to the national average in English and mathematics and a significant number attain the expected standard or above in science. However, pupils who join the school late make good progress in English acquisition, although not enough to score at national average levels in the tests, as evident in the early analysis of test data for 2002. The school has researched the data of all ethnic minority groups well and where there are concerns regarding pupils' achievement intervention strategies are put into place. Last year the performance of Bangladeshi pupils caused concern; they are now performing better than the school average in all areas of the curriculum, except writing. The school's use of tracking progress and acting upon the data is very good and helping to raise standards.
12. Pupils with special educational needs make good progress, both in lessons and over longer periods of time. This is an improvement to the previous report. Those with specific learning programmes are supported effectively by the special educational needs co-ordinator (SENCO), teachers and other adults. Work is pitched at the right level for them and they receive effective support from their teachers, nursery nurses and teaching assistants. This helps pupils make good progress towards achieving their individual educational and behavioural targets. Pupils make good progress at the end of Years 2 and 6 National Curriculum tests. For example, from the school's detailed analysis, no pupil in Year 6 gained less than a Level 3 in mathematics and science in the recent 2002 tests and many were working at the average level in English, mathematics and science. One of the reasons that the science results are much better is that seven of the ten pupils identified as having special educational needs gained the average level.

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

13. Overall, pupils' have good attitudes towards learning and this has improved since the last inspection. In lessons pupils generally work hard and respond well to the good teaching that is provided for them. For example, in a physical education lesson pupils in Year 1 practised and refined their technique in gymnastics and this made a direct contribution to improvement in their skills. Parents who expressed their views during the inspection overwhelmingly confirmed that their children like going to school. Pupils have a sound level of interest in school activities and this is reflected in their participation in the many extra-curricular activities available to them. However, pupils' attitudes are not better because there is a tendency for them to be passive in lessons and most have short attention spans. In some lessons pupils take too long to settle and can become inattentive. This interferes with valuable teaching time and distracts other pupils. Many pupils forget to bring in the PE kits and this precludes them from taking part in lessons.

14. Pupils with special educational needs are fully included in all aspects of school life. They mostly have positive attitudes to their work and learning, they try hard and they concentrate on their tasks until they are completed. Pupils settle to work willingly on most occasions and usually relate well to their classmates.
15. The children in the Nursery have settled particularly well into school and have quickly adapted to routines. Very effective teaching in personal, social and emotional development helps children to have positive attitudes and behave well which contributes well to the good learning and developing independence in the Nursery. In the Reception many children sit quietly and listen, for example at carpet times. However, for some children working as a class poses problems, as they find it difficult to sit for such a long time and have to be checked frequently to ensure they listen and behave appropriately. Many choose and concentrate at their activities, however, a few are noisy and lack the skills to work independently, this has an impact on their learning.
16. The behaviour of pupils has improved since the last inspection and is now good, overall. The school is an orderly community and pupils support the rules in place. There is no evidence of bullying and the very high level of racial harmony is a commendable feature of the school. Some parents expressed concern about misbehaviour on the playground. The high number of adults on duty during outdoor breaks ensures that pupils' energetic high spirits are well directed and do not become unruly. However, pupils are not generally aware of how their actions affect others. For example, they have difficulty listening to adults and each other for extended periods of time. Pupils are not confident speaking in front of groups or their class and others do not consider that their ongoing chattering is disrespectful towards those trying to speak. There is some regular misbehaviour exhibited by a few boys and the school is addressing this effectively through specific strategies and use of outside agencies. There have been six exclusions involving four boys over the last reporting year.
17. Attendance continues to be below the national average and is still unsatisfactory. Most recently there has been improvement but the overall figure was influenced by widespread illness among pupils earlier in the year. The school is diligent about recording absences correctly and the higher than average rate of unauthorised absences is because often parents allow their children to stay home for no valid reason. Although lateness continues to be a problem the time gap between the start of school and the arrival of latecomers has diminished. The home school liaison officer plays a direct role in improving attendance and punctuality for pupils and provides ongoing encouragement and support to parents.
18. Pupils' personal development and relationships in school are satisfactory. Relationships between adults and pupils are good. The needs, talents and personalities of pupils are well known and valued by members of staff. Pupils are encouraged to listen carefully and speak in front of groups in order to overcome their reluctance to do so and build their confidence. Pupils respect each other's differences and diverse backgrounds. The school has a rich mix of cultural and ethnic groups. The degree to which pupils from different backgrounds work and play harmoniously reflects the values which the school successfully promotes. Relationships among pupils would be better if they listened more to each other. To their credit, pupils are able to ignore misbehaviour displayed by some older boys and get on with their work with little time lost.
19. Pupils' sense of spirituality in school has improved and is sound and sometimes good. The quality of assemblies is enhanced because pupils display respect for religious ideals and moral messages. They respect each other's faiths and cultural traditions and differences. There were a number of examples during the inspection where pupils were able to appreciate creativity and joy in learning such as in their tuneful singing and interpretative dance. Pupils' moral development is good and pupils clearly know right from wrong. Pupils move around the building and grounds in an orderly manner and treat books and equipment with care. Pupils' social development is sound. They comply with the rules and follow directions as outlined by their teachers. Pupils are only able to work in small groups for short periods of time because they tend to become too noisy. They behave well in different environments such as the local swimming pool or while on visits. However, they are lacking in self-discipline and initiative. Pupils' cultural development is

satisfactory and they understand their own cultural traditions. Religious education and history lessons and visits and residential trips enrich their awareness of other cultures. However, they do not fully appreciate the varied cultural traditions of each other or those found in our diverse modern society.

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

20. Improvement in the quality of teaching has made a significant contribution to the rise in standards in the core subjects, as evident in the above average trend in improvement in the National Tests and the behaviour and attitudes of the pupils since the school was last inspected in October 2000. The overall quality of teaching is good, with around a quarter of lessons observed judged as very good. Around 96 per cent of lessons were satisfactory or better. A small proportion, four per cent was unsatisfactory. High quality teaching was observed throughout the school, including in the Nursery and in many subjects. The overall quality of teaching in most subjects is good but satisfactory in geography and ICT. In design and technology it is unsatisfactory because of lack of attention in teaching the design process. That the standards of teaching have improved is largely due to the rigorous monitoring of teaching and learning supported by good professional development both within school by co-ordinators and senior teachers and externally. The consistently skilled teaching at The Grange School is a major factor in the good quality learning experienced by all groups of pupils. The school, with the backing of the governors, has ensured that all classes have good support from teaching assistants to support pupils in their learning and with behaviour management. This strategy is proving successful and helping to keep pupils focused on their lessons and giving many, the much needed help and support to complete tasks in lessons. Also, the successful implementation of the National Literacy and Numeracy Strategies, together with other recent developments in literacy and numeracy have given teachers considerable expertise in these subjects. It is to the school's credit that three of its teachers are leading literacy teachers for the local authority.
21. The quality of teaching and learning in the Foundation Stage is good overall. It is consistently good or better in the Nursery and is usually good in the Reception class. Teachers generally have good knowledge and understanding of the Foundation Stage curriculum, however there are too few planned opportunities for activities in the outside area for the Reception children. Overall children make good progress including those with special educational needs and those for whom English is an additional language but there are a few occasions in Reception when introductions in lessons are too long and children lose concentration and become restless. By the end of Reception, a few children are likely to achieve the Early Learning Goals but most will not. However, this still represents good achievement because children start in the Nursery from a very low base.
22. The quality of teaching for pupils with special educational needs has improved since the last inspection in October 2000 and is now good and means that pupils learn well and make good progress. This is a significant factor in the gradual rise in standards. Pupils with special educational needs are taught well by their teachers. Support staff work closely with teachers and the SENCO, giving specific support that helps the pupils to make good progress. The SENCO works very effectively alongside teachers for 50 per cent of the week mainly supporting Years 2 and 6 in a variety of lessons. Work is matched to their needs by careful planning. This helps the pupils to achieve their targets in their individual education plans which is an improvement since the last inspection.
23. As a result of the high quality support that the specialist teacher for English as an additional language provides in lessons, these pupils are fully included and learn at the same rate as other pupils of similar abilities. The quality of teaching is very good and has improved since the last inspection. The teacher responsible for teaching the pupils has a very good understanding how these pupils learn English. Pupils' learning is very well organised by the co-ordinator who ensures that teachers are kept well informed and that they are aware of the specific needs of their pupils. Individual teachers meet with the co-ordinator every week so that they are aware of the adopted approach to teaching English as an additional language and the identification of underachievement through a case study approach.

24. Teachers have good expertise, particularly in the core subjects of English, mathematics and science. As a result, the majority of basic skills are consistently well taught and pupils learn well. The promotion of speaking and listening skills is a high priority for the school. Teachers take every opportunity to encourage the pupils to articulate their thoughts because many find this hard to do. There are occasions, such as in a Year 6 religious education (RE) lesson, when pupils' lack of confidence means they are reluctant to offer answers posed by the teacher's questions. During a particularly effective mathematics lesson in Year 3/4, pupils were encouraged to articulate their mathematical thinking about money problems which helped to promote effective learning. Literacy skills are taught well in other subjects. However, there are insufficient opportunities for pupils to write at length in subjects such as science and history and use their reading skills to carry out independent research. Numeracy skills are promoted well through an emphasis on mathematical vocabulary as well as mental recall of basic number facts and simple calculations. In Year 4 in a design and technology lesson there were particularly good links to numeracy as pupils learnt how to make a rectangular box, thus gaining an understanding of 'nets'.
25. The school has insufficient computers for effective ICT teaching of skills in the computer suite and this has an impact on the quality of teaching and learning as seen in a lesson in Year 4. There are too few opportunities to use ICT to support learning in other subjects such as in science and English.
26. The quality of lesson planning is good and is consistent throughout the school. It is related well to medium-term planning. The match of work to the abilities of pupils is good with work usually adapted to meet the needs of all pupils. Teachers and support staff work hard to ensure that every pupil can understand and benefit from lessons. Where appropriate, lessons contain a range of tasks, set at different levels, so that every pupil can understand. This is one of the reasons why pupils with special educational needs and those for whom English is an additional language, make better progress than previously. For example, in a Year 4 literacy lesson, teaching assistants worked with pupils on a more simplified text which helped them to make good progress, yet still access the main part of the lesson on non-chronological writing. A good feature of the planning is the clear learning intention about what is to be taught in each lesson and this is usually effectively shared with pupils. During the lesson and in the review at the end, teachers attempt to ensure that learning is consolidated, by encouraging pupils to share their ideas. However, there were several occasions observed in a range of subjects and classes, when pupils were reluctant to offer their ideas and became passive. For example, in history most are interested in the subject although many lack the confidence to discuss their work. Teachers have to work hard to encourage pupils to use their speaking and listening skills.
27. An effective range of teaching methods is usually employed, particularly in Years 1 and 2, being adapted well to both the requirements of different subjects and the needs of all pupils in the class. When teachers explain things clearly and use effective demonstration pupils make good gains in their learning. This was evident in a Year 1 PE lesson, when a very clear explanation of the lesson ensured that all pupils understood what they were to do. Learning was reinforced when the teacher effectively used pupils to demonstrate a simple sequence of movements – they evaluated their own and others' performance and then had an opportunity to refine their own sequence. Teachers use effective questioning to focus, check and extend pupils' thinking; they are skilled at maintaining a good pace in the lesson and no time is wasted; this ensures that pupils remain focused and work hard. However, there are a few occasions when the pace slackens and introductions or explanations are too long, as in a Year 6 literacy lesson, which means some pupils just 'switch-off'. Teachers are often effective when teaching pupils in small groups or independently, although there are times in some classes when other pupils find it difficult to be independent and use their initiative. For example in a Year 3 /4 literacy lesson pupils needed to use dictionaries or word banks to support their learning, however they lacked the independence to use and select materials in the classroom to help them, this slowed down the pace of learning.
28. The good relationships seen in the school, together with the consistent application of the good behaviour management procedures, ensure that the organisation and control of pupils in lessons are usually good. In one very successful religious education lesson in Year 2, the teacher dealt very effectively with behavioural problems through excellent control and very high expectations. He

established an excellent learning environment and with his enthusiasm and very good knowledge of the subject, pupils were held spellbound, were interested and made very good gains in learning.

29. The scrutiny of work that pupils had completed previously showed some good quality of marking, but there is some variation. Good marking includes helpful comments, encourages improvement and acknowledges when this has been achieved. During lessons, assessment procedures are effectively used by all teachers; this enables them to refine what they are teaching when necessary and to support individual pupils well. This was evident when a mathematics lesson in Year 2 was modified in response to the teacher's assessment of the previous lesson, when clearly pupils had difficulties and lacked confidence in expressing their thoughts. Some parents had a concern regarding homework; however the inspection team considered that it is satisfactorily used to support pupils' learning and used mainly in English and mathematics, although a history research activity was set for Year 5 pupils during the inspection.

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

30. One of the school's stated aims is to provide a broad and balanced curriculum through a range of stimulating and challenging activities. This is to support pupils in raising their level of achievement. The school is working hard to achieve this aim but it is not currently fully met. This is because statutory requirements are not met in design and technology throughout the school and in ICT for older pupils in Years 3 to 6. Governors and senior management have prioritised their curriculum development schedule to improve standards. The school places justifiable emphasis upon literacy and numeracy in order to meet the needs of the high proportion of pupils who enter the school with a narrow range of experiences and limited language skills. Substantial improvements have now been made in the core subjects for pupils in Years 1 to 6. At the time of the inspection the school is to embark on rectifying the weaknesses in the rest of the curriculum. There has been an improvement in the provision for ICT since the last inspection. Pupils in Year 4 go to a residential ICT centre and there is an after school ICT club, which helps to support learning in lessons.
31. Overall in the Foundation Stage, teachers know and understand the Early Learning Goals and on most occasions they plan the curriculum to promote them. The curriculum for communication, language and literacy is based on the National Literacy Strategy and although there is careful planning for a range of literacy activities after the introduction, too long is spent on the carpet introducing the lesson. The result is children become restless because the work is not sufficiently focused for such a wide range of ability, including some with special educational needs. In addition some children do not get involved in activities because they are not sufficiently independent and without an adult intervening, learning time is wasted. There are also limited opportunities for Reception children to learn and play in the outside environment.
32. Carefully planned strategies for teaching literacy and numeracy are in place and ways of supporting learning in these core subjects are incorporated to a certain extent in other subjects. Information and communication technology is sometimes used to support learning in other subjects, for example in literacy when pupils use graphics to illustrate a story or in science when they search a multi-media database for the life cycle of a butterfly. However, pupils' skills in using ICT are not fully developed in this way. For example, opportunities are missed to use a database to process and compare data in science or to use desktop publishing to illustrate historical accounts.
33. In two classes pupils are taught in mixed age groups. A two-year curriculum rota ensures that learning is consistent and that pupils are not disadvantaged. In each class throughout the school different tasks and learning activities allow pupils to be challenged according to their age and abilities. Gifted and talented pupils are identified, mainly in mathematics at present, and the school makes special efforts to meet their needs. Additional sessions are provided for pupils where need is identified. There is a breakfast club that helps some pupils prepare for the school day and after school booster classes in English, mathematics and science.

34. Pupils with special educational needs receive very good provision. Work is planned at different levels for them and the tasks they are given enable them to make progress towards their targets. Regular assessment informs planning the next stages in learning successfully, particularly in English and mathematics. Very good tracking shows the progress pupils are making against their prior attainment as measured against National Curriculum average point scores. They are fully included in all activities. The school is particularly inclusive, equality of opportunity is good in the school and pupils have full access to all curriculum areas. Pupils with statements are supported well and make good progress in their academic work and social integration.
35. The curriculum for pupils who speak English as an additional language is planned in partnership with class teachers to meet the needs of all these pupils. Detailed planning ensures good links between class teachers and support staff to meet the needs of pupils who learn English as an additional language. This high quality team approach is effective in ensuring a consistent approach to teaching. This consistent approach enhances pupils' learning and ensures clear progress as they move through the school.
36. The balance of time allocated to subjects has been adjusted strategically to improve teaching and learning where there is a priority. For example the curriculum currently is weighted to provide more time for literacy, which is gradually having a positive impact on standards. Often subjects are linked together under common themes. Work linked to religious education about the Creation in Year 5 effectively illustrated this; pupils drew their ideas of the Creation in art and design and used the same theme in dance. This enables pupils to appreciate their common features.
37. Provision for personal, social and health education is good. It is developed in assemblies and lessons. All classes have regular periods each week as circle time<sup>5</sup> for this aspect of the curriculum. Skills of speaking and listening are promoted well in these classes. Sex education is taught to the policy agreed by the governing body. This is taught in science. Talks are also organised with the school nurse for Year 6. Pupils are made aware of the problems of the misuse of drugs for individuals and the community.
38. There are schemes of work, generally based on national guidance, to inform teachers what pupils should be learning for most subjects of the curriculum. This results in detailed and carefully constructed weekly plans and provides a satisfactory basis for ensuring that a balanced programme is delivered and skills are taught in a progressive manner throughout the school, with the exception of ICT and design and technology. The subject co-ordinators check the schemes of work to ensure that they are adjusted to meet the specific learning needs of the pupils. This represents a significant improvement since the previous inspection. Teachers and support staff work together well to provide continuity in learning as the pupils move through the school. Each term the school has a curriculum week to celebrate a chosen subject. Recently an art week with open days received very complimentary comments from parents. They appreciated the opportunity to see their children's work.
39. Older pupils are given the opportunity to go on residential visits that make a significant contribution to their learning experience particularly in the areas of outdoor activities, science, ICT and team building. Pupils' learning experience is extended by visits to the Surrey Docks Farm, Southwark Cathedral and other local places of interest. The Globe Theatre Group, storytellers and musicians regularly visit the school. The provision for extra-curricular activities is very good and these include a writers club, gardening club, African drumming, gym and a range of competitive sports. These activities extend the pupils learning and bring further interest to the curriculum. Sports clubs give pupils opportunities to enter into competitive activities both within school and against other schools. The provision for clubs is largely dependent on the voluntary efforts of the teachers, teaching assistants and other helpers, usually parents. These are well attended and recognised by parents as a strong feature of the school. These clubs effectively extend pupils' experiences and enjoyment of school.

---

<sup>5</sup> Circle time – when pupils and their teacher sit together to discuss a range of personal and general issues.

40. Links with business and the local community are good. The local churches are very supportive of the work of the school and the school is involved in charity work. The Worshipful Company of Weavers makes a valued contribution and the school enjoys the support of the local Education Action Zone, which funds projects such as additional literacy support. Relationships with partner institutions are good. There are strong links with local primary schools and connections with secondary schools to guide pupils' choice in the next stage of their education.
41. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory, with provision for spiritual and moral being good. The school's aims are appropriately supported by the quality of this provision.
42. Spiritual development has improved since the last inspection. Opportunities for pupils to reflect on different emotions and religious beliefs occur in assemblies and in religious education lessons. In these gatherings relevant themes to promote an awareness of human feelings and emotions are well planned by the headteacher and class teachers and are delivered effectively. For example, a whole school assembly that focused upon the biblical story of Daniel also inspired pupils to think about the courage of Jesus and times when they needed to be brave in their own lives. Daily acts of collective worship take place in assemblies and visiting clergy regularly provide a further religious dimension. Assemblies also celebrate the success of individual pupils and provide an opportunity for their classmates to understand how hard work and good behaviour are directly linked to achievement in lessons and the life of the school as a community. Pupils learn about the traditions and beliefs of the world's major faiths in religious education lessons. An appreciation of beauty and meaning is not specifically planned for in different subjects but occasionally these aspects are explored as they appear in lessons. A good illustration of this was seen in history lessons where pupils in Year 6 were able to empathise with the difficult living conditions of the Victorians. In physical education lessons pupils in Year 2 successfully created and performed dance movements and patterns inspired by the story of Cinderella. Class trips also provide good opportunities for pupils to experience a sense of wonder. Such visits range from younger children's first view of nearby Tower Bridge to visits inside Southwark Cathedral and St Paul's Cathedral.
43. Moral development continues to be good and the school's high expectations of behaviour are well supported by the teachers' good skills in behaviour management. The difference between right and wrong and the importance of mutual respect are promoted consistently across the school. Recognition and rewards play an important part in the school's efforts to improve pupils' behaviour along with prompt, regular attendance. Sanctions for misbehaviour are applied fairly and latecomers are required to explain the reasons for their delayed arrival in the morning. All members of staff are good role models and consistently treat pupils in a respectful and positive manner. Self-discipline does not come naturally to many pupils and in order to ensure a safe and supportive play environment teachers, teaching assistants and midday supervisors are well deployed during breaks and work hard to teach pupils how to play and participate in traditional playground games. Pupils come from varied and diverse ethnic and cultural backgrounds. Respect for pupils as individuals is a hallmark of the school's ethos and is exemplified by the very high level of racial harmony. Fair play and respect are promoted well in lessons in personal, social and health education. During the inspection some pupils in Year 1 used Circle Time to explain why they were concerned about playground behaviour and the class teacher led them to discuss realistic ways in which they could manage. Respect for others is also promoted in lessons where pupils are asked to work in groups. Pupils are given opportunities to support each other and compete fairly in physical education lessons. The school effectively addresses the needs of pupils whose special needs include behavioural difficulties.
44. Provision for social development is satisfactory and reflects improvement since the last inspection. Promoting the life of the school as a community is aimed to include all pupils and help them develop their personal qualities. Younger children settle quickly into the routine of their classrooms and are encouraged to share toys and equipment and play creatively. The positive atmosphere established by the staff creates a pleasant learning environment throughout the school where pupils learn to respect each other. The school is aware that many pupils do not yet understand the effects of their actions. For example, there is a tendency for pupils to be inattentive and chatter while others are speaking. The very good range of clubs and extra-curricular activities encourages

pupils of different ages to become involved in a favourite activity and work co-operatively with each other. The school council and system of mentors and prefects has been established to promote leadership and responsibility among Key Stage 2<sup>6</sup> pupils. These are worthwhile posts but their effectiveness has been limited because pupils do not yet display enough self-discipline and eagerness to carry out the roles. Teachers carefully select opportunities for pupils to display initiative and independence, as they are well aware that pupils find it difficult to take charge of their own learning and ignore distractions. An interesting programme of class trips and residential journeys provides many opportunities for pupils to appreciate the wider world and behave responsibly.

45. Provision for cultural development remains satisfactory. Religious education lessons provide appropriately for the study of the world's main religions and these are supported by visits to different houses of worship and recognition of religious festivals over the year. The school makes sound use of historical sites to further pupils' understanding of British culture. Older pupils studying Shakespeare visit the Globe Theatre and pupils also visit the Tate Modern Gallery. A group of pupils, their parents and teachers were active participants in the Queen's Golden Jubilee celebration at Buckingham Palace. Art Week provided an appropriate opportunity for pupils to learn more about sculpture with a Caribbean influence. Pupils' diverse backgrounds are viewed as a positive asset to the school and their origins are highly valued. However, there are not enough different opportunities for pupils to discover the richness of other cultures as well as their own. A display with a world map and accompanying photos of different pupils connected to their home countries is informative but is not supplemented with further information to raise pupils' awareness of these countries. There are some missed opportunities to promote artists, composers and the wide range of important local historical sites. For example, music is played at assemblies without reference to the composer, there are few displays depicting great works of art either from Britain or other countries and Britain's role in Europe is not highlighted.

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

46. This is a very caring and supportive school where the well being of all pupils is an important focus for all members of staff. The arrangements to provide for child protection and ensure pupils' welfare are very good and have improved since the last inspection. The headteacher holds responsibility for child protection and is supported in this role by her two assistant headteachers. The school's policy is very well written and all members of staff are clear about procedures in this area. There is an ample number of staff members trained to administer first aid. Arrangements to care for pupils with specific medical needs are well established and pupils who become ill at school are treated sympathetically by staff in the administration area as they wait for a parent to collect them. Pupils are able to meet with the home school liaison worker at midday to discuss any concerns that may be troubling them. Risk assessments of the building and site are all up to date and are carried out frequently.
47. There has been improvement in the arrangements to promote and monitor attendance and these are now very good. Parents are continually reminded about the importance of prompt, regular attendance. The home school liaison officer works very effectively to help pupils and parents comply with requirements. She has forged important links with pupils and families to encourage improved attendance. Her skills with foreign languages and success in utilising other bilingual parents to interpret, means that all parents can receive support as necessary.
48. Procedures for monitoring and promoting good behaviour are also good and reflect improvement. The behaviour and anti-bullying policy is well suited to the needs of the pupils. All staff members have high expectations of behaviour and apply the rules consistently. Good behaviour is also well promoted in lessons in personal, social and health education and pupils are encouraged to discuss the importance of good behaviour. Arrangements to deal with pupils with specific behavioural difficulties are very good and are included in individual education plans. However, there are not enough effective strategies to promote better listening skills and self-discipline among pupils across the school. The high number of adults who supervise pupils along with the very good

---

<sup>6</sup> Key Stage 1 – pupils in Years 1 and 2. Key Stage 2 – pupils in Years 3 to 6.

level of racial harmony ensures that the school takes very good care to eliminate any oppressive behaviour.

49. Very good support is provided for pupils with special educational needs. There is very good liaison with specific agencies set up in the area and outside agencies to support pupils with statements and specific difficulties. The headteacher, teachers and support staff all work closely together to make sure that work is pitched at the right levels. Regular assessments and tracking monitors pupils' academic progress and their achievements. Personal development is monitored informally by teachers and other staff who know the pupils very well. There are more detailed records now, which enable staff to track pupils' performance more accurately. The home school liaison worker works very closely with the SENCO in order to offer effective support to pupils and their families.
50. The school is justifiably proud of the quality of its provision for teaching English as an additional language. Information from testing is very well used in planning the teaching for pupils who have English as an additional language. The school works hard to encourage participation by families in all aspects of school life such as attending parents' classes, school trips, open evenings and curriculum events. The Home/School Liaison Worker is efficiently used by the school in keeping parents informed about its work, so that they can play a fuller part in their children's education. The co-ordinator is always available to discuss problems with parents and joins them in the playground at the end of the school day. He is conversant in languages other than English and has drawn up a list of the languages spoken by members of staff so that parents know who to go to if they themselves are not confident in speaking English.
51. Their class teachers know their pupils very well and there is very good record keeping of their personal development. The end of year reports include very informative comments about how pupils have matured over the academic year.
52. The school utilises a very good range of formal assessment procedures and these provide much valuable information relating to the overall performance of the school and the progress made by individuals. These assessments have been assembled with considerable care and professionalism. The assessment information is used diligently to identify strengths and weaknesses within the subject programmes and to pinpoint the particular needs of individual pupils. The data is extensively utilized in order to form the basis for whole school initiatives and to establish whether any particular groups of pupils are progressing as well as might be expected. Initiatives to improve pupils' speaking skills and a greater emphasis upon writing are recent examples of how the school is using data analysis to establish its priorities for improvement. Assessment relating to attainment and progress in ICT and design and technology requires further development.
53. Assessment arrangements are very good in the Foundation Stage. Children's personal development is tracked from entry in the Nursery through compiling an ongoing record of progress, to which all staff contribute. These records are then continued in the school. The assessment procedures are evolving steadily and are yielding a considerable number of initiatives. They are already impacting upon standards and progress. Overall progress in English, mathematics and science, for example, is higher than average whilst analysis shows that pupils with special educational needs maintain good progress. The extensive assessment of achievement and progress is thoroughly analysed to provide a clear picture of the progress made by different groups. As well as individual progress there is systematic evaluation according to gender, ethnicity and ability. The school reacts positively to this analysis as it seeks to enhance the performance of every pupil.
54. Many assessments focus upon the most important skills and knowledge in the subject programme. These objectives are also reflected in the objectives for each lesson. They are identified with precision in teachers' planning and are evaluated in a manner that clearly influences what is taught next. Overall, the assessment procedures employed by the school are very good and this data is used very efficiently to improve standards. In literacy and numeracy lessons teachers set targets for each pupil in order to suggest ways in which higher standards can be

achieved. These are providing a sharp focus for pupils' efforts and are contributing to the improving standards, which are evident.

55. The previous inspection reported positively upon the school's assessment procedures. Since then there has been considerable development in the range, analysis and use of assessment data and the school has made very good progress in this area of its provision.

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

56. Parents have very positive views of the school. They consider that the school is led well and teaching is good. The effectiveness of the school's link with parents is good and reflects the importance the school places on its partnership with its families. The home school agreement is signed by all and effectively formalises the responsibilities that parents and the school share in support of the pupils.
57. Positive links are quickly established with parents and carers before the children come to school and through daily contact at the beginning and end of sessions in the Nursery. Greeting time in the Nursery is a very effective way of allowing parents of the youngest children to liaise with staff and become informed about the work of the school. This helps children to be soon settled and they very quickly get used to the routines in the Nursery as evident during the inspection.
58. The quality of information provided by the school for parents is excellent. The school prospectus and governors' annual report include all required information and are both attractive and user friendly. Weekly newsletters keep parents fully informed about school events and parents receive useful information each term about the curriculum their children will be studying. Display boards outdoors and in corridors keep parents fully informed about each day's events. There are regular meetings each term for parents to discuss their children's progress. Class teachers and the headteacher are highly visible at the start and finish of the school day and are friendly and easy to approach. The home school liaison worker offers support and advice to parents and can put them in touch with outside support agencies. The needs of parents who do not speak English are met well by bilingual staff and other parents who offer to translate. Pupils' end of year reports to parents are very informative about all subjects in the National Curriculum and religious education. Pupils' abilities in English, mathematics and science are compared to the national averages.
59. There are very good links with the parents of pupils with special educational needs. Partnership with parents is very good, with the SENCO, home school liaison worker, teachers and teaching assistants working closely together to support pupils and their families. Parents are kept fully informed of their child's progress and achievements. They attend regular meetings and the staff are always available to discuss any problems that may arise. This enables parents to help and support their children's learning and social integration.
60. The school provides many opportunities for parents to become involved in the life of the school community. There are workshops for parents learning to speak English, family literacy, learning computer skills and acquiring skills to help pupils with mathematics and English homework. The school makes commendable efforts to involve and inform parents from every family so all are included. Many of these opportunities are provided through the school's partnership with outside agencies such as the Education Action Zone.
61. The impact of parents' involvement on the work of the school is sound. Many parents, particularly those of younger pupils read with their children at home. Parents volunteer to accompany pupils on class trips. A small number of dedicated parents help organise the annual summer fair. This event is well supported by the Worshipful Company of Weavers and helps raise extra funds to offset the cost of school trips. However, some parents do not send their children to school regularly and on time and often do not supply the required equipment such as a PE kit or swimming costume.

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

62. Grange Primary School is very well led and managed. Improvement since the last inspection in October 2000 has been good. The school benefits from very good leadership by the headteacher, ably supported by a very efficient and effective senior management team, including two assistant headteachers. It was identified in the previous report that the role of the senior managers and the co-ordinators needed to improve. The school has addressed this issue very well. The headteacher has an extremely clear vision and direction for the work of the school. She is very aware about what the school needs to do next to improve still further; this is shared very effectively with the staff and governors. All the key issues identified at the time of the previous inspection have been tackled very positively, with the exception of writing and speaking in English throughout the school. However, the school is very aware that this is still a continuing priority and has effective strategies in place to continue to raise standards in English.
63. The headteacher has generated a strong team spirit amongst the staff. This is reflected in the school's work towards the Investors in People award. The staff fully support each other with a positive commitment and good capacity to improve the school's provision for the pupils in their care. There is a consistency of approach that ensures that the school's fundamental aims and values are reflected in everything that they do. The school aims to meet the needs of the local community by providing quality education in a caring and supportive environment, having high expectations for each child and celebrating their achievements whilst educating them for living in a multicultural society, based on mutual respect. The school is successful in these aims. The dedication and hard work of everyone associated with the school creates a purposeful, secure environment. Staff are sensitive to the personal circumstances and characteristics of each pupil and there is a quiet determination to do the best for every child. This is a school that is particularly caring and ensures all individuals are valued and respected and are included in all aspects of school life. There are good relationships and very good racial awareness that is promoted strongly by the headteacher and all staff. This makes the school a vibrant, multicultural community where all pupils and staff are valued and respected. The caring ethos of the school where every pupil is valued individually promotes respect for one another. This is reinforced in assemblies and the classroom. The school is a community of many varied cultures and nationalities, which functions as a harmonious community.
64. Delegation to staff of management responsibilities has improved and is very good. The senior management team offers very good support to the management of the school. Co-ordination of special educational needs, English as an additional language, English and RE are very good and in mathematics, science and the Foundation Stage it is good. The co-ordinators have a very good understanding of their subjects and work enthusiastically at managing them effectively. They provide support and encouragement and ensure consistency of approach of the curriculum through rigorous monitoring of teaching and learning, which has helped to raise standards. In spite of the provision of ICT being a weakness the subject has an experienced and enthusiastic co-ordinator and the teaching team has worked well in making further improvements since the last inspection. However they are very aware that there is still much work to be done. Changes in staff have meant that several foundation subjects have very new co-ordinators, for example in art and design, history, geography and design and technology but they are enthusiastic and have already looked at planning and resources. The design and technology co-ordinator is knowledgeable and aware of the shortcomings of the subject and that it does not meet statutory requirements.
65. The provision for pupils with special educational needs is very good and managed very well by the co-ordinator. He has worked hard to produce a new policy, developed systematic procedures and has improved the quality and implementation of the individual education plans (IEP). The new Code of Practice has been implemented and training has taken place for all staff and governors. Governors are kept informed about the provision of special educational needs and there is a named governor who offers good support and is well informed about special needs. The SENCO is enthusiastic and effectively liaises with staff and all the relevant agencies, has developed and implemented good systems and maintains the paperwork well. Funds for special educational needs are used very well to provide additional support staff and the non-class based SENCO. This ensures that pupils progress well in their learning and achievements.

66. The governing body has continued to develop its role since the previous inspection in 2000. It is very effective and fulfils most of its statutory duties well, including agreeing performance targets for the headteacher. However, statutory requirements are not met in the implementation of the curriculum for ICT and design and technology. Governors fulfil their duty to be a critical friend of the school well and have a very good understanding of the strengths and priorities for development. There has been a significant improvement in their monitoring and supporting of the curriculum through their regular visits and knowledge about the tracking of pupils' progress and analysis of the latest test data. The governors fully support the headteacher in her vision for the school. They are very aware that raising standards is the most crucial area of the school's work and ensure that they are very well informed.
67. The provision of human resources is satisfactory. The school is sufficiently staffed with experienced and well-qualified teachers. There is a good balance of expertise and teaching experience and four male teachers contribute to providing a gender balance. An additional part-time teacher provides valuable support to teach music. Supply teachers enable a small amount of time to allow co-ordinators to be released to develop the teaching and learning of subjects. Support staff, including ten teaching assistants have a positive effect on standards. They work very well with the teachers and they are particularly effective in supporting pupils with special educational needs. The administration staff provide a friendly and efficient service. A helpful and effective premises officer ensures that the school is smooth running.
68. The school's strategy for performance management, induction and appraisal is very good and contributes to the effectiveness of learning. Teachers have the benefit of regular reviews to discuss their professional development and their performance is reviewed through a process of direct lesson observation. This process is linked to the school improvement plan. All teaching assistants and administration staff have also attended professional training courses. Midday supervisors work well with the teachers and provide good support.
69. The accommodation is sound overall but the cramped situation in two classrooms has prevailed since the last inspection. There is a new suite installed with ten computers but there are too few computers and some pupils have to share one computer between three. This adversely affects the quality of learning in this subject. Teachers take advantage of a hall for PE, dance and drama. However, the hall flooring is in need of repair. The pupils' work is satisfactorily celebrated in attractive and informative displays in the majority of classrooms and common access areas. Overall, the quality and quantity of resources are sound but good for other subjects such as English, music, PE and religious education.
70. The outdoor environment brings further interest to curriculum and learning. As well as grass and asphalt play areas there is a picnic area with benches and a covered yard for pupils to sit and talk. The Nursery children benefit by having a designated area outside in which to work and play, but Reception children do not have the same facilities adjacent to their classroom; this limits their learning experiences outside.
71. The headteacher consults widely about proposed improvements and the contributions of staff and governors are highly valued. The process supports thoughtful discussion leading to the identification of pertinent initiatives for development. It helps to ensure that developments are clearly focused on improvement and that they proceed with the commitment of all concerned. The degree to which everyone associated with the school is committed to driving up standards is a strength of the school and a tribute to its leadership.
72. The School Improvement Plan (SIP) identifies these proposals and provides precise details of the financial implications. Monetary affairs are tightly controlled and office administration is very good. Good overall use is made of technology to support the administration of the school. Very good use is made of computer analysis for financial administration but its use to analyse assessment data is at an early stage. The last audit report contained a small number of relatively minor recommendations and all of these points have been properly addressed. Good use has been made of the additional money made available to the school through specific grants, including those from the EAZ, such as that to support particular groups of pupils and the provision of parent education

classes. The limited funding provided through the Ethnic Minority Achievement Grant is very efficiently used. The teacher responsible is dedicated to this area of the school's work and has a very good understanding of how pupils with English as an additional language learn. As a result of the high quality support he provides in lessons, these pupils are fully included and learn at the same rate as other pupils of similar abilities.

73. The governing body has established a committee with financial responsibility and has properly defined its role. Governors are fully meeting their responsibilities in relation to budget setting and expenditure is carefully monitored. The governing body thoughtfully evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher, discussion, regular evaluation of teaching and learning, visits to the school and through analysis of assessment and other data. Governors compare the school's results with national averages and with schools having a similar intake. A desire for high standards and improvement is central. These instruments enable the governing body to have a very good understanding of the strengths and weaknesses of the school. Governors are keenly aware of the need to ensure that money is spent carefully. Competing quotations are obtained before contracts are issued although governors are mindful that the cheapest price does not always represent the best value. The school constantly challenges itself to provide better value. Taken as a whole the governing body employs principles of best value very effectively.
74. In relation to its financial affairs and administration, the school has built successfully upon the generally favourable findings of the last inspection. Although the money received for each pupil is considerably higher than the average, resources and finance are used wisely and efficiently. Overall, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. To order to improve standards further, the headteacher, governors and staff should:

(1) raise standards in English, particularly speaking and listening and writing, by:

- ensuring pupils have sufficient experience of writing in different forms, at length, including independent, creative writing;
- encouraging pupils to organise their writing effectively with an audience in mind;
- continuing to develop programmes to improve spelling;
- developing literacy skills across the curriculum;
- extending the use of ICT in literacy lessons; and
- increasing the opportunities for pupils to develop their skills in speaking and listening;

*Paragraphs: 4, 5, 16, 24, 26, 27, 29, 93, 94, 95, 98, 99, 102, 104, 109, 119, 120, 141, 158, 168 and 170*

(2) improve the provision made for ICT and design and technology by:

- ensuring that all elements of the ICT and design and technology curriculum are fully implemented;
- developing assessment procedures in both subjects;

design and technology:

- ensuring pupils' skills are taught in a progressive manner in design and technology, and allow sufficient time to develop and practise them;
- emphasising the importance of the process of design in design and technology;

information and communication technology:

- planning how pupils' ICT skills can be developed through work in other subjects;
- ensuring there are sufficient computers for pupils to be able to work effectively in the computer suite;

*Paragraphs: 9, 20, 25, 32, 38, 52, 64, 66, 69, 102, 108, 120, 123, 126–129, 146, 152 and 153*

(3) improve pupils' attendance and punctuality by:

- continuing attempts to improve pupils' attendance through regular communication with parents, especially with regard to holidays in term time;

*Paragraphs: 17 and 61*

In addition these minor issues should be addressed:

Continue to develop the range of opportunities for pupils to develop their learning and social skills to enable them to:

- become more independent in their learning, particularly in investigation and research based activities;
- take on more responsibility and show more initiative in their learning and in the day-to-day life of the school; and
- behave appropriately and concentrate on their work in lessons and not distract others;

*Paragraphs: 15, 16, 18, 19, 24, 27, 44, 48, 80, 119, 124, 152, 165, 166 and 170*

- provide greater opportunities for pupils to learn about the ethnic and cultural diversity through the curriculum in subjects such as art and design and music.

*Paragraphs: 19, 45, 125 and 159*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	17	29	18	3	0	0
Percentage	0	25.3	43.3	27	4.4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	245
Number of full-time pupils known to be eligible for free school meals	0	144

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	79

English as an additional language	No of pupils
Number of pupils with English as an additional language	156

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	46

### Attendance

#### Authorised absence

	%
School data	7.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	9	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	16	23
	Girls	8	7	8
	Total	30	23	31
Percentage of pupils at NC level 2 or above	School	86 (94)	66 (94)	89 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	21
	Girls	7	8	7
	Total	29	30	28
Percentage of pupils at NC level 2 or above	School	83 (94)	86 (94)	80 (91)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	10
	Girls	6	5	8
	Total	11	12	18
Percentage of pupils at NC level 4 or above	School	52 (56)	57 (44)	86 (68)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	9
	Girls	5	5	8
	Total	11	12	17
Percentage of pupils	School	52 (60)	57 (52)	81 (64)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
------------------------	----------	---------	---------	---------

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

### ***Ethnic background of pupils***

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

### ***Exclusions in the last school year***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
54	1	0
1	0	0
17	0	0
10	3	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
14	0	0
1	0	0
43	2	0
74	0	0
0	0	0
1	0	0
30	0	0
0	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	24
Average class size	22.4

#### **Education support staff: YR – Y6**

Total number of education support staff	17.0
Total aggregate hours worked per week	296.25

#### **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	1.0
Total aggregate hours worked per week	38.5

### ***Financial information***

Financial year	2001/2002
	£
Total income	1014290
Total expenditure	982030
Expenditure per pupil	3446
Balance brought forward from previous year	38603
Balance carried forward to next year	70863

Number of pupils per FTE adult	13
--------------------------------	----

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	48

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	90	8	0	0	0
My child is making good progress in school.	67	31	2	0	0
Behaviour in the school is good.	52	38	6	0	2
My child gets the right amount of work to do at home.	38	35	21	0	2
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	67	23	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	33	0	0	0
The school expects my child to work hard and achieve his or her best.	69	27	4	0	0
The school works closely with parents.	58	33	4	0	2
The school is well led and managed.	60	33	4	0	2
The school is helping my child become mature and responsible.	54	33	6	0	4
The school provides an interesting range of activities outside lessons.	60	21	13	0	6

## **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**

76. The school admits children into the Nursery and Reception classes twice a year, in September and January. Older children attend the Nursery full-time in readiness for entry into the second Reception thus ensuring a smooth transition. Many children transfer from the Nursery, but a few come from other pre-school settings or have not had the benefit of nursery education. A very high proportion of children that enter the Foundation Stage, speak English as an additional language and some are not proficient in their own languages. When children enter the Nursery their attainment is well below average and much lower than is expected for their age, particularly in communication, language and literacy and personal, social and emotional skills. Children make at least good progress in all areas of learning in the Nursery and, by the time they enter into the Reception class, standards have improved, but are still well below average in communication, language and literacy and below average in other areas of learning. Children with special educational needs are identified by entry assessments. They often work in small ability groups and are supported well in lessons by either the teacher or the nursery nurse. By the end of Foundation Stage, a few have attained the Early Learning Goals and are well prepared to start Year 1 work but the vast majority of children are not.
77. Provision for children in the Foundation Stage is satisfactory overall, which is similar to the previous inspection. There are significant strengths in the teaching and provision in all areas of learning in the Nursery and Reception, but there are also a few weaknesses in the Reception class and this affects learning. Overall teaching in the Foundation Stage is good. In the Nursery, teaching is consistently good or better. There is excellent teamwork between the nursery nurse and the teacher and a very good learning environment, where some very effective learning takes place. Teaching in Reception is good overall and with the effective support from the nursery nurse, children continue to make good progress.

#### **Personal, social and emotional development**

78. Children's personal, social and emotional development is given a very high priority in the Nursery and is taught very effectively. Although children make very good progress from a very low starting point, many are likely to enter Reception with average standards. New children to the school often join the Reception class with less well-developed social skills and overall attainment in Reception is below average.
79. In the Nursery, adults encourage the children to be independent and make choices about their activities. There is a very good balance between directed activities and free choice. Very good opportunities exist for the children to play together, for example, in the sand and in the role-play area. Children are aware how many can play in each area and negotiate if there are too many. The management of children is firm but gentle and very effective as all staff have very high expectations of the children. This has a positive impact and, consequently, behaviour and attitudes to learning are good. Children respond very positively to instructions, as in a lesson promoting physical development in the hall. They are keen and eager to take part, listen very well and respond instantly when they are asked to move to a different part of the hall behaving extremely well.
80. In the Reception class, teaching is good overall. For example, at carpet times, there is great emphasis on personal development, with an emphasis on sitting quietly, taking turns and listening to instructions. However, for some children working as a class poses problems, as they find it difficult to sit for such a long time and have to be checked frequently to ensure they listen and behave appropriately. When working in small groups of similar ability with the teacher, for example in literacy sessions, they concentrate and learn well. Most children select their activities and resources and work independently, such as in the baby clinic where they co-operate and play happily alongside one another. However, a few are noisy and lack the skills to work independently, this has an impact on their learning. When directed, such as in a PE lesson, children change

quickly into their kit, most managing with a minimum of help. Once in the hall the majority of children behave well.

### **Communication, language and literacy**

81. On entry to school, children's communication, language and literacy skills are generally low with little higher attainment. This is because over half of the children who attend the Nursery speak English as an additional language and are at the early stages of English language acquisition. Adults in both the Nursery and Reception provide good opportunities for speaking and listening and for children to communicate their ideas in writing in imaginative role-play situations, this helps them to make good progress throughout the Foundation Stage. The quality of teaching is effective in the Nursery with much emphasis on language development; this helps all the children to make progress and learn effectively. High quality interaction between the staff and children exists in all areas of learning with positive outcomes. Children are beginning to understand that print conveys meaning, where the title is and recall familiar stories in sequence. They make good progress in reading and enjoy and handle books well during the time in Nursery. During group time with the teacher, the older children are keen to join in the story about 'Kipper' because the teacher makes the lesson exciting; this helps them to remember the story. Good opportunities exist for the children to write for a purpose as they write an invitation to their toys – they are encouraged to try their own writing, which they do with good concentration.
82. Teaching in Reception is satisfactory overall with good features. The organisation of the Literacy Hour is inappropriate for many children at an early stage of learning the English language for so early in the school year. They work better when in small groups with the teacher, when their needs are better addressed. A good range of activities is on offer during group time, however there is too little intervention from an adult, hence opportunities to develop English language are lost. The teacher promotes books and the use of lists and captions well through a class book. Teaching of basic skills is good and children have opportunities to practise their skills through a range of activities. The children are pleased that they have photographs of themselves and with good questioning and prompting they provide a caption to go with their picture. Good opportunities exist for children to 'write'. They make lists of things to buy in the baby clinic and 'read' back their writing, which is a mixture of letters and symbols. A few children write their own names, but generally writing is still well below average at the end of Reception. By the end of the Foundation Stage, a few will reach the Early Learning Goals, particularly in reading, but most will not.

### **Mathematical development**

83. When children enter the Nursery, their attainment in mathematics is well below average. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language is good. There are lots of opportunities for learning to count, order numbers and size and recognise shape and colour through a good range of creative and mathematical activities. Children make good progress and by the end of Reception a few are likely to achieve the Early Learning Goals, but most will still be working at levels below those expected for children of a similar age.
84. In Nursery, imaginative activities help the children learn well about counting, matching and putting items into sets. The teacher, Kipper (a toy dog) and two children get things ready for a party in the home corner; children share out plates, maps and napkins to each person. Children are successful in this activity because the teacher encourages them to use mathematical vocabulary and explains the task clearly and for those with English as an additional language, demonstrates what is required. Children learn about numbers in a range of independent activities, for example two children spontaneously count the numbers on pieces of jigsaws, getting up to the number eight correctly.
85. Reception children are developing an understanding of shape, size and number through a good range of practical tasks. Imaginative use with 'Ozzy' counting, helps children learn to count correctly as they spot the deliberate mistakes. This is good teaching, as children have to explain what is wrong and how to correct it. Good behaviour management strategies are used such as

thumbs up and thumbs down when 'Ozzy' gets the answer right or wrong; this helps to eliminate a few children calling out answers. Firm guidelines are used to help modify the behaviour of a few which means that there is minimum disruption to other children's learning. When a small group are working with the teacher ordering the size of bottles, she directs questions well according to ability. This helps them all make good progress. One child was praised, when she worked out and named the middle bottle of three as 'medium'. A few higher attaining children are likely to achieve the Early Learning Goals by the end of Reception, as they recognise basic shapes and carry out simple addition.

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

86. Provision and teaching for children to develop aspects of knowledge and understanding of the world around them are good overall, with particularly good teaching in ICT. Children's learning is promoted well throughout the Foundation Stage with a good range of activities that are relevant to their lives and their surroundings. From a very low starting point children make good progress and some are likely to achieve the Early Learning Goals but most will not.
87. Children learn about their own and others' beliefs and values through religious education in Reception, for example, when they learn about festivals in other countries. As the majority of children from other ethnic backgrounds come from West Africa, it is very appropriate that children learn about the Yam Festival, which takes place there. There are good links to science and literacy when children make and eat fruit salad and share the story of 'Handa's Surprise'. To ensure children have an understanding of their locality, Reception children are taken for a walk to Tower Bridge, which is often a new experience for many. One of the reasons that attainment in knowledge and understanding is still below average when they leave Reception is the low starting point for most.
88. Children in the Nursery enjoy looking at photographs of themselves as babies and try to guess who the other babies are. This theme is continued in Reception when children fill memory boxes with items about their past and present and work out their place in the family, as they print pictures of the family members. There is good involvement with parents as they are encouraged to help fill the boxes. There are good links with science when children learn about themselves and successfully name parts of their bodies, although none volunteered names for the less obvious parts such as thigh or ankle. The activity is reinforced when children use a computer program to put labels of body parts on to a person. Children make good progress in ICT and attainment is in line with what is expected for many children by the end of Reception. This is because the teachers in Nursery and Reception teach basic skills very well in ICT and give the children plenty of practice in the classroom to develop these skills. In the Nursery many children know how to operate the computer to make a pattern on the screen, which they use to make a birthday card. They use the mouse with confidence, select a colour and draw a pattern. In Reception children learn how to control a programmable toy. They enjoy their time in the computer suite, concentrating on estimating how far the toy will go. They have made good gains in learning as they remember how to operate the toy and are usually accurate in their estimation. This knowledge is transferred onto the computer screen. However, some of the children had difficulty sharing the computers and the teacher had to work hard to ensure they all had a turn. This is when their lack of social skills is apparent.

### **Physical development**

89. The quality of teaching in physical development is good overall and very good in the Nursery. The teaching of physical education in the hall is very effective for Nursery children and there are also good opportunities to play and exercise outdoors which helps children make good progress in balancing, jumping and running. However, the Reception children do not have the same good opportunities as those in the Nursery. There are limited opportunities planned for outside activities, including those to promote physical development. Nevertheless many are likely to attain the Early Learning Goals in physical development by the end of the Foundation Stage. In both the Nursery and Reception, teachers promote safe practices well as children warm up and are made aware of

the importance of moving safely around the hall. This helps Reception children move along the apparatus safely whilst gaining in confidence.

90. Dexterity is developed through the handling of objects when working in sand and water and using play-dough and painting. In Nursery, children carefully transfer sand from one container to another and use paint with care as they transfer paint from the pot onto the paper. Reception children roll out play-dough into families of worms in order to put them into size order. They practise and gradually produce more even worms! When they cut out puppets most displayed expected levels of co-ordination and control. Children handle scissors, glue, pencils and brushes with increasing competence and their handwriting, cutting and sticking skills develop well.

### **Creative development**

91. Teaching is good overall and, as a result, all children, including those with special educational needs and those for whom English is an additional language, make good progress and some are likely to attain the Early Learning Goals by the end of Reception. Children learn about colour, pattern and texture in two- and three- dimensional pictures and models. For example, Reception children paint good representations of themselves with features, hair and appropriate skin tone.
92. Opportunities for role-play are good in both the Nursery and Reception and successfully taken into the outdoor environment in Nursery. Children enjoyed working with the nursery nurse, arranging large boxes to create a boat. Very good attention to developing speaking and listening as well as promoting imaginative play helps to develop children's limited language skills as well as their imagination. Children enjoy singing and spontaneously sing 'row, row the boat' when playing in the boxes and join in with counting songs, during carpet times. Good opportunities exist for role play in Reception, for example children play imaginatively in the class shop with the nursery nurse, exchanging goods for coins and know that credit cards can be used as an alternative!

### **ENGLISH**

93. Standards in English in the work seen are well below what is expected for pupils at the end of Year 2 and below average for pupils at the end of Year 6. Standards in speaking and writing are well below average for pupils currently in Year 2, while standards in listening and reading are below average. Standards in listening and reading are in line with those expected for pupils in Year 6, but are below average in speaking and writing. Baseline assessment shows that many children enter the nursery with low levels of attainment in communication and literacy and a high number come from homes where English is not spoken. Despite their good learning, many still have well below average attainment when they enter compulsory education. Given their attainment on entry, pupils achieve well as they move through the school and standards are better than they were at the time of the last inspection. The main reason for this improvement is that the quality of teaching has been improved through close monitoring and well-targeted support. As well as this, the school has improved its provision for pupils who have special educational needs and they now make good progress in their learning. The good provision for pupils with English as an additional language has been maintained and this ensures their good learning in lessons. The school closely analyses its national and optional test results to identify any weaknesses in provision and in pupils' knowledge. As a result, the quality of reading has been improved and writing is now a recognised area for development. These initiatives, including much improved assessment and tracking systems, are having a positive impact on the quality of teaching pupils are receiving.
94. In the 2001 National Curriculum tests for pupils aged seven, standards in reading and writing were well below the national average. Although the number attaining the level above that expected (Level 3) in reading was close to the national average, too many pupils were still on the lower levels. The school's performance in writing was well below the national average because the number of pupils attaining the expected and higher levels was too low. Unconfirmed results for 2002 show an increase in the number of pupils attaining the expected level in reading and that standards are closer to the national average. Standards in writing remain well below average although there has been a significant improvement.

95. The 2001 National Curriculum tests for pupils in Year 6 show that standards achieved were well below the national average. Fifty two per cent of pupils achieved the national expectation or above compared to 75 per cent nationally. Unconfirmed results for 2002 show that 63 per cent of pupils achieved the expected level or above. This represents a steady improvement in standards. Considering that 20 per cent of these pupils were on the register of special educational needs and that 44 per cent had English as an additional language, three of whom had arrived with no English during the year, these results show how well pupils are achieving during their time in the school.
96. Girls did not achieve as well as boys in the most recent tests for pupils in Year 6. The school's analysis shows that the girls who did not reach the required level had either special educational needs or were at the early stages of English as an additional language. There was not evidence during the inspection of a difference in the attainment of boys and girls.
97. The quality of teaching and learning observed during the inspection was good overall. Although there was not a significant difference between the quality of teaching in different age groups, it was more consistently good in Years 1 and 2 than in Years 3 to 6. Particular strengths of the teaching are teachers' knowledge and understanding of the subject, planning of lessons, use of support staff, teachers' expectations and management of pupils through positive relations. A strength of the good or better teaching is the good range of interesting strategies used by teachers to excite pupils' interest. In these lessons there is a good balance between direct teaching and independent learning. Teachers and teaching assistants are engaged all of the time in active teaching, not only during the whole class session, but also during group and individual task work. A very good example of this was seen in a Year 2 lesson where the class teacher and support staff were very effectively focused on what pupils were to learn and through insistent questioning probed pupils' understanding of how to write a sentence starting with a capital letter and ending with a full stop. This resulted in a high level of active learning. By contrast, lessons that are otherwise satisfactory are less effective when they lack this high level of dynamic interaction, insistence on participation by all and the reinforcement of well-defined objectives through the stages of the lesson.
98. Planning throughout the school is based on the targets of the National Literacy Framework, and teaching follows the recommended structure of the literacy hour very closely. Teachers try hard during the initial whole class session to engage pupils' interest through closely targeted questions and by speaking clearly so that all can understand. A very good example of this was seen in a Year 3/4 lesson where the teacher grasped every opportunity to extend pupils' speaking skills, using praise and rewards effectively. Although pupils in Years 1 and 2 try hard to give simple answers, a significant number of pupils in Years 3 to 6 are reluctant speakers and do not offer answers. Although most pupils behave well and listen carefully to their teachers, not enough opportunities are made for pupils to speak at length in class. Lengthy whole class sessions at the beginning of lessons are not suited to the varying needs of pupils. There are too few occasions for pupils to speak in small groups guided by adult intervention to increase their confidence. Planned opportunities for discussion, drama, role play and debates, for example, both in English and other subjects of the curriculum, need to be considered by the school so as to increase pupils' confidence in speaking. To reach the expected level in speaking, pupils are required to adapt talk to the purpose with thoughtfully developed ideas clearly describing events or opinions. A very significant number of pupils have not yet reached this stage.
99. Throughout the school, the enthusiasm that pupils show for reading is a strength and supports their learning. Increasingly difficult reading material supports the development of reading and teachers carefully check and record pupils' progress. In Years 1 and 2, pupils are well taught the relationship between letters and sounds, so that they make good progress. By the age of seven, most read simple passages accurately and express opinions about major events in stories they have read. They are able to sound out words to find the meaning. The higher attaining pupils read with expression and understand how to use punctuation, such as speech marks, in their reading. Although teachers use a good range of strategies to motivate pupils' interest in reading, a lack of Big Books means pupils cannot always follow the text and join in the reading during the whole class session. Story times at the end of the school day and quiet reading times, are effectively used to give pupils a love of books and to develop their listening skills.

100. By the end of Year 6, most pupils read longer texts with concentration and understanding. Higher attaining pupils show a good understanding of a variety of texts, identifying crucial features, themes and characters, as, for example in Shakespeare's 'Twelfth Night' and 'Midsummer Night's Dream'. Pupils work with groups from the Globe Theatre on these advanced works. This effectively supports their interest in literature as well as their social and cultural development. Pupils with special educational needs and those at an early stage of English as an additional language, are well supported by materials carefully graded to meet their needs. The school's library is being reorganised and was not in use during the inspection.
101. By the end of Year 2, guided by good teaching, about 40 per cent of pupils write clearly and give sufficient detail in their writing to engage the reader. They are challenged to write for a variety of purposes as, for example, when they describe their trip to St James' Park and the story of an island boy linked to their work in geography. Good marking helps pupils to think about and improve their work. The class teacher wrote in a pupil's book: "after we discussed your work, you wrote a good story." Growing understanding of the use of punctuation is shown in the use of capital letters and full stops to punctuate correctly structured sentences but these are often forgotten by less able pupils. In a very good Year 1 lesson, where pupils were challenged to write sentences about articles they had brought from home, a higher attaining pupil wrote: "This is my Ball, and is *nauc* (nice) to feel." This was the result of great effort and showed very good progress when compared to her previous writing. Group targets are well used to help pupils to remember to write neatly using full stops and capital letters.
102. The school has recently focused on raising attainment in reading and has been successful in this. It is now considering ways of improving standards in writing. The potential that other subjects, such as history, geography and science, can make to writing development has yet to be fully realised. The organisation and content of literacy lessons is not always considered in the light of pupils' lack of confidence, interest and ability in writing. In literacy lessons, particularly in Years 3 to 6, teachers and teaching assistants focus effectively on particular groups as recommended by the Literacy Strategy. However, this means that other pupils write without the guidance they need and the pace of working in these independent groups is too slow. Although writing tasks are matched closely enough to different levels of attainment, all pupils need challenge and guidance so that they are involved in active learning at all times. In some lessons, over-long explanations to the whole class, leave too little time for writing tasks. Evidence from lessons and an analysis of pupils' work shows that, although pupils are well taught the craft of writing through studying texts of all kinds, much of their writing is too restricted with few opportunities for independent, creative writing. Pupils in Years 3 to 6 are not always inspired to write because they do not have freedom to write their own stories, poetry and plays, choosing words adventurously and for effect. Information and communication technology can then be used more fully for pupils to develop, refine and enhance their work; currently the use of ICT in English is limited. Analysis of pupils' work shows that a significant number of pupils, by the end of Year 6, do not extend meaning in complex, grammatical sentences, or organise their work effectively with an audience in mind. Handwriting is generally joined and legible and capital letters, full stops and question marks are generally used properly. Spelling is weak but is improving through regular, focused practice and teachers make effective use of homework in this.
103. The co-ordinator provides very good leadership and has a clear view of what needs to be done to improve standards. There is a good range of reading materials to support learning. The subject makes a good contribution to pupils' moral development as they consider texts on war and other world issues. Further opportunities for creative work will increase the subject's contribution to pupils' spiritual development and their sense of achievement.

## **MATHEMATICS**

104. The majority of pupils enter compulsory school with mathematical skills, which are below those expected for pupils of this age. Most make good progress as they move through Years 1 and 2 and by the time they are seven-years-old achievement is in line with the national average. This good progress is maintained from Year 3 to Year 6, although recent improvements in the curriculum have not yet fully impacted and the effect of limited literacy skills and lack of

experience is more deep-seated. This results in standards that are below average by the end of Year 6. There has been a good improvement in standards since 1998 although in the recent National Curriculum tests there was a dip in pupils' performance. Throughout the school pupils with special educational needs are sensitively and effectively supported and such pupils also make good progress as evident in the recent tests at the end of Year 6. Pupils who speak English as an additional language achieve well in mathematics and make good progress.

105. The school places considerable emphasis upon mathematics and there is proper attention to the development of sound understanding of mathematical principles. The school works hard to extend pupils' mathematical vocabulary and enrich their experience. A focus upon key mathematical words is routinely included in lessons. A Year 5 teacher, for example, introduced a lesson relating to fractions by discussing terms such as "equivalence", "numerator", etc.
106. Inspection evidence indicates that by Year 2 most pupils can count to 100 and beyond and mentally add and subtract numbers to 20. The proportion who are beginning to understand place value, use some of the multiplication tables and employ the appropriate operation when calculating and understand halves and quarters is about the average. Seven-year-olds, for example, practised adding and subtracting numbers in tens and then extended the skill to adding nine and 11. A majority can satisfactorily identify the common two and three-dimensional shapes and can describe some of the features and properties. Given support, they can collect information systematically and construct simple graphs to illustrate their findings. Pupils are competent when using standard and non-standard measures of weight, capacity and length. Most Year 2 pupils are able to make independent decisions appropriate for their age as they use and apply their mathematics to solve problems. This is an improvement.
107. By the end of Year 6 the proportion of pupils who are able to add, subtract, multiply and divide with competence and accuracy is broadly average but the number who can extend this to more complicated problems such as long multiplication and division is limited. Pupils' calculations using decimals, fractions and percentages are in line with those expected but only a few have the depth of understanding required to reach higher levels of achievement. In a Year 6 lesson, a majority could apply the technique for changing between improper fractions and mixed numbers but very few could confidently explain the rationale behind the method. Most can name a range of two- and three- dimensional shapes and have appreciation of their various features and properties. Pupils collect and interpret data which they present using a range of graphical representations. The number who can apply mathematics to different situations is similar to the norm. Higher achievers have a clear concept of an angle as a measurement of turn.
108. Throughout the school pupils make satisfactory use of their mathematical knowledge to situations in other subjects. For example in history pupils use timelines to enhance their understanding of chronology and also use units of measurement and graphs in science. There is also satisfactory use of ICT to support learning although there is a need to embed and extend this aspect more cohesively.
109. Throughout the school the response of pupils to mathematics is good. Almost all enjoy the subject and have a positive attitude. Most attend well to the lesson but lack of confidence and limited language skills means that some pupils attend somewhat passively and are cautious about contributing to class discussion. Most will persevere to overcome problems. Pupils display interest and are keen to discuss their work albeit in somewhat limited terms. In several lessons pupils responded particularly well with thoughtful discussion and growing enjoyment. These good attitudes mean that there is little loss of productive time during lessons and this has a clear-cut impact upon their learning.
110. The quality of teaching is good throughout the school. Teachers work hard to ensure that concepts are understood and that good learning occurs. They are conscientious in the support which they provide and display awareness of the individual needs of their pupils. Most lessons focus sharply upon promoting the underlying mathematical understanding and teachers demonstrate good subject knowledge. A good range of activities to support learning and help to sustain interest are used. Good quality planning contains the precise objectives of the lesson. These are shared with

pupils and help to create a sense of purpose and achievement. In the better lessons the need for pupils to articulate their mathematical reasoning is used effectively to help deepen language and mathematical understanding. Lessons relating to money and to methods of calculating provided examples of these qualities in each key stage. Here the mathematical expertise of the teachers, thorough planning and the ability to motivate the pupils combined to promote very good progress.

111. The subject is led very well. The co-ordinator has expertise, enthusiasm and commitment and is helping to foster a collaborative drive for sustained improvement. All teachers have a clear understanding of the rationale of the National Numeracy Strategy, which is properly reflected in planning and lessons. The thoroughness with which the Strategy has been introduced together with good teaching and careful analysis of test data is having a direct and positive influence upon the learning and standards of all pupils in the school.
112. Teachers know their pupils well and this enables them to assess day-to-day progress accurately and to respond meaningfully. A very good range of formal tests is used to monitor individual progress and results are meticulously analysed so that the strengths and weaknesses of the programme can be identified. The test data are also used productively to set targets for pupils. Overall, the procedures for assessing pupils' work are very good, as is the influence over what is taught next.
113. The previous inspection identified the need to raise standards in mathematics and to improve the leadership and management role of the co-ordinator. Problem solving and the application of mathematics to different situations were seen as weaknesses in the curriculum. Since then standards have risen, the co-ordinator is demonstrating strong leadership and investigation and problem solving are integral to the mathematics programme. Overall, there has been a very good response to the shortcomings identified at the time of the last inspection.

## **SCIENCE**

114. From a very low point, there has been a consistent improvement in standards over the last five years. Since the last OFSTED inspection pupils have further improved their skills in practical investigations. They also have improved their understanding of processes. There is no significant difference in the achievement of boys and girls and pupils from all backgrounds achieve equally as well as each other.
115. At the end of Year 2 the pupils are achieving a standard that is below national expectations. Standards are also below national expectations at the end of Year 6. Standards are overall below average for both seven-year-olds and 11-year-olds because too few pupils reach the higher levels in science. However the pupils' attainment is broadly in line with expectations when compared to similar schools; this is because a good proportion of pupils reach average levels.
116. Inspection evidence indicates that by the end of Year 2 the majority of pupils can, for example, explain a force as pushes and pulls and the effect of forces on stationary and moving objects. They describe the differences between living and non-living things. Through practical investigations they can observe the effect of heat on different materials and know that some melt while others solidify. Units of measurement are used well; for example they record seconds and millimetres accurately. In a Year 1 class seen, many pupils could describe the life cycle of a butterfly and all of them could match several common animals to their young and describe the changes they go through to reach maturity.
117. By the end of Year 6 the majority of pupils can, for example, set up a simple electrical circuit with a battery and a switch to light a bulb. They use symbols to draw a circuit diagram and use their understanding to test materials for electrical conductivity. However, they cannot build more advanced parallel and series circuits. They know that weight and mass have different units of measurement and that weight is a force measured in Newtons, while mass is measured in grams. Higher attaining pupils understand that two forces can work in opposite directions, for example gravity and air resistance. Higher attaining pupils do not explain their observations as fully as possible in their written work. By the end of a Year 6 lesson seen many of the pupils understood

why roots are important to plants and they knew why fertilizers are often added to the soil. However, some did not understand how roots ensure that the plant gets water and nutrients. There are gaps in pupils' knowledge and understanding, which prevent them from attaining the higher levels; this means overall standards are below average.

118. Overall the quality of teaching is sound but there are some good features. The lessons are well planned and delivered to support pupils of all abilities and needs. The difference between good and sound teaching occurs where the teacher's subject knowledge is not sufficient to allow the topic to be explored a bit further. In a Year 1 lesson the teaching was very good. Through a range of activities, pupils were captivated about the different ways animals change as they mature. They were inspired to ask thoughtful questions as the teacher recalled previous learning and very skilfully led them on to new things. ICT was used well. Pupils were able to look up the life cycle of a butterfly. This was a class where there was a genuine shared enjoyment of learning to a much higher standard than could be normally expected.
119. Most of the time the pupils are well behaved and they take care with the quality of their work. They are keen to take part in class discussions answering questions thoughtfully. Their attention can at times wander and they need reminding that they should listen carefully. Many of the pupils are passive learners. They lack the self-confidence to ask explorative questions or to ask about things they do not understand. They usually work well together within groups sharing ideas as they study. This also helps to develop their social skills. Mostly their work is completed neatly and to the best of their abilities.
120. There is an effective scheme of work that is closely matched to National Curriculum requirements. However at times the depth of study is not sufficiently planned, leading to similar themes being taught at the same level in different Year groups. Many opportunities are missed to use ICT to enhance pupils' learning. Databases and the Internet are not used frequently enough to further encourage pupils to learn independently by finding information for themselves. There is insufficient opportunity for them to record their results using a computer to allow them to plot graphs. There is no use of ICT for directly monitoring experiments through the use of sensors. Pupils' skills in literacy are developed on occasions through emphasis on the correct use of key scientific words. However opportunities are missed to fully use this strategy or to correct misspelling of these words. Skills in numeracy are developed when pupils collect and process data. There are many occasions when the opportunity to enhance the spiritual element of this subject is missed; for example the wonder of the beginnings of new life.
121. Pupils' work is assessed regularly against National Curriculum levels of attainment. This assessment ensures that teachers are able to adjust their teaching plans in response to the pupils' achievements and difficulties. An experienced co-ordinator ensures that the subject is implemented to a good standard. There has been an improvement in the co-ordination of the subject since the last inspection. Good leadership has contributed to the improvement since the last inspection. All the staff work well as a team. This contributes to the success of the subject.

## **ART AND DESIGN**

122. The attainment in art and design of seven-year-olds is in line with that expected for their age. No firm judgement could be made for 11-year-olds because of insufficient evidence. This is because the inspection was very early in the school year, but attainment is likely to be below average because pupils have not had sufficient time to develop their knowledge and skills. Greater attention is now paid to the acquisition of skills in art and design, which are taught in a progressive manner, than previously. This has been achieved because the school uses national guidance as the basis of a scheme of work. The school is raising the profile of art and design through 'Art weeks' when pupils are encouraged to work together to produce work for an exhibition. There has been satisfactory improvement in art and design considering the focus on raising standards in the core subjects.
123. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress throughout the school, as they express their ideas through

a range of different experiences in art and design. In lessons observed in Years 1 and 2, some good learning took place. A satisfactory range of work was produced last year in both two- and three-dimensions. From past evidence in sketchbooks, appropriate links are made with other subjects, for example, observational drawing of Victorian lamps and drawing routes to school. In a Year 5 lesson observed, art is used as a way of expressing ideas about the Creation in religious education. Good links to literacy are made when Year 2 pupils are asked to describe the likely sequence of events leading up to a particular picture and Year 1 pupils draw good representations from 'The tiger who came to tea'. Links to numeracy are more limited but Year 6 pupils recall drawing Islamic and Celtic patterns. There are some links with ICT as Year 5 pupils draw patterns to illustrate the use of a graphics program and the skills of rotating patterns but overall this is an underdeveloped area.

124. Teaching observed is good overall. The national guidance has helped to give teachers a good understanding and knowledge of the subject and basic skills are taught well. For example, in Year 1, the teacher successfully developed pupils' skills in drawing texture of hair with a range of pencil strokes and patterns. Pupils tried hard and were pleased with their results as they described and represented the hair as wavy or smooth. Teachers work together in year groups planning the lessons well to ensure all pupils access the lesson, as well as there being consistency in experiences. In both Year 2 classes, pupils were learning to use viewfinders. They found this a difficult concept but through skilful, imaginative teaching pupils were beginning to grasp the idea. The use of a camera that develops instant photographs was a particular good idea and certainly enhanced pupils' learning. The teacher helped pupils focus on just a small portion of an artefact before taking the photograph, emphasising the function of a viewfinder. As the picture was emerging there were looks of amazement and delight from the pupils; they had never seen this happen before! Teachers have good management strategies and are consistent in their approach, but time is taken away from teaching whilst teachers insist on appropriate behaviour and co-operation. This means that teaching is often good but learning is satisfactory, particularly for older pupils. This was clearly illustrated in Year 5, when several pupils found it very difficult to work within groups, share and discuss ideas. In these situations the rate of learning slows and has a detrimental effect on standards.
125. The co-ordinator has only been in post for a few weeks and is also new to the school. However, she is enthusiastic and keen to continue the good work that has been started to give art and design a greater focus in the school. A satisfactory curriculum is in place, which is broad and balanced, as well as being planned better to give pupils experiences of different techniques and media, including working with three-dimensional material, such as clay. However, older pupils have not had the benefit of the scheme for very long; consequently they still need a lot of guidance and support for quite basic tasks and when working together. The subject makes a satisfactory contribution to pupils' spiritual and social development. However, work representing the diverse range of cultures and ethnic backgrounds of the pupils is lacking and little reference is made to the work of famous artists and craftspeople. Too little attention is given to promoting cultural awareness which means the curriculum is not fully developed, in addition there is a shortage of suitable resources to support the subject.

## **DESIGN AND TECHNOLOGY**

126. The school does not meet the requirements of the National Curriculum for design and technology. The teaching programme for this subject is to be introduced in 2003. The school has prioritised on improving the quality of teaching and learning in the core and other subjects first. Currently much of the National Curriculum for this subject is not in the school's teaching plans. There are only a small number of lessons dedicated to this subject in the school year. Therefore it is impossible to make an assessment of the standards of pupils' work when compared to national expectations.
127. The pupils have some limited experience of the practical side of the designing and making processes. They work with a restricted range of materials to make, for example, puppets, slippers and a cardboard box. Pupils' designing skills are poor. They have insufficient opportunity to develop their own design ideas before starting to make things. They do not identify and record their successes and failures. Older pupils do not model their ideas in a variety of ways; draw detailed

labelled diagrams or record alternative methods of proceeding if things go wrong. The previous inspection report stated that pupils' acquisition of skills was limited in design and technology – this is still the case.

128. The quality of teaching was unsatisfactory in the lesson seen although classroom organisation and management were very good. This lesson concentrated on giving the pupils instructions on how to make a box from folded card. It did not contain sufficient emphasis on the design process. In this lesson there was well-planned integration with other subjects. The mathematical concept of a “net” was considered when the pupils marked the outside edges of the three dimensional box as a plan on a flat piece of card. ICT was used to design and print a label to personalise the box. A food box was dismantled to illustrate the construction and there was emphasis placed on the need for marketing appeal. The pupils were attentive and well behaved. They took care with the quality of their work. However the quality of learning was unsatisfactory. This is because there was very little emphasis on the process of design.
129. The pupils' work is not assessed to National Curriculum levels of attainment, neither is a photographic record of pupils' work kept. A knowledgeable co-ordinator has just been appointed. He is starting to plan and organise the delivery of the National Curriculum for this subject.

## **GEOGRAPHY**

130. Pupils make satisfactory progress as they move through the school. No lessons were observed in Years 1 and 2 and judgements were made using other evidence.
131. In Year 2 pupils have only a rudimentary awareness of the features around the school. Year 2 pupils are beginning to gain knowledge relating to the countries and main features of the United Kingdom but the depth of knowledge is minimal. Competencies associated with the use of maps, such as how roads and buildings can be represented on a plan, are insecurely understood. Pupils can identify only elementary similarities and differences between life in Southwark and a contrasting area such as the fictional island of Struay. Overall, pupils' depth of knowledge in these areas is lower than that expected of pupils of similar ages.
132. By Year 6 pupils have acquired some understanding of the factors relating to development and to land use. They develop a basic knowledge of their local area, of the United Kingdom and of some other countries but the depth of awareness is below average. Most pupils can describe rudimentary differences and similarities between their own area and the one in Dorset which has been chosen for comparison. Pupils have some appreciation of the importance of climate and physical features in determining the development of agriculture, towns and industries but their knowledge is below what might be expected. The study of the water cycle enables pupils to gain satisfactory understanding of the importance of water to the economy and to the natural environment. Skills relating to weather and mapping are extended, as is the understanding of how development can result in both improvement and damage to the environment. In most of the geographical aspects studied the depth of knowledge and understanding is below that expected for pupils of comparable ages.
133. No direct teaching was observed in Years 1 and 2 but other evidence shows that teachers provide a sound and balanced programme. In Years 3 to 6 teaching is satisfactory. Lessons proceed at a reasonable pace and teachers convey the value of the activities to the pupils. Better teaching is characterised by good subject knowledge and a more imaginative approach. A lesson relating to features in the area surrounding the school, for example, embraced discussion, the use of digital photographs and a walk through the school environs. The teaching assistants provide valuable additional adult backing within group activities. Teachers have positive relationships with their pupils.
134. No judgement was made in respect of pupils' attitudes in Years 1 and 2. In Years 3 to 6 they are good. Pupils display quiet interest although not all are keen to make a contribution to class discussions.

135. Given that many pupils join the school with restricted experiences and with a limited competence in the English language, the gains made in each key stage, including those made by pupils with special educational needs and with English as an additional language, are satisfactory. Many pupils have limited skills in speaking and writing and lack the kind of experiences that would bolster their work in geography. There is significant movement of pupils in and out of the school. In spite of these factors most make satisfactory progress as they move through the school although achievement in Year 2 and in Year 6 is still below the national average.
136. The newly appointed co-ordinator has good initial awareness of her role. What is to be taught to each Year group is broadly defined although greater detail is required so that teachers have more exact guidance when planning their programmes. The identification of mapping skills, for example, is not sufficiently specific to promote more advanced accomplishment. Visits to places of geographical interest such as areas of London and the residential trips provide a valuable extension to the curriculum. There is productive attention to world events and to the countries of origin of pupils in order to augment the curriculum and to raise awareness.
137. The last inspection reported generally rising attainment. Geography has retained a secure place in the overall curriculum and the school's development of the subject has been satisfactory. There are, however, shortcomings in relation to the systematic building of skills which need to be addressed.

## **HISTORY**

138. The levels of historical skills and understanding acquired by pupils in Year 2 and Year 6 are in line with those expected. Progress is good in all parts of the school and for all pupils, including those with special educational needs and those who speak English as an additional language.
139. During Years 1 and 2 pupils' concept of time is satisfactorily developed through the comparisons between events in the past and the present day and through their own personal 'histories'. They are aware of the contribution made by individuals such as Christopher Columbus and Florence Nightingale. Pupils can identify some of the changes, which have occurred over time using different sources of historical information such as artefacts, photographs and books. An enquiry into changes in domestic life, for example, used buildings, photographs and artefacts to show important changes over time.
140. In Years 3 to 6 the standards attained are also similar to those expected. Most pupils can recall important events related to the topics studied such as the Ancient Greeks, Tudors, the Romans and the Victorians. Pupils' concept of chronology is satisfactorily developed with the regular use of time lines. Pupils can describe the important features of the topics studied together with the reasons for some of the major events. In a Year 6 lesson, for example, pupils were able to discuss the context and influences surrounding the conditions endured by poor children in Victorian times. The ability of pupils to investigate, interpret and explain the past is satisfactorily developed although they are only just beginning to analyse the reliability which can be placed upon the evidence from which historical information is drawn. Satisfactory use is made of ICT to support learning as exemplified in the use of the Internet to research biographies and to gather information about Victorian children.
141. Many pupils lack relevant experiences and have limitations in speaking, reading and writing skills. Given these factors the standards reached represent good progress as pupils proceed through each key stage. Those with special educational needs are integrated into the programme with the help of effective support and such pupils also make good progress.
142. The quality of teaching in both key stages is good. Lessons are conducted at a purposeful pace within a productive working atmosphere. Teachers work hard to make the material meaningful and are mindful of the need to include skills such as sources of historical information. Teachers are particularly adept at conveying the feelings and emotions experienced by people in the past. In a Year 5 lesson relating to the exploration during the Tudor period, for example, pupils were

challenged to think creatively and sympathetically about the harsh conditions experienced by sailors at that time. This had the effect of enhancing their learning and enjoyment of the subject.

143. Pupils' attitudes are good in both key stages. Most are interested in the subject although many lack the confidence and ability to discuss their work with animation. Concentration is sustained and work is generally presented with care.
144. Delivery of the curriculum is through a series of topics which properly reflect the programme of the National Curriculum. Published guidance forms a sound basis for teachers to plan their programmes. Useful links are made between history and other subjects. The study of Ancient Egypt, for example provides opportunities to understand how a modern country has been influenced by historical factors. Various visits and events such as visit to The Cumin and Toy museums provide further valuable experiences.
145. The last inspection reported upon an improvement in pupils' historical knowledge but found little understanding and empathy with the periods studied. The school now puts considerable emphasis upon the emotions, characteristics and values which affected people and events in the past. This constitutes a good response to the issues identified.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

146. At the end of Year 2 all pupils' skills, knowledge and understanding are below those which can be expected nationally. Beyond this stage there are more parts of the curriculum missing or studied to an insufficient depth in the school. The achievement of older pupils, including those with special educational needs and those for whom English is an additional language, therefore declines relative to national expectations. It is well below expectations at the end of Year 6. However, there has been further improvement since the last inspection. There is now more equipment, a good scheme of work and better teaching.
147. In Year 2 the pupils can enter and format text using a word processor. They can use creatively a painting and drawing application to produce a picture with a range of shapes and colours. They know the main functions of the keyboard and with support they can select from on screen menus to complete a task. They are less certain about independently searching a multi-media database for information. They have insufficient experience of using a computer to write stories and communicate information, using text. In a Year 2 class seen the pupils were able to use a simplified word processor application to enter and edit text with a chosen font. They were familiar with the keyboard and the functions of the commonly used drop down menus.
148. In Year 6, the pupils have advanced their skills to use a fully featured word processor confidently. They are beginning to use the Internet and send and receive electronic mail. They cannot use a spreadsheet or complete the control and monitoring tasks expected in the National Curriculum. They are insufficiently experienced to be able to evaluate information and check for accuracy and question plausibility. They cannot use ICT for a multimedia presentation. In a Year 6 lesson seen the majority of pupils knew of at least two search engines that might help them to find information. They understood that the search request should be as detailed as possible and have a string of words to reduce the number of web pages found by the search engine with irrelevant content. Before the lesson only three pupils had used a computer at home to use the Internet.
149. Overall the quality of teaching is sound throughout the school. The lessons have appropriate objectives and they are planned to a good standard. Pupils with special needs are well supported. Since the last inspection the teachers have received further training in ICT and their subject knowledge is sound.
150. Teaching was good for pupils in Year 6 when they were learning how to use the Internet to search for information. The teacher used relevant technical language without confusing the pupils with jargon. Careful questioning encouraged the pupils to give thoughtful answers. When the pupils were working within groups they received good individual help and encouragement from the

learning support assistant and the teacher. This ensured that all pupils were included in the learning process.

151. Many of the pupils are interested and most of the time they concentrate on the tasks set for them. Some are not so eager to explore new ideas or try new skills. Most pupils work well together when sharing a computer. They look after the equipment and when they have the opportunity they enjoy using the computer in the classrooms. In the classrooms many work well without direct supervision if required and sustain their concentration on the task set for them.
152. Consequently the quality of learning is sound for the work that is studied. Within the confines of a limited curriculum older pupils make sound progress. Good progress is made in Year 1 and Year 2. In one lesson the quality of learning was unsatisfactory because the pupils were not paying sufficient attention to their teacher or the task they had to complete. There are currently an insufficient number of computers. Some pupils working in the computer room have to share a computer between three. This also adversely affects the quality of learning.
153. The learning experience for younger pupils lacks rigour and National Curriculum requirements are not met for the older pupils in Years 3 to 6. Opportunities are missed to use ICT when teaching the other subjects of the curriculum. This adversely affects the pupils' standards of achievement when judged against national expectations. There is improvement particularly in the curriculum for pupils in Years 1 and 2 and the school continues to improve the situation for the older pupils. One way in which they are doing this is to take Year 4 pupils to a residential ICT centre where they see how to make a web page and use sensors connected to a computer to monitor science experiments and to record and plot the data. There are very successful ICT classes for parents in ICT after school. This helps the school community to collectively move forward to improve the pupils' learning experience. The school has taken proper precautions to ensure that pupils cannot access undesirable material when using the world wide web. The pupils' work is marked to a sound standard but they are not assessed to National Curriculum levels of attainment.
154. The subject has an experienced and enthusiastic co-ordinator and the teaching team has worked well in making further improvements since the last inspection. These improvements are particularly evident for the younger pupils. The staff recognise that there is still much work to be done. They have the tenacity and skills to achieve the further improvements required.

## **MUSIC**

155. Standards are below those expected for pupils at the end of Year 2 and in line with those expected for pupils at the end of Year 6. Despite the recent emphasis on raising standards in English, mathematics and science, the school has maintained the standards reported at the time of the last inspection. The recommended scheme of the Qualifications and Curriculum Authority, linked to a published scheme of work, guides planning and is helping to ensure that skills are developed systematically. Specialist teachers for drumming and singing give good support to these aspects of the subject.
156. The quality of teaching is good. Teachers prepare their lessons well in year group teams. Each lesson has a clear focus which helps pupils to be clear about what is expected of them. The teaching is lively and stimulating. It effectively includes all pupils regardless of gender, prior attainment, ethnicity, special educational needs or those learning English as an additional language. Two class lessons were observed during the inspection in which the quality of teaching and learning was good. A class drumming lesson, taken by the visiting specialist, was also observed and pupils made good progress. In this lesson, as in others seen, most pupils were enthusiastic, behaved well and worked well together to produce a good performance. However, three boys were uncooperative and learnt little because of their inattentive behaviour. The quality of support provided in this lesson ensured that the learning of others was not disrupted.
157. The quality of singing in one of the assemblies seen was impressive and indicates that teaching in singing lessons is good. Pupils enjoy singing and sing with enthusiasm, enjoyment and sustained effort to maintain a good level of control. The tone quality is good and pupils sing with a sense of

both phrase and musical expression. The quality of their singing adds a further valuable dimension to pupils' spiritual development. The school should consider extending this practice of choral singing to all assemblies.

158. Pupils in Year 1 and Year 2 sing tunefully, clap rhythms from simple notation and experiment with instruments to create sounds. In the Year 1 lesson seen, pupils were exploring a range of untuned percussion instruments, describing sounds they make in simple terms such as *scary*, *scratchy*, *high*, *low*. Most pupils could use these simple terms and select the appropriate instrument to describe each musically. The pace of the lesson was brisk and, as a result, pupils remained focused on what they were doing. The class teacher and teaching assistants, aware of pupils' specific needs, spoke clearly and encouraged all pupils to contribute. In consequence, pupils' speaking skills, as well as their musical understanding, were improved. Due to pupils' well below average ability in literacy and communication skills, the standard of general musical understanding is below that usually found for pupils aged seven. This judgement has been made on evidence gained by observing Year 3 pupils at work, just three weeks into the new school year.
159. In the Year 3 and 4 lesson seen, pupils made good progress in learning to listen to a piece of music, identifying repeated patterns. The class teacher's high expectations and positive relationships with her pupils ensured that all listened attentively and readily participated in activities. As a result of having listened attentively to the music, pupils could use body parts and untuned musical instruments to create repeated patterns, demonstrating control and rhythmical accuracy. Planning and discussions show that by the end of Year 6, pupils recognise and explore both the relationship between sounds and the way in which music reflects different intentions. Teachers throughout the school make effective use of taped music in dance so pupils understand how different moods and effects can be created by the elements of music. Pupils are given opportunities to listen to a range of music in lessons and on entering the hall for assemblies. However, too little use is made of these occasions to give pupils knowledge of famous composers and to describe, compare and judge a range of music using suitable musical vocabulary.
160. The music co-ordinator is aware of the strengths and weaknesses in the subject. She monitors teachers' plans and is given time to monitor teaching. As she is also the nursery teacher, the school needs to consider the time of the year set aside for the music focus so that it does not clash with the nursery children's settling in period. Assessment of what pupils know, can do and understand is carried out at the end of each teaching unit. Pupils are given opportunities to take part in school performances and to sing at a local care home for the elderly. These occasions enhance pupils' learning, enrich their experiences and provide well for their social and cultural development. There is a good range of musical instruments, which are well used in lessons. The co-ordinator has funds to increase the range of multicultural instruments. Teachers have received good training in how music can be linked to other subjects so that all aspects can be taught in sufficient depth.

## PHYSICAL EDUCATION

161. Standards of attainment are in line with those expected for pupils at the end of Year 2 and Year 6. Standards attained by pupils in games skills by the end of Year 6 are above expectations, because this aspect is well taught and is effectively supported through a range of extra curricular activities run by teachers, and teaching by visiting coaches. All classes in Years 3 to 6 have swimming lessons at the local pool at different times during the year. Teaching is good and pupils make good progress in their learning. However, many pupils have little or no experience of swimming apart from that provided by the school. As a result, standards in swimming by the end of Year 6 are below those expected of pupils aged 11. The sound overall standards have been well maintained since the last inspection.
162. Most pupils enter Year 1 having achieved the Early Learning Goals for physical development, and they make good progress as they move through the school. They are provided with a broad and balanced curriculum, which is designed to promote their physical development and social interaction. Lessons in games, dance, gymnastics and swimming were observed during the

inspection. Pupils in Years 4, 5 and 6 are offered an annual residential trip to allow for a range of outdoor and adventurous activities.

163. The quality of teaching and learning in the class lessons observed was good overall and has improved since the last inspection. Of the six lessons seen, teaching was very good in one, good in four and satisfactory in one. There was no significant difference between the teaching of different age groups. In the swimming lesson seen, the quality of teaching and learning was good. Strong features of the teaching are teacher's good relationships with their pupils, stimulating warm-up sessions and well designed activities, which keep pupils warm and make lessons fun. Skills are well taught and pupils are given good opportunities to evaluate their own work and that of others. A good example of this was seen in a Year 6 hockey lesson where the class teacher made good use of pupil demonstrations to improve pupils' skills of attack and defence. Although two good dance lessons were observed and one very good gymnastics lesson, the co-ordinator has identified the need for teacher training in these aspects, to ensure consistent good learning through the school.
164. By the end of Year 2, guided by the good teaching, pupils have increased their confidence in physical control and mobility. They perform a range of movements involving running and balancing and gain an appropriate awareness of space. They plan and perform simple skills safely. Pupils in a very good Year 1 gymnastics lesson showed sound control in linking balances together using simple movements such as tumbling and falling, pretending to be clowns. They were highly motivated by the teaching and worked hard to produce good quality sequences. In games lessons, teachers help pupils develop ball skills, such as travelling with, receiving and sending a ball in various ways. In a Year 2 lesson seen, pupils were making good progress in using simple attack and defence tactics in an invasion game. In dance, pupils employ movement in an imaginative way, as, for example when Year 2 pupils showed control and co-ordination in creating and performing dance movements in response to the story of Cinderella.
165. Pupils enter Year 3 with a sound basis for further development. By the end of Year 6, most pupils have developed good ball skills, which they use in small-sided games. Teachers ensure that pupils gain an awareness of the need for fair play and, as a result, pupils play constructively together. The pace of games lessons is generally good, ensuring the benefits of the warm-up sessions are not diminished. In the one dance lessons observed, linked to the story of the Creation, pupils were well motivated by the teaching but a significant number found it hard to work quietly and disturbed the work of others. However, the class teacher's high expectations meant that at the end of the lesson, pupils could perform group dances, employing a range of movement patterns. In a lunchtime dance club observed, the quality of movement produced by both boys and girls was of high quality demonstrating good natural talent. The co-ordinator needs to be aware of this when considering new arrangements for the teaching of this aspect of the subject. No gymnastics lessons were observed being taught to this age group but planning shows that this area of the curriculum is also given due consideration during the year.
166. Pupils enjoy physical education lessons and most try hard to improve. Teachers and support assistants are fully aware of the needs of pupils with special educational needs and those who speak English as an additional language. Explanations are clear, supported by good demonstrations, so that boys and girls from all backgrounds and of all abilities are fully included in lessons. During the inspection, some pupils in every class observed, missed lessons because they did not bring their kits to school. The school keeps a register of those who do and do not have the appropriate kit and informs parents when kits are forgotten. It is important that parents co-operate with the school in this matter, so that their children are not deprived of healthy exercise.
167. The co-ordinator is enthusiastic about the subject and has a clear action plan for improvement. There is a good range of resources for games, which are well managed and efficiently used. The hall and playgrounds are well used for lessons and extra-curricular activities, but the hall floor is in need of repair. Pupils' learning is assessed so as to ensure systematic progress in skills development.

## RELIGIOUS EDUCATION

168. Standards in religious education match the level expected by the locally agreed syllabus by the time pupils leave the school at the end of Year 6. A high number of pupils enter the school with well below average attainment in English and, as a result, standards in religious education are below what they should be at the end of Year 2. Although these pupils show a basic understanding of Christianity and other faiths, a significant number cannot provide descriptions or explanations about events studied. However, pupils achieve well to reach expected standards by the end of Year 6 and this is a good improvement since the last inspection. The very good, dedicated leadership of the subject co-ordinator has helped to increase teachers' understanding of how the subject should be taught.
169. The quality of teaching and learning is good. In one of the three lessons seen, teaching was very good in one, good in one and satisfactory in the third. Teachers use a range of interesting teaching strategies to motivate pupils' interest and lessons are well planned to take account of pupils' prior learning and experiences. For example, in the very good Year 2 lesson, the teacher made effective links between Christianity and Judaism, building on what pupils had gained through their visit to Southwark Cathedral to develop their understanding of the synagogue as the Jewish place of worship. In this lesson, pupils showed a sound understanding that one of the major elements of different faiths is that of caring for each other. Such visits to different places of worship are an increasing feature of the school's provision. Pupils' learning and understanding are well supported by the sensitivity with which teachers approach Christianity and other faiths.
170. Teachers research the different faiths very carefully so that they can present pupils with the correct information. A good example of this was seen in the Year 3 and 4 lesson where the teacher, because of her good planning and research, was able to motivate pupils' interest in the rituals, symbols and practices of the Sikh community. By the end of the lesson, pupils had a good understanding of the significance and importance of the 'five K's' to members of that faith. This emphasis on pupils' considering basic religious concepts and ways in which they have been expressed in sacred books, symbols and rituals of a variety of religious communities, helps pupils form their own beliefs and values. In the Year 6 lesson on Buddhism, for example, the well planned activities motivated most pupils to consider the importance of meditation to members of that faith and how it can be used to enrich their own lives. Most pupils, when working in small groups, could make sensible comparisons between Buddhism and other faiths studied when asked to do so. In this lesson, the immature behaviour of some boys meant that they achieved little and disrupted the learning of some other pupils. However, throughout the school, pupils listen with attention in lessons and treat the different religious artefacts on display with respect. Although teachers' questioning is good, a significant number of pupils lack the confidence to offer answers in whole class sessions. This reluctance to speak was commented upon in most lessons seen during the inspection. Although teachers research the subject in order to teach pupils the correct fact, pupils' own research skills need to be further developed so that they can better remember facts about the rituals and traditions of the various faiths studied. This would be particularly beneficial to the higher attaining pupils. The good quality support received by pupils with special educational needs and those who speak English as an additional language ensures that they are fully included in lessons and allows them to achieve appropriately.
171. Teaching is generally used well to reinforce moral values and to provide recognition of pupils' own value as individuals. Assemblies are well used to support the religious education programme. Themes such as 'courage' help pupils to consider moral values as they learn about Jesus and biblical characters such as Daniel and Zaccheus and how they acted when faced with difficult decisions. The expertise of visiting speakers is well used to help pupils consider their personal response to moral issues.
172. There is a good range of artefacts to support teaching and learning and these are well displayed round the school. The school's own range of artefacts is supplemented through a loan scheme to which the school belongs. Pupils' knowledge and understanding are assessed at the end of units of work to guide future planning. The school is increasingly identifying links between religious education and other subjects particularly English. This allows the subject to be taught in sufficient

depth. The school's capacity for further improvement is reflected in the co-ordinator's interest and commitment.