

## INSPECTION REPORT

**St Jude's Church of England Primary School**

Colnbrook Street, London

LEA area: Southwark

Unique reference number: 100835

Headteacher: Mrs Lynn Charlton

Reporting inspector: Dr Alan Jarvis (2711)

Dates of inspection: 16<sup>th</sup> – 19<sup>th</sup> September 2002

Inspection number: 195968

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Colnbrook Street London
Postcode:	SE1 6HA
Telephone number:	020 7928 5484
Fax number:	020 7401 3405
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend A <b>Lucas</b>
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2711	Dr Alan Jarvis	Registered inspector	Foundation Stage Science	How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14324	Michael Hudson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10144	Mary Marriot	Team inspector	English Art and design Geography History Physical education Geography Special educational needs	
20951	Phillip Littlejohn	Team inspector	Mathematics Information and communication technology Design and technology Music Educational inclusion	How good are curricular and other opportunities?
15023	Ali Haouas	Team inspector	Provision and standards achieved by pupils with English as an additional language (EAL)	

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU  
Tel: 01305 251591

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

### **INFORMATION ABOUT THE SCHOOL**

St Jude's Church of England Primary School is smaller than average and serves one of the most disadvantaged areas of the country. At present there are 187 boys and girls on roll between the ages of four and 11. Most pupils live in local authority housing estates. Less than half of those who start in the reception class remain to the end of Year 6. Although a wide range of attainment is represented, pupils' attainment on entry is well below average, with many having poorly developed personal, social, language and mathematical skills. The percentage of pupils eligible for free school meals is above the national average. Currently, one in five pupils (an average proportion) are on the register of special educational needs (SEN), mainly with speech, moderate learning or behavioural difficulties; two pupils have a Statement of Special Educational Need (below average). A high proportion of pupils (just under half) speak English as an additional language (EAL); nearly one in five pupils is at an early stage of acquisition of English with their home language being Yoruba, Ebo, Cantonese or Vietnamese. There are slightly more boys than girls overall and in some years the gender balance is skewed. Staff recruitment has proved difficult.

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

St Jude's Primary provides a satisfactory and improving quality of education but is not yet fully effective in all areas of its work. The school caters well for its ethnically diverse community and racial harmony is evident. Higher-attaining pupils achieve as expected but the SEN, EAL and lower-attaining pupils do well. Teaching is mostly sound, but good in Years 1 and 2, and focuses on the needs of the majority of pupils. Overall, the school is soundly led and managed and provides satisfactory value for money.

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

- The headteacher and deputy headteacher work well with staff and are tackling the key barriers to further improvement well with the help of good teamwork and support of staff.
- SEN and EAL pupils achieve well because their needs are very carefully identified and addressed and they are given good support in all classes.
- Very good relationships and support of pupils' personal development have been established which help foster a harmonious ethos and help them to mature as they move through the school.
- Standards in music are above average because of the very good, specialist teaching in the subject.
- There are good systems to track pupils' standards in English and mathematics and for monitoring the quality of teaching for all teachers, which are helping to improve standards.

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

- Standards in science by giving more attention to scientific enquiry skills.
- The challenge given in teaching to higher-attaining pupils so that they achieve as well as the other pupils, particularly in English and mathematics.
- The management, planning and organisation of the curriculum in order to provide more challenge in teaching, more breadth to the curriculum and a richer range of learning experiences.
- The role of subject leaders in order that they effectively oversee, monitor and develop provision and standards reached in each subject.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Satisfactory improvement has been made since the previous inspection in 1998 which found serious weaknesses in the quality of teaching. The school no longer has serious weaknesses and has made a satisfactory response to issues in the last report. Most teaching and learning is now satisfactory and more is good than four years ago. Standards in English have showed a slight decline but those in

mathematics have shown rapid improvement. Standards in science, although rising, remain weak. Provision and standards in ICT and music are greatly improved. Many of the steps the school takes to care for its pupils have improved, as has the provision for SEN pupils. Effective monitoring of teaching by the headteacher, better use of finances and the appointment of teaching assistants in each class have helped improve standards and cost effectiveness. Weaknesses in the curriculum in the Foundation Stage, science, art and design, history and geography remain and these are holding back standards. Further barriers to improvement are the insufficient use made of assessment beyond English and mathematics and the need to train new members of staff to lead all subject areas. The school is satisfactorily placed to further improve and is on course to meet its already reasonably challenging targets.

## 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	B	D	D	C
Mathematics	E	D	C	B
Science	E	E	E	C

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

*Inspectors make two key judgements to do with how well pupils are doing academically. When they refer to 'standards' they mean how well pupils are doing compared to others of the same age nationally. The other judgement, 'achievement', is like 'progress', a judgement about whether the standards are high enough for the particular pupils involved, given their starting points.*

The table shows that standards in the National Curriculum tests in Year 6 have remained below average in English, improved considerably in mathematics and been consistently low in science compared with all schools. They mask the fact that the proportion of pupils reaching the expected standard has been rising in line with the national trend for the past three years and shows steady improvement. The proportion of pupils reaching the higher Level 5 has been average in English and mathematics but well below average in science. Boys tended to do better than the girls. Results in the National Curriculum tests at the end of Year 2 in 2001 were well below average in reading and mathematics and below average in writing compared with all schools nationally. Teachers' assessments in science show that standards were average. The unconfirmed test results in 2002 show a similar picture to the 2001 results at the end of Year 2; those in Year 6, where there were much higher numbers of SEN pupils, are likely to be well below average in all three subjects.

Standards in the reception class are well below average, and although a little better in mathematical development, children are unlikely to meet the Early Learning Goals by the time they start Year 1. Children achieve satisfactorily from their low standards on entry. Standards in Year 2 are now below average in reading, writing and mathematics and average in science, thus showing an improvement in reading standards over previous years. Standards in the other subjects are average with the exception of music, where they are above average, and history and art and design, where they are below average. Standards in Year 6 are below average in English and mathematics and continue to improve. Standards in science are below average and remain weak because too little attention is given to scientific enquiry. Of the other subjects, standards are strongest in music, where they are above average, ICT and physical education, where they are average. Standards in art and design, history and geography are also below average and not as high as they should be because too little curricular time is given to these subjects. Girls and boys are reaching similar standards. By the end of Years 2 and 6 achievement is mostly satisfactory with the average, lower-attaining, SEN and EAL pupils achieving well and the higher-attaining pupils achieving as well as expected in most subjects. However, achievement is less than



might be expected in history and art and design in Years 1 to 6 and in science and geography in Years 3 to 6. Children of Black African heritage achieve particularly well; some children underachieve through poor attendance.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good and improved. Most pupils like school and settle in quickly to lessons.
Behaviour, in and out of classrooms	Satisfactory. Behaviour in most lessons is calm and orderly. Organised activities at lunchtime encourage good behaviour but at break times behaviour often deteriorates during free play. There is no sign of racist or oppressive behaviour.
Personal development and relationships	Relationships are very good and have improved. Pupils have a trust and affinity with their teachers. Pupils noticeably mature through the school and those who lack confidence are given considerable support in 'The Place to Be', which is a unit attached to the school to provide specialist counselling.
Attendance	Unsatisfactory. Attendance had declined but is now improving. A minority of parents condone absence; several pupils are frequently late for school.

There have been no permanent exclusion in the last four years. All pupils are equally valued and there is an atmosphere of mutual respect. Pupils naturally affiliate themselves with the good ethos that the school promotes.

### TEACHING AND LEARNING

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

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

Teaching and learning have been strengthened since the last inspection and this has helped standards to rise. Now very little teaching is unsatisfactory. Teaching is generally good in Years 1, 2 and 6 in English, mathematics, science and ICT and this helps to raise standards at important points in the school. Teaching in English and literacy is good overall in Years 1 and 2 and satisfactory in Years 3 to 6. However, too little use is made of other subjects to develop pupils' literacy skills. A similar situation appertains to the teaching of mathematics and numeracy. Very good specialist teaching was seen in music. Teaching is satisfactory in ICT and much improved but there is considerable scope to teach this more through other subjects. Teaching in science was mostly satisfactory but over time it is unsatisfactory because scientific enquiry is not emphasised enough. The teaching of art and design is also unsatisfactory because too little curricular time is available for the subject to be covered in depth. Teaching in the reception class has also improved, and is now sound, but weaknesses in the curriculum and lesson planning are restricting further improvements. Teaching in Years 3 and 4 is improving and is generally secure. Good behaviour management is a feature in Year 5. It was not possible to judge the quality of teaching and learning in design and technology.

The good teaching had challenge, pace and involved the pupils well, which led to them being clear what to do and concentrating hard on their learning. Questioning is used particularly well in Years 2 and 6. Positive relationships are evident in most classes and, as a result, pupils are keen to learn and work well. Teachers' planning meets the needs of the average, lower-attaining, SEN and EAL pupils well in all years because it is pitched to suit their levels of attainment. Good support from the teaching assistants is built into lessons. However, not enough lesson planning includes challenging learning objectives for the higher-attaining pupils and, as a result, they are not stretched. Too little use is made of assessment

information, including that gained from marking, to guide planning and ensure that pupils know what they need to do to get better. Insufficient homework is set.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Insufficient overview of the curriculum has meant that it lacks breadth and balance and has a restricted range of learning opportunities. The different strands of several subjects are not appropriately emphasised.
Provision for pupils with special educational needs	Very good procedures are in place for identifying their learning needs and progress towards their targets is regularly reviewed.
Provision for pupils with English as an additional language	Good and improving. These pupils are well supported in lessons by the teaching assistants. New systems of assessment are helping teachers to provide even better support and improve learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory in most areas but pupils' social development is good and ensures that most pupils work co-operatively and show a respect for social similarities and differences.
How well the school cares for its pupils	The very good procedures for improving attendance and supporting pupils' personal development have helped raise pupils' self-esteem and allow them to feel safe, nurtured and secure. Too little use is made of assessment information to guide curricular planning.

The National Literacy and Numeracy Strategies have been satisfactorily implemented. Statutory requirements are not met in science and art and design. The curriculum is enriched through effective links with the community and the local technology college. There are satisfactory links with parents, who receive useful information, but few are involved on a daily basis. A satisfactory programme for personal, social and health education is in place.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher and senior staff provide a clear steer to its work. Most of the weaknesses identified at the last inspection have been tackled well. The role of many subject leaders is underdeveloped. The management and oversight of the curriculum are unsatisfactory.
How well the governors fulfil their responsibilities	Governors have ensured racial harmony but have not ensured that the curriculum is broad and balanced and meets statutory requirements. The skills of recently appointed governors are underexploited in committee work and in finding out first hand how well the school is doing.
The school's evaluation of its performance	Satisfactory. Monitoring and support of teaching are satisfactory; strong systems are in place at whole-school levels but there is weak monitoring by subject leaders. Test statistics are analysed very well.
The strategic use of resources	Good overall. Financial control is very good. Special grants are well directed towards the school's priorities. Principles of best value are soundly applied.

Staffing levels are much improved. Staff who have recently joined the school are being trained to lead subject areas in place of experienced staff who have left for promoted posts. Each class has a teaching assistant; these are making a strong impact on learning and standards. Staff make best use of the unsatisfactory and cramped accommodation which has been improved by the provision of a new ICT

suite and library. Playground space is restricted. Most subjects have adequate levels of resources, but there are some shortages in the Foundation Stage, science, art and design and software to teach ICT across the curriculum.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The children like school and behaviour is good.</li> <li>• The good teaching which leads to pupils making good progress.</li> <li>• The school expects pupils to work hard and achieve well.</li> <li>• The school is well led and they feel comfortable about approaching it with questions.</li> <li>• Their children are helped to become mature and responsible people.</li> </ul>	<ul style="list-style-type: none"> <li>• The emphasis given to homework.</li> <li>• The range of activities outside school for the younger children.</li> </ul>

The inspection team agreed with most, but not all, of the positive comments made by parents and the areas they would like to see improved. However, teaching is not as strong as parents think, but is improving and is much more secure than at the last inspection. Most teaching is satisfactory but much good teaching is evident in Years 1, 2 and 6. Behaviour is also satisfactory rather than good. The inspectors agree with parents that not enough homework is set. The prospectus does not inform parents of the levels of homework they might expect to be set and different teachers set different amounts. The range of extra-curricular activities is good for the older pupils but the inspectors agree with parents that more activities ought to be made available for younger pupils.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

*Standards, the judgements of how well pupils are doing compared to others of the same age nationally, may be judged from national test results, or against the levels defined in the National Curriculum or the Early Learning Goals as expected by the end of the Reception year. The other judgement, 'achievement', is like 'progress', a judgement about whether the standards are high enough for the particular pupils involved, given their starting points. The achievement judgement shows whether enough progress is being made over time.*

1. Over the last few years, children have entered the school with a range of attainment that is well below average compared with the national picture. Although a wide range of attainment is represented in the reception class, many pupils have poorly developed personal, social, language and mathematical skills. Few have had the benefit of any pre-school education. These factors, together with the diverse cultural background of the pupils and the high numbers of EAL pupils, including many who are at an early stage in the acquisition of English, present considerable challenges for the teaching staff.
2. The children in the reception class start from a very low base and achieve satisfactorily in all areas of the learning except in mathematical development where they achieve well, because the specialist mathematical knowledge of the teacher is used effectively. By the time they start Year 1 they are still working within the Early Learning Goals in all areas of learning, although stronger gains are made in mathematical development. Achievement is satisfactory overall because of satisfactory teaching. Standards are not as high as they should be because there are weaknesses in the curriculum and the lack of an effective system for assessment also limits the information that can be used to provide challenging activities for individual children. Children start Year 1 still having to make up a lot of ground and by this stage very few are comfortably working within Level 1 of the National Curriculum.
3. Although the number of pupils in each year group is small, the results of the National Curriculum tests in Years 2 and 6 are consistent enough to identify patterns and trends. Standards in the tests at the end of Year 2 in 2001, based on the average points score, were well below average in reading and mathematics and below average in writing when compared with all schools nationally. Teachers' assessments in science indicate that standards were average overall. Compared with schools with a similar proportion of free school meals, standards were below average in reading, average in writing and well below average in mathematics. The unconfirmed results for 2002 indicate that standards have remained very similar to the previous year's results. Standards have been below average overall, and average compared with similar schools, but data shows these steadily improving.
4. The standards of work seen in Years 1 and 2 across all subjects reflect a picture of further improvement. They are at least below average in all subjects showing that the good teaching and learning evident in English, mathematics and science is lifting standards. Standards are below average in English, mathematics, history and art and design, average in design and technology, ICT, science and physical education and above average in music. Achievement is satisfactory in most subjects, unsatisfactory in art and design and history because of curricular weaknesses but good in music where the teaching is very strong.
5. Standards have been steadily improving in Year 6 to a below average level in recent years. In the National Curriculum tests at the end of Year 6 in 2001, standards were below average in English, average in mathematics and well below average in science compared with all schools nationally. When compared with similar schools, standards were average in English, above average in mathematics and well below average in science. The exception to the general rise in standards occurred in 2002 where the unconfirmed results indicate that standards were well below average in all three subjects. However, these reflected the higher numbers of pupils with SEN in last year's Year 6 class. Standards have risen in line with the national trend. The improvement in standards has been particularly good in mathematics and a little less so in English. Although the proportion

of pupils reaching or exceeding the national average standards in science has been rising consistently, standards in this subject have been a key weakness since the last inspection. A lower proportion of pupils reached both Level 4 and the higher Level 5 than in English and mathematics. Previously, national test results show that the boys have done better than the girls in all three subjects.

6. Standards seen in the inspection in Year 6 confirm that standards overall are securely at a below average level compared with the national picture and that improvement continues. Standards are below average in English, mathematics, science, history, geography and art and design, average in design and technology, ICT, and physical education and above average in music. By Year 6, standards show noticeable improvement in mathematics, ICT and music since the last inspection as a result of the headteacher and staff directing most attention to these subjects. Boys and girls are reaching similar standards.
7. By Year 6, achievement from Year 2 is satisfactory overall, again because teaching is less focused on the needs of the higher-attaining pupils than other groups of pupils. The only subjects where achievement is not satisfactory are music, where it is good because of very good specialist teaching, and science, art and design, geography and history because of shortcomings in the curriculum in these subjects.
8. Standards are helped because of the good teaching in Year 6, the effectiveness of teaching assistants in supporting the needs of SEN and EAL pupils, the good use that is being made of booster classes and the very strong tracking of pupils' progress in English and mathematics, which is helping to provide targeted support for pupils most in need. Standards in science, art and design, design and technology, history and geography are not helped by the lack of a subject leader who can help monitor and drive up standards. The emphasis given to English and mathematics has squeezed curriculum time for art and design, history and geography and their reduced emphasis is impairing standards.
9. Considerable focus has been given to developing English and literacy, and by Year 6 standards are below average. In Years 1 and 2, staff focus on developing pupils' confidence in speaking and listening, which is very weak on entry to the school, and on the needs of EAL pupils. By the end of Year 2, pupils have made good gains and are able to discuss the work they do in informal situations, although they sometimes need help when speaking to the rest of the class. By the end of Year 6, pupils are able to speak with more confidence in class discussions and listen to each other attentively. At the start of Year 1, many pupils follow stories attentively but very few can recognise familiar words. However, the good teaching in Years 1 and 2 ensures that by the end of Year 2 they have gained in confidence, talk about an increasing range of books and express opinions about what they have read. By the end of Year 6, although standards are below average, most pupils show confidence and enjoy reading independently. They understand the main points they have read and predict what will happen next in a story but only a few compare one book with another and give reasons for their thoughts and opinions. Writing is a weakness and a cursive style is not consistently applied across the school. Very good emphasis is placed in Years 1 and 2 on handwriting, presentation and spelling skills in order to address the very weak skills which are still evident when pupils join Year 1. As a result, standards improve to a below average level. Weak presentation affects standards in Years 3 to 6 but by Year 6 many pupils are able to draft and re-draft their work as they go along and some are able to write for a range of different purposes. Pupils develop their literacy skills satisfactorily in some subjects of the curriculum with, for example, good attention paid to vocabulary in science, but insufficient use is made of history and geography to use and develop these skills.
10. Satisfactory attention is also given to developing pupils' mathematical and numeracy skills. By Year 2, pupils are confident in their use of number and have a sound recall of simple times-tables. Most can use mathematical names for common 2D and 3D shapes and are starting to use standard and non-standard measures. Standards are similar in the different areas of work. However, by Year 6, standards in number are average and higher than in shape, space and measures, handling data and using and applying mathematics because insufficient curriculum attention is given to these latter areas. Pupils show the ability to confidently undertake mental

calculations but find it difficult to apply these skills to everyday problems. Insufficient opportunities are taken to use mathematics in other subjects. As with literacy, numeracy skills are insufficiently developed in other subjects of the curriculum, particularly science.

11. Standards in science remain weaker than those in English and mathematics mainly because too little attention is paid to teaching scientific enquiry in Years 3 to 6. By Year 2, pupils gain a satisfactory knowledge and understanding of the features and life processes of a variety of living things, the names, properties and uses of a range of materials and early ideas about forces, electricity, light and sound. Few are able to talk confidently about 'cause and effect'. Standards in scientific enquiry are also given due attention; whilst pupils can use simple equipment and observe with their five senses, too few examples were evident of them recording their observations in a variety of ways and saying what happened was what they expected. The higher-attaining pupils ought to be able to, for example, carry out a fair test with help and record observations in a variety of ways but this was not evident. The weaknesses in scientific enquiry are becoming evident in Years 3 to 6, but teachers are starting to address this. Overall, by Year 6, pupils are reaching a below average standard in their knowledge of scientific facts and understanding of scientific ideas and many can, for example, identify and name the organs in the human body, explain the difference between a reversible and irreversible change and can make simple generalisations such as sounds become fainter due to distance. However, many pupils do not use correct scientific conventions, drawing electrical circuits with incorrect symbols, for instance, because teachers are unsure of their subject knowledge. In scientific enquiry some Year 6 pupils can explain how to do a fair test and apply these principles to a new situation but their ability to describe, explain and predict well and to explain whether the evidence collected during investigations is significant, reliable and valid is a key weakness.
12. The school does well with the average, below average, SEN and EAL pupils and their achievement is good. This is because their needs are carefully identified, they are well supported in class and they receive specialist subject and timely pastoral support when it is needed. Teachers also tend to pitch their planning, lesson objectives, style and pace of learning to suit the needs of these pupils. The higher-attaining pupils achieve as well as expected but not as good as other groups of pupils because most teachers do not challenge or support them as much or as well as the other pupils. Past differences in the standards and achievements of boys and girls are now much less marked. The West African children from Sierra Leone and Nigeria, who make up about one third of the school population, achieve well because of their good attitudes in class and the very strong support they receive at home. In contrast, a small number of pupils, mainly of white English, Welsh and Scottish heritage show unsatisfactory achievement because of their poor attendance. By Years 2 and 6 achievement is satisfactory overall.

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

13. Since the last inspection pupils' attitudes have improved and are now good. All groups of pupils are happy to learn and settle quickly into lessons. They respond to challenge, sustain interest and enthusiasm, and most remain attentive in classes and assemblies. Pupils are well motivated, show a high degree of commitment and remain focused on the tasks they are given. They enjoy activities such as mental mathematics and using computers. Pupils work effectively both on their own as in topic work in Year 6, and in paired and group activities, for example, when poetry writing in Year 4. They take pride in their efforts and are keen to share their pleasure in achievement. Pupils offer constructive ideas, listen to what others have to say, and their contributions to discussions are often thoughtful and imaginative, as in suggesting different uses for solid materials in a Year 2 science lesson. Parents confirm their children like school and work hard. Pupils' positive attitudes enhance their learning.
14. Pupils with special educational needs respond well to additional support from teachers and classroom assistants. They are motivated and enjoy good relationships with each other and with adults. Teaching assistants know their pupils very well and as a result, pupils are confident to speak to adults and to share concerns they may have. Attitudes to work are good and pupils persevere well with their tasks. The EAL pupils also benefit from this additional support which helps them concentrate well on their learning.

15. Pupils' behaviour is satisfactory, as it was at the last inspection. There have been no exclusions in the last four years. Pupils understand the behaviour policy and school rules, and when supervised comply with them satisfactorily. The atmosphere within the school is calm, orderly and purposeful and pupils use corridors and stairs responsibly. Satisfactory behaviour in lessons and assemblies helps pupils' attainment and learning with the occasional examples of more challenging behaviour, evident in Years 3 and 5, being managed appropriately within the school's code of conduct. In both play areas during organised play activities, pupils' behaviour is good. However, during free play there is little self-discipline, and when staff are slow to control them, pupils' behaviour deteriorates and their play becomes rough and reckless. At lunch pupils are nicely mannered and friendly, making it an enjoyable social occasion. Pupils are pleasantly inquisitive with visitors and they have respect for property such as computers and plants. There were no signs of harassment, racist or oppressive behaviour.
16. Pupils' personal development remains satisfactory. Pupils are self-assured, have personal esteem and the ability to organise themselves effectively. Those who lack confidence or are socially insecure benefit considerably from the advice and support they receive from both 'The Place to Be' team (a unit within the school that supports and counsels pupils) and weekly visitors from Shell plc who hear readers and support pupils in ICT. Although pupils show initiative and diligence when working on their own, for example, in topic research, opportunities for independent learning are missed in many lessons. Pupils enjoy responsibility and carry out the duties they are given with enthusiasm and pride. Classroom tasks develop pupils' self-regard, while whole-school tasks enhance their corporate commitment and "make them feel important". Discussions of issues like bullying and bereavement improve pupils' social awareness. They appreciate the purpose of charities, benefit from visits and local events and have a growing sense of citizenship. Pupils noticeably mature as they progress through the school.
17. The very good relationships which are evident are an improvement on the last inspection. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust and have affinity with their teachers and the younger ones readily confide in them when they are upset or worried. Relationships within peer groups are positive and friendly, and those from different social and cultural backgrounds interact very easily. There are many constructive and harmonious relationships which are enhanced during visits and extra-curricular activities. Pupils understand the feelings of others and have respect for different values and beliefs. They are caring and considerate when other pupils are hurt. During organised play activities boys and girls of different ages co-operate happily and at lunch pupils sit together at mixed tables. All groups of pupils are fully integrated into the school community.
18. Attendance is unsatisfactory. The latest figure is below the national average while that for unauthorised absence is above the average. Both rates are worse than at the last inspection. The main reason for the unsatisfactory attendance is the failure of a small number of parents to recognise the importance of education and accept their responsibility for ensuring their children attend school regularly. Other reasons include holidays in term time, occasional truancy and recently an infectious illness. Punctuality is also unsatisfactory with several pupils being regularly late for school. Registration is prompt and efficient, pupils answer politely and there is an orderly start to the daily sessions. Lessons begin on time. Pupils' late arrival disrupts classes and their unsatisfactory attendance has an adverse effect on their learning.
19. One of the major reasons why pupils' attitudes are good, exclusions are rare and behaviour is satisfactory is the secure provision for pupils' spiritual, moral, social and cultural development and good attention paid to ensuring pupils' welfare. This has led to pupils being aware of their own and others' beliefs and cultures, being able to distinguish between right and wrong, a willingness to engage in artistic and cultural events and relating well to others. Although attendance is not yet at the national average, encouragement is given to pupils to think about the importance of good attendance, such as was seen in one school assembly, where all pupils cheered when two classes had a 100% attendance record for the week.

## HOW WELL ARE PUPILS TAUGHT?

20. At the last inspection around one third of the teaching was unsatisfactory and a serious weakness overall; all of the weak teaching was located in Years 1 and 2. Teaching and learning are now good overall in Years 1, 2 and 6. It is in these years where the pupils make their greatest strides forward in standards. The proportion of good or better teaching has improved from one in five to one in three lessons. In other years, including the reception year, teaching and learning are mostly satisfactory. Only one lesson, in Year 3, was judged to be unsatisfactory because of a lack of pace and weak behaviour management. This inspection's judgments are much better than those of four years ago. The improvements in teaching are due to more effective monitoring of lessons, the training which staff have had through the National Literacy and Numeracy initiatives, the allocation of teaching assistants to each class and the use of national planning guidelines.
21. Teaching in the Foundation Stage has improved. At the last inspection nearly half of the teaching was unsatisfactory because little account was taken of planning guidelines, tasks and activities were not clearly defined and assessment was not used to build on pupils' prior learning. Teaching and learning in most areas of learning are sound but insufficient attention is still paid to using assessment to help plan challenging experiences for all children. Intense support and better reference to current curricular requirements in planning have helped to bring the planning to a satisfactory quality. Teaching and learning in mathematical development are good because of the expertise the teacher has in this area.
22. Teaching and learning are strongest in Years 1, 2 and 6. The teachers teach consistently well in most subjects and this helps to raise standards at important points in the school. Much teaching in Years 1 and 2 was characterised by a good subject understanding, effective teaching of basic skills and strong classroom relationships which resulted in pupils making good gains in knowledge and understanding and pupils working productively at a good pace. English, mathematics and science are effectively taught in these years and a strong feature is the incisive questioning which is used. For example, in a Year 1 mathematics lesson, a practical demonstration of subtraction involved pupils standing up and sitting down to model how to subtract one number from another, and this, coupled with good questioning, helped them to comfortably tackle this key weakness in their learning. Pupils relish lessons in these years and their standards blossom through the high challenge which is presented. Many of these features are also evident in the good and enthusiastic teaching seen in Year 6, again in most subjects, where a good pace to learning and confident and challenging teaching boosts pupils' standards. In a Year 6 literacy lesson, good questioning and the involvement of all groups of pupils enabled pupils to retell the story of Perseus' from various viewpoints.
23. Teaching in Year 5 has some strengths and some weaknesses; it is satisfactory overall. A major strength lies in the teacher's skill in managing classroom behaviour and establishing a good work ethic. These are being effectively employed as she has just taken over a class which contains some pupils who lack concentration and need a careful eye kept on them. She has also worked hard, since coming to this country, in developing her subject knowledge and understanding of the requirements of the National Curriculum and these are now secure. The weakness in her teaching centres on the overuse of whole-class teaching methods, which, although they help to establish sound gains in pupils' knowledge and understanding, are at the expense of some liveliness in learning and development of pupils' independent learning skills.
24. Teaching is improving in Years 3 and 4. Past monitoring of teaching shows that there have been some weaknesses in teaching in Years 3 and 4. Teaching has been weak because of a slow pace to lessons, difficulties in classroom organisation and management and the management of pupils' behaviour. For example, in a Year 4 science lesson, the teacher was partially successful in managing and focusing pupils' enthusiasm but this would have been even more effective if he had stepped back on occasions to gauge where his interventions might have been targeted to best effect. The headteacher and teaching staff have been working hard to address these features. The inspection evidence shows that sound progress has been made in these areas, particularly in Year 4, and that most teaching and learning is now satisfactory. However, the gains that have been made are not yet fully secure.



25. Teaching was seen in most subjects for sufficient time for a secure judgement to be made on the quality of teaching; this was supported by evidence from retained work, planning, work on display and talking to pupils. Teaching and learning are very good in music, where a specialist peripatetic teacher visits the school once a week to teach all classes. In the two lessons seen a positive approach was encouraged through using stickers to reward good singing posture and performance and the challenge which was projected resulted in pupils' responding enthusiastically. Teaching and learning are good in English, mathematics and science, in Years 1, 2 and 6 and ICT and physical education in Years 2 and 6. Teaching and learning in art and design are unsatisfactory in all years because planning is unclear about how skills will be systematically developed. The teaching and learning in science in Years 3 to 6 are also unsatisfactory over time because too little attention is given to teaching scientific enquiry. Teaching and learning in all other subjects in other years were satisfactory but no secure judgment could be made in design and technology.
26. There are a number of positive features to teaching and learning that have been strengthened since the last inspection. The main strength is the effective way in which nearly all teachers plan and pitch their teaching to suit the learning needs of the average, lower-attaining, SEN and EAL pupils. Pupils are managed particularly well in Years 1, 2 and 6 and the good learning atmosphere which results ensures that learning proceeds at a good pace. Teachers' subject knowledge of ICT has been strengthened and this is being used well in discrete ICT lessons but not as well across the curriculum. Teachers' subject knowledge in design and technology has also improved. The poor relationships and "emphasis on nagging" previously reported have been replaced with a positive atmosphere in nearly all classes.
27. The teaching of SEN pupils is good. Class teachers and the SEN subject leader draw up individual education plans (IEPs) together. They are reviewed regularly. Teaching support assistants are well trained to carry out their support role. Those assigned to pupils who have a Statement of Special Educational Need and those identified on the new 'Code of Practice register' support pupils well and through good support they ensure that these pupils achieve well.
28. Unlike at the time of the last inspection, all classes now have a full-time teaching assistant. This costly, but well-used, resource has brought considerable benefits to pupils' teaching and learning. They have been well trained and work closely with teachers, helping to set up lessons and supporting groups of pupils within each class. In the main they work very closely with the SEN and EAL pupils, many of whom are average and lower-attaining pupils, and their good work is one of the main reasons why these pupils achieve well. The deputy headteacher, through his careful analysis of assessment data in English and mathematics, is now directing their attention towards those pupils who are in most need of support. Although they sometimes work with the higher-attaining pupils, this work is less sharply focused.
29. Planning for lessons has improved but there are still weaknesses. National guidelines for each area of the curriculum have helped to bring some coherence to planning over half a term or longer. Teachers now identify clear lesson objectives in their planning, and when these are emphasised to pupils at the start of the lesson this helps give them a clear idea of what is to be learnt. The lesson objectives work well for the average, lower-attaining pupils, SEN and EAL pupils, but are much less suited to meeting the needs of the higher-attaining pupils. As a result, most pupils learn well but sometimes the higher attainers mark time. Teachers are also using planning guidelines from the local education authority in literacy and numeracy. However, they follow these too closely without adapting them to the needs of the pupils at St Jude's. The result is that some work is too difficult for some pupils or is repeated unnecessarily.
30. There are a number of features that would improve teaching throughout the school, besides improving the precision of lesson planning to meet the needs of the higher-attaining pupils. The satisfactory teaching, mostly found in Years 3, 4 and 5, is not yet good because much lacked pace and crisp questioning and was over-reliant on the pupils listening to the teacher rather than being involved in challenging, well-timed activities. Similarly, the good teaching is not yet very good because expectations are not high enough and the starts and ends of lessons not well executed. The assessment of what pupils know, understand and can do remains a weakness in all subjects

except English and mathematics and such information is not used enough in lesson planning to help target what individual and groups of pupils really need to learn.

31. Overall the quality of teaching of English and literacy is good in Years 1 and 2 and satisfactory in Years 3 to 6 with particular strengths in Years 2 and 6. This is a marked improvement on the last inspection, particularly in Years 1 and 2 where teaching was unsatisfactory and expectations of pupils were low in many lessons. The satisfactory implementation of the three-part lesson structure associated with the National Literacy Strategy is being consolidated and starting to make a better impact on pupils' learning. Lessons are now better planned but the objectives for each lesson that are drawn up are sometimes not fully shared with pupils and not targeted at the learning needs of the different groups of pupils in each class. Classroom teaching assistants are used well. This, together with the pitch of work, ensures that teaching has a particularly positive impact on the average, lower-attaining, SEN and EAL pupils. Literacy skills are soundly developed in other areas of the curriculum, such as in science where correct vocabulary is emphasised well. Better teaching is starting to make its mark on standards.
32. The teaching of mathematics and numeracy is good by Year 2 and satisfactory by Year 6; the unsatisfactory and poor teaching previously reported in Years 1 and 2 is no longer evident. Most of the positive features evident in English, such as sound use of three-part lesson structures and positive use of teaching assistants, are also present in mathematics and lead to satisfactory learning. Similar weaknesses in planning for the learning needs of the full range of pupils, especially the higher-attaining pupils are also evident, and extension work is not yet effectively planned for these pupils. The good teaching in mathematics was conducted at a brisker pace and expectations of the pupils were higher than in the satisfactory lessons. Overall, the teaching of mathematics is more effective than at the time of the last inspection and has been the main reason why standards have shown good improvement in this subject.
33. The teaching of science is good in Years 1 and 2. However, in Years 3 to 6, teaching and learning in science over time are unsatisfactory because the teaching of scientific enquiry is not prominent enough and teachers have misunderstandings in their subject knowledge which they pass onto the pupils. Although pupils undertake a limited number of investigations, too few opportunities are provided for them to carry out whole investigations in which they follow through their own predictions and hypotheses and develop links between the different strands of the subject. This is most apparent when looking in pupils' books or at work on display, which both lack real evidence of scientific enquiry being systematically developed year by year. In lessons seen during the inspection, it was clear that all teachers are aware of this weakness and are working hard to put it right.
34. The teaching of ICT has improved considerably since the last inspection and is now satisfactory. Teachers teach ICT as a discrete subject effectively because they have good subject knowledge, which has been improved by effective training, and they show a good understanding of the National Curriculum requirements. They question pupils well, assessment information is helping teachers to gain a good view of pupils' competencies and as a result, teachers have a good understanding of each pupil's learning. However, teachers' use of ICT across the curriculum is less prominent and the use of computers and other ICT resources is insufficiently planned into work in most other subjects.
35. On the questionnaires sent out to parents before the inspection, around one quarter of parents raised concerns about the level and frequency of homework. This was a higher proportion than at the last inspection. The inspectors agree with these concerns. Although some homework was set during the week, retained work shows that there is no consistent pattern to the setting of homework and it is far below national guidance. As a result, a lack of regular homework is affecting standards. No information is given to parents in the school prospectus on how much homework they should expect.

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

36. The length of the teaching week meets national recommendations. All subjects of the National Curriculum are taught but the curriculum is imbalanced, resulting in the quality and range being unsatisfactory. A lot of time is given to English and mathematics and some emphasis is important in order to address the low standards that children have in these areas on entry to the school. The National Literacy and Numeracy Strategies have been introduced satisfactorily, with improved lesson plans, which are having a positive effect on raising standards in English and mathematics. Booster classes in English and mathematics are successfully enhancing provision. Curricular provision for ICT is much improved and works well as a discrete subject, and standards have risen, but less use is made of the valuable resources across the curriculum. However, in science, too little curricular attention is given to scientific enquiry; insufficient time is made available for history and geography to allow the curriculum to be developed in depth and the lack of emphasis given to art and design, which was also reported at the last inspection, remains a weakness. These shortcomings are impairing standards in these subjects. The shortcomings are most acute in science and art and design where the curriculum does not meet statutory requirements.
37. The curriculum in the Foundation Stage also lacks balance and richness and this too is limiting a strong start being made in the reception class. The curriculum is now planned with the new Early Learning Goals, which describe the standards expected at the end of the reception class, in mind. There are some good features. For example, all six areas of learning are now covered. Mathematical development is well planned which results in a good range of learning experiences being provided. However, insufficient attention is given to developing pupils' speaking, listening and writing skills, the role-play and writing areas are underexploited, the breadth of art activities is too narrow and hardly any use is made of the areas outside for play or to enrich pupils' learning experiences. These shortcomings are insufficiently addressed in long-term planning. Weekly planning is also unsatisfactory because learning objectives are not explicit enough in all areas of learning and activities insufficiently targeted at the learning needs of individual children. Some attention is given to meeting the needs of the older and younger children in the class through teaching but again this is not explicitly set out in planning.
38. Extra-curricular provision is much improved and is now good. The 'Elephant Links' programme has resulted in more purposeful and structured lunchtime activities together with providing more effective links between home and school. The positive attitudes of the lunchtime supervisors have contributed to the much improved atmosphere at lunchtime and helped to reduce the number of incidents which require teacher attention at the start of the afternoon, resulting in the prompt start of lessons. The parents' questionnaire indicated that 90 per cent of parents agreed that the school provides an interesting range of activities outside lessons. These activities, that are giving a positive experience to pupils, particularly older pupils, include a football club, science club, recorder, swimming, and booster classes. Visits are made to local places of interest such as the Imperial War Museum and The Tate Modern. Strong links have been forged with the London Philharmonic Orchestra (music) and the Geoffrey Chaucer Technology College (design and technology). Having performed the play in school, pupils in Year 6 visited Sadler's Wells to see a performance of 'The Lion, the Witch and the Wardrobe' by The Royal Shakespeare Company. Pupils in Year 6 have the opportunity to take part in a field trip to the Arethusa Venture Centre where they take part in a number of outdoor activities related to physical education. However, fewer extra-curricular opportunities are provided for the younger pupils.
39. All groups of pupils experience the full curriculum on offer. The school makes good provision through appropriate curricular methods and teaching materials to ensure that no pupil is disadvantaged by ensuring equality of access and opportunity for all pupils, reflecting the diverse community that the school serves. Tasks in each class are planned according to each pupil's level of attainment and pupils are often grouped with others with similar attainment. No pupil has been disapplied from any aspect of the curriculum. Boys and girls are encouraged to work together in all classes, and extra-curricular activities are open to all. There is good curricular provision for SEN pupils which is very well managed by the SEN co-ordinator and the team of teaching assistants. This, together with the individual education plans and targets prepared for these pupils, results in them being able to cope well with the curriculum. EAL pupils receive good support in class, which ensures that they have full access to the curriculum and achieve well.

40. Provision for pupils' personal, social and health education (PSHE) is satisfactory. For example, in a Year 4 lesson, pupils discussed one of the schools' 'Golden Rules', and learnt how to control anger they might feel at times through self-control. Circle time in Year 3 was used well to talk about "special people we know", and this enabled pupils to encourage respect for others. Programmes for developing the pupils' understanding of healthy living and drugs education, together with sex education, are all in place. The school works closely with outside agencies to promote a healthy life style. Health education issues are also addressed through science topics. These opportunities enable pupils to encounter new ideas at timely points in their development.
41. Good links have been established with the local community. The school has established a very strong link with Shell PLC, whose staff support pupils in reading, computing and other activities on a regular weekly basis. The link with Geoffrey Chaucer Technology College is ongoing, where Year 6 pupils can design and make quality products under specialist tuition. The school has established good relationships with local secondary schools that help pupils make the transition between primary and secondary education and contribute positively to the improvement in standards. The school makes full use of a programme of visits both local and residential to develop pupils' understanding of the world they live in and as part of their social education.
42. Provision for pupils' spiritual development is satisfactory, as at the last inspection. Pupils are given opportunities to explore a range of beliefs. During circle times pupils are encouraged to consider values and beliefs and to reflect on their own experiences. Pupils in Year 3 were given the opportunity to talk about a special person in their life and showed respect when others were speaking. The school rules encourage respect for others, and this aim is met. The school's ethos provides a climate in which differences are respected and the contributions of all are valued. However, opportunities to support and develop pupils' spiritual awareness in all subjects are not identified in planning with the result that the opportunities for spiritual development are limited. The school provides a daily act of worship. During assemblies use is made of a range of opportunities to support spiritual development. These include time for reflection, which was illustrated during an assembly story about Nelson Mandela which was used to illustrate the concept of 'Let your light shine' - encouraging pupils to always do their best. Pupils were also encouraged to reflect on what Nelson Mandela had achieved and what could be learned from it.
43. Provision for pupils' moral development is satisfactory. Positive moral attitudes are promoted throughout the school. Discussion is used effectively to enable pupils to develop an understanding of the difference between right and wrong. PSHE and circle times are used effectively to understand the needs, attitudes and feelings of others. In a Year 4 class, pupils discussed the school rule, "I will keep my hands and feet to myself". Most pupils supported this view but a minority of boys expressed views that retaliation was on occasion acceptable. Adults provide very good role models and are consistent in implementing the school's behaviour management policy. Throughout the school the system of rewards and positive encouragement has a positive impact on the pupils' attitudes and behaviour. Inappropriate behaviour by one pupil to another is effectively dealt with through discussion or effective behaviour management. All pupils are aware of the school rules and were involved in their formulation.
44. Good opportunities are provided for pupils to develop their social skills. They work well in a variety of situations. Pupils are encouraged to work co-operatively, take responsibility and help others. Pupils in Year 6 are given the opportunity to help and support younger pupils during the morning and lunch break. The school council, which is in the process of reforming, will include representatives from the pupils, staff and governors. 'The Place to Be' scheme provides a counselling service where pupils can resolve any problems they may have in school or at home. The relationships between pupils and between pupils and the staff are very good. The programme of day and residential visits has a very positive impact on developing pupils' social development and they relate well to other people and have good attitudes to their learning.
45. Provision for pupils' cultural development is satisfactory and there have been improvements since the last inspection. There is a strong belief that the diversity of traditions, faiths and cultures enrich the life of the school. The school has an ethos of providing equal opportunities and encouraging respect for others. The pupils' own cultures are celebrated through an attractive and informative

display in the assembly hall about Sierra Leone. This includes the pupils' own writing and photographs. A visit was made to Sierra Leone by a member of staff to help develop understanding of its culture. Cultural development is supported in the curriculum through visits to art galleries, links with orchestras and the theatre but further development is required to promote the understanding of other cultures through history, geography and art and design. Displays of work around the school do not reflect well the richness of cultural diversity in the school. As an overall result of these factors, the school is satisfactorily preparing its pupils for life in a multicultural society.

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

46. Procedures for child protection and pupils' welfare are given a high priority. They have improved since the last inspection and are now good. Staff know pupils very well and pastoral care is very good. Pupils feel safe, nurtured and secure and this impacts favourably on their attitudes to learning. Arrangements covering accidents, illnesses and medicines are good and pupils have regular medical examinations. Sufficient staff have up-to-date first aid qualifications. Child protection procedures are very good. The child protection policy is structured and appropriate, the child protection officer has been trained and is known to staff and links are established with the requisite agencies.
47. Health and safety procedures are satisfactory. The health and safety policy is comprehensive and clear and staff awareness of health and safety matters is good. Cleanliness and hygiene within the school are very good and hazardous substances are well managed. Officers from the emergency services speak to pupils about safety. Risk inspections are carried out, although some recommendations are not promptly actioned. A number of minor health and safety points were drawn to the attention of the school during the inspection. Emergency lighting is fitted. Inspections of appliances and equipment are up to date, except that of physical education equipment which has been arranged. Security arrangements are monitored and emergency evacuations practised. As a result, most hazards within the school are being minimised.
48. Procedures for monitoring and supporting pupils' personal development have improved since the last inspection; these are now very effective and a strength of the school. Circle time, during which pupils express themselves freely, is used to develop confidence and self-image, while discussions on topics such as famine broaden their worldly understanding. Pupils with personal or social difficulties are very well supported by 'The Place to Be' team and Shell visitors. Their progress is closely monitored as they move through the school. This positive support helps these pupils to be well integrated into lessons and give of their best. To help younger pupils become self-assured and considerate they are given classroom duties like tidying books and sharpening pencils. Older pupils undertake whole-school tasks, for example, as lunch monitors, which develop their individual and collective responsibility. Pupils' efforts and achievements are fully recognised at celebratory assemblies. Personal development is also enhanced during adventure training and residential visits. As a result, pupils become noticeably mature as they move through the school.
49. Since the last inspection, the school's procedures for monitoring and improving attendance have improved and are now very good. The school attaches great importance to attendance and punctuality and its efforts are being rewarded by improving figures. Awards are given for good attendance and all absences and late arrivals are carefully monitored. The attendance policy and absence procedures are very good and clearly explained in the prospectus and in parent notices. Those who do not observe them are contacted and reminded to do so. Parents who arrive late with their children are met by the 'homelink' officer. A late book is kept. Parents who continually fail to comply with the procedures are visited at home by the 'homelink' and education welfare officers (EWOs). Application forms for pupils taking holidays in term time properly emphasise the educational disadvantages of such holidays. Attendance registers are well maintained and meet statutory requirements. The school's focus on improving attendance is helping standards, except for a small number of pupils whose poor attendance is adversely affecting their learning.
50. Procedures for monitoring and promoting good behaviour have also improved and are now good, but the behaviour of the pupils is only satisfactory because behaviour management in some

classes is not yet good. The behaviour policy suitably defines standards and expectations and reinforces the importance of positive behaviour. It includes a balanced range of rewards and sanctions which, free playtimes apart, are implemented by staff with consistency and common sense. The policy is supplemented by school rules which are prominently displayed. Organised play activities are well supervised and appropriate wet-weather arrangements are in place. The school's procedures for monitoring and eliminating oppressive behaviour are very good and no groups or individuals are unfairly treated or disadvantaged. The equal opportunities and race equality policies are fully inclusive. The behaviour policy includes a section on bullying which is forthright and clear. Pupils are made well aware that any signs of abuse, harassment or aggression will be dealt with very firmly. As a consequence, pupils are able to learn in a caring environment and this helps many achieve well.

51. There are satisfactory procedures for monitoring and assessing pupils' attainment and progress. They have been extended and improved since the last inspection where they were identified as a weakness. The assessment and tracking of progress for pupils who have a Statement of Special Educational Need is very good; pupils' progress towards targets in their IEPs is regularly reviewed. There are effective procedures for identifying strengths and weaknesses in English and mathematics through analysis of national tests results at the end of Year 2 and Year 6, together with the results of optional tests in other years. The information has allowed the school to identify the strengths and weaknesses of individual pupils and variations between different groups of pupils. The information is being used to help teachers set targets for their classes in English and mathematics but pupils are not given individual targets to work towards. However, the weakness in these procedures lies in teachers' use of assessment in other subjects and using assessment information to provide challenge for higher attaining pupils. Marking is weak and observations made during lessons are also insufficiently evaluative and so useful information on what each pupil can and cannot do is limited.
52. Systems for assessing what pupils can and cannot do within the Foundation Stage are also unsatisfactory and not well used in helping to plan the curriculum. No assessment is made before the children enter school in order to ascertain their past experiences and social and educational needs. There is no systematic method of assessment which is regularly used to summarise accurately what children have mastered against all of the Stepping Stones towards the Early Learning Goals. As a result, teachers do not have reliable information which they can use to help plan the curriculum and set challenging learning targets for all groups of pupils. This weakness has been identified as a key area for development within the school improvement plan. However, useful and informative reports to parents are provided.

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

53. The school rightly has the confidence of the community it serves. Parents' views of the school have improved since the last inspection and are now good. Although attendance at the parents' meeting and response to parent questionnaires were below average, opinions expressed at the meeting, through questionnaires and during the inspection show that parents support the school's provision for their children. Parents say the school is well led and managed, teaching is good, and their children work hard and make good progress. Parents confirm their children enjoy school, they are becoming more responsible and mature, and their behaviour is good. Parents further affirm they find it easy to approach staff with questions and problems, and they are happy with home/school links and the information they receive about children's progress. Parents are content with the range of school activities outside lessons for the older but not for the younger children. Evidence gained during the inspection upheld most of these views but behaviour is satisfactory rather than good and the quality of teaching is mostly satisfactory with consistently good teaching only found in Years 1, 2 and 6. More extra-curricular activities could also be provided for the younger pupils. A significant minority of parents has concerns about children's homework. Inspection evidence found that although the school has a homework programme there is no formal homework policy and work is set inconsistently.
54. Links with parents are satisfactory as they were at the last inspection. The partnership is fully inclusive and the school is working to strengthen parental involvement to enhance pupils'

attainment and learning. The quality of information provided for parents, including that on pupils' progress, is satisfactory. Because some parents lack the confidence to come into classrooms, teachers are always present to speak to them in the playground after school. Regular notices and newsletters keep parents up to date with school activities and curricular details. There are three parents' evenings each year. School reports are satisfactory, although the available space is very restricted when comments are hand-written. The reports give a short commentary on pupils' efforts and achievements by subjects, with some general remarks on their attitudes and relationships. They also usefully identify what pupils can and cannot do and give useful pointers on how pupils can improve their standards. Parents of pupils who have special educational needs are invited to attend regular reviews of their children's progress and are fully involved in the annual review of Statements of Special Educational Need. The school welcomes parents as partners in the education of their children and provides good quality information for them. The prospectus is well structured and clear and imparts useful information. It meets statutory requirements. The governors' annual report has some minor omissions. The school's complaint procedure is good.

55. The impact of parental involvement in the work of the school continues to be satisfactory. The school values the part parents play in pupils' education and welcomes their interest in all aspects of school life. The response is mixed. Parents' evenings, information technology training and school concerts are well attended and some parents accompany educational visits. However, very few parents come into school for assemblies or to assist in classes. Parents of younger pupils use home/school diaries, but those of older pupils provide little help with homework. A significant number of parents fail to conform to their undertaking in the home/school agreement about good attendance and punctuality. Parents of pupils with special educational needs work very closely with staff in drawing up and implementing their individual plans. The parent-teacher association is active and attracts good support for its fund-raising and social events. The money raised goes towards projects such as the new library.
56. Although many parents support and enrich their children's education, some do not fully recognise the importance of their role in reinforcing the school's work. They rely heavily on staff input and contribute little themselves either to the learning process or the school community. Pupils would benefit both in academic performance and personal development from greater parental involvement.

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

57. The last report indicated that the current headteacher (who had been in post for only two terms) was starting to address a legacy of poor leadership and management of the school. At the time the school only had basic levels of staffing, no deputy headteacher, no history of development planning, weak involvement of the governing body and very few policies and plans to guide teachers.
58. The headteacher leads the school well. Since the last inspection she has established a cohesive team of staff and considerably enhanced the working ethos within the school. Both the quality of provision, especially teaching, and the school's efficiency have been improved from a low base to a satisfactory level since the last inspection. A clear school improvement plan is in place which targets the right priorities for development. The headteacher is very clear about the school's strengths and weaknesses and has established a number of ways of securing improvement in standards in some subjects. However, some subjects, such as science and art and design, have not had the attention they should have had and the Foundation Stage curriculum still needs further strengthening. Staffing levels are now good. All major policies and plans are now in place and the governors are becoming much more involved in the work of the school. Although the school is not yet effective in all areas, demonstrable improvement has been made and there is a sound capacity for further progress.
59. The very able deputy headteacher provides high quality leadership which has a very strong impact on the efficiency and effectiveness of the school. For example, he has considerably improved the accuracy and quantity of assessment data that is available, particularly in English and mathematics, and analysed this in detail. This now gives an extremely detailed view of how well individual or groups of pupils are doing in each class which enables the causes of any

underperformance to be clarified. This has led to appropriate remedial action to improve standards such as more support being given to individual teachers, certain pupils being targeted with extra help, booster classes being introduced or new resources being purchased.

60. The effectiveness of subject leadership is currently unsatisfactory, and this is related to staff turnover. Some of the staff who used to co-ordinate each subject of the National Curriculum have moved onto promoted posts and this has slowed down curricular development. The headteacher thus has to reallocate roles and train new staff to lead each subject of the curriculum. This is a feature of the current school improvement plan. Subject leadership is very good in music, good in mathematics and physical education, satisfactory in English and ICT but unsatisfactory elsewhere, including the Foundation Stage. Several subjects, including science, have no designated subject leader. Most aspects of the normal role of a subject leader such as giving subject advice to other staff, examining pupils' work together to gauge standards, maintaining and developing resources are underdeveloped in nearly all subjects and as a result both provision and standards are impaired. There is no established system in which subject leaders are accountable to governors for the standards reached.
61. The leadership and management of special educational needs are very good. Provision is managed and organised with high quality skill, dedication and enthusiasm. The co-ordinator has received good training and is very involved in teaching pupils within classrooms and this high quality support ensures that these pupils achieve well. This makes the best use of her skills and training. She critically evaluates the current provision in terms of its impact on pupils' attainment and progress and the value for money the funding provides. She has established very good links with external support agencies, including charities who visit the school on a regular basis to support pupils' differing needs, and these are used well. As a result, SEN pupils achieve well as they move through the school.
62. There are some strengths and some weaknesses in the management of teaching and the curriculum. Good procedures for performance management are in place and staff are keen to improve what they are doing. All staff have clear objectives relating to the progress of pupils, targets within the school improvement plan and classroom management. A regular programme of lesson observations by the headteacher and deputy headteacher and inspectors from the local education authority has had some impact in identifying and improving unsatisfactory teaching and addressing some of the weaknesses in teaching in the Foundation Stage and Years 3 and 4. There is scope to improve the rigour of this process and to set more challenging teaching targets for all staff. Year leaders are not yet systematically involved in this process and this too is a weakness. The main weakness in management lies in how the senior managers plan and organise the overall curriculum. Art and design, history, geography and science are not taught for as long as they ought to be or certain aspects of the subject are not stressed enough. Teachers' planning, although much improved, is not as effective as it could be and is insufficiently precise to meet the needs of the higher-attaining pupils. Some work is repeated because teachers' planning in different classes overlaps. These weaknesses are impairing standards.
63. The school improvement plan is much better than described at the last inspection. All staff are involved in drawing up the plan and are clear as to the priorities it contains. The school sets the right priorities and targets through the plan and it is easy to follow. Costs and success criteria are indicated for each development point but some targets are insufficiently precise or challenging which limits how well they can be monitored. The harmonisation of the planning cycles for performance and financial management and the drawing up of the school improvement plan enable staff development needs to be included and the financial resources made available for the plan to be realised. There is a clear timetable for each part of the plan to be achieved and, as a result, the headteacher and governors have a good understanding of how well the plan is proceeding and any reasons for delay.
64. The governors play a satisfactory role in shaping the school and accounting for its performance. Since the last inspection there have been periods when local authority nominated governors have contributed little to the work of the school or the governing body was not quorate. However, over the past 18 months all vacancies have been filled and systematic training has helped the induction



of new governors to their roles. There are some good aspects of the work of the governing body. Governors have ensured that good attention is paid to the diverse range of pupils within the school and that racial harmony exists. In addition, there is a good policy on promoting racial equality and this is effectively implemented, ensuring pupils learn without racial intimidation. A sound committee structure operates, with clear terms of reference; however, the skills of the recently appointed governors in chairing the work of sub-committees are underexploited. Governors are kept clearly informed by the headteacher of all issues facing the school and as a result they have a clear understanding of its strengths and weaknesses and challenges it faces. Some governors make occasional visits to gain information at first hand and discuss achievements and concerns with staff and some subject leaders. However, this aspect of monitoring is not yet fully effective because there is no systematic pattern of visits to cover the whole curriculum and the main points gleaned on the visits are not copied to the rest of the governing body. Governors are supportive of the school and are improving their efficiency and effectiveness. However, they have not yet ensured that all strands of every subject in the National Curriculum are taught in sufficient depth and thus statutory requirements are not met.

65. Educational priorities are supported well though the school's financial planning. This is an important improvement on the poor financial control reported at the last inspection which was caused by untimely and unreliable information being made available from the local education authority. In the past, levels of surplus or deficit and levels of expenditure on different items have been very unclear. The governors were therefore obliged to be over prudent in making spending decisions which limited their capacity to target funds on much needed developments. This has now been rectified through financial delegation. A first class finance officer has also been employed who provides the headteacher and governors with a very clear overview of the budget and seeks out savings and additional sources of funding. The large surplus identified in last year's budget has now been spent on resources and positive improvements to the internal accommodation. A much smaller, but helpful, surplus of around three per cent is forecast for the current financial year. The school's basic expenditure is roughly average for a London school. Quite a high proportion of the school's income comes from external grants such as those for SEN, EAL and items such as home-school liaison and a play project which were associated with the regeneration scheme for the London Borough of Southwark. These funds are spent well and have a good impact on standards and overall provision. The school's administrative procedures have been overhauled and run smoothly. Good and increasing use is made of computerised management information systems to aid financial and administrative efficiency, but these are insufficiently exploited to evaluate pupils' progress in more detail. Finances are audited regularly and action has been taken on all the recommendations of the last report.
66. The school satisfactorily puts the principles of best value into practice. Much of the challenge and evaluation of what the school is doing and achieves is dependent on the headteacher and deputy headteacher, because many of the governors are relatively new to their roles. However, they are keen to take a higher profile in these matters. The school's performance in the national tests and costs are usefully compared against similar schools and good use is made of competitive, contracted-out services. Most of the consultation between the school and staff and parents is informal but the good relationships that exist allow a satisfactory dialogue to take place. However, the recent consultation on changes to the school uniform and the proposed establishment of a school council which will involve pupils in a say in how the school is run, are good examples of how consultation is improving. The headteacher and governors are concerned that local and national bodies make undue bureaucratic demands for information which diverts them from the core purpose of running the school. For example, some documents received are very complex which entails undue reading time and some communications from outside organisations are paper based rather than electronic.
67. Staffing levels are much improved and now more stable than at the last inspection, with fewer supply staff being employed. There are no current teaching vacancies despite a steady turnover of staff. However, the governors have experienced many difficulties in recruiting new staff of a sufficient calibre. Whilst they have overcome these, some staff have needed a big investment in time and training in order to raise their competence to an acceptable level. Staff share the commitment for improvement and good teamwork is evident. An improved and satisfactory system

for inducting new staff operates which helps them quickly become familiar with how the school runs. More teaching assistants have been employed who are used well to enhance the quality of learning and assist teaching staff in other duties. Most subjects are adequately resourced with books and equipment but there are shortages of some materials in the Foundation Stage, suitable texts in science, art and design resources and software to enable ICT to be used well across the curriculum. The accommodation is unsatisfactory with many classrooms being cramped. However, teachers are making reasonable use of the available accommodation to ensure that it does not adversely affect standards. The fabric of the old building has been improved and enhanced with a small but useful ICT suite. A new, well-situated library will shortly be phased in which will add an important resource. The outside play areas are also small and in need of enhancement as a learning resource.

68. The school provides a satisfactory quality of education through its satisfactory teaching, good ethos and good care of its diverse range of pupils. This ensures that pupils have good attitudes to school, work well together and overall achievement is as might be expected by the end of Year 6. As a result of these outcomes, the value for money (what the school achieves in relation to its expenditure) is satisfactory. This is a marked improvement on the last inspection where value for money was poor.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to further raise standards and improve the quality of education offered, the headteacher, staff and governing body should:

- (a) improve standards in science of all pupils to at least the national average by:
- appointing a subject leader;
  - reviewing the curriculum so that it better meets the needs of pupils in Years 3 to 6 and has a higher emphasis on scientific enquiry;
  - providing high quality training to rectify teachers' insecure subject knowledge and to empower them to teach scientific enquiry more effectively;
  - improving lesson planning so that it addresses the needs all groups of pupils;
  - purchasing suitable texts for use in lessons and for the new library;
  - making more use of ICT to gather and analyse data in investigations and for research;
  - ensuring that subject management focuses incisively on monitoring standards, teaching and developing the resources available for the subject;
  - devising a manageable and effective system for testing, assessing and tracking standards.

(See paragraphs 11, 29, 33, 60, 111-118)

- (b) improve the achievement of the higher-attaining pupils by:
- ensuring that the quality of teaching in English and mathematics is uniformly good throughout the school;
  - identifying more clearly all pupils who are capable of reaching above average standards;
  - ensuring that the lesson plans of all teachers contain specific learning objectives directed to this group of pupils;
  - raising the pace and challenge of teaching, especially in Years 3 and 4;
  - setting and sharing more challenging targets for these pupils and tracking progress towards these targets;
  - directing more time of the teaching assistants towards helping these pupils.

(See paragraphs 12, 26, 28, 29, 51, 91, 98, 102, 105)

- (c) improve the planning, organisation and teaching of the curriculum by:
- ensuring that all subjects have appropriate time for all aspects of each subject to be taught effectively during the course of the year;
  - seeking out high quality advice to ensure that the planning and curriculum within the reception class is improved;
  - reviewing and improving the planning and organisation of art and design within the curriculum;
  - ensuring that nationally available schemes of work are modified to suit the specific needs of the pupils at St Jude's so that pupils develop their skills steadily and systematically;
  - reviewing and enriching the range of learning opportunities that is offered across subjects;
  - developing more opportunities for pupils to be responsible for their own learning;
  - enriching the opportunities for pupils to use their literacy, numeracy and ICT skills across the curriculum.

(See paragraphs 2, 29, 36, 37, 62, 112, 120, 128, 135)

- (d) improve the effectiveness of subject leaders by:

- ensuring that a designated subject leader with a clear job description is attached to each subject area;
- drawing up clearer job descriptions for this role;
- ensuring appropriate training is given to enable these roles to be carried out effectively;
- ensuring subject leaders are given sufficient release time from their classes to monitor, evaluate and improve standards in their subjects;
- developing a coherent and effective system through which subject leaders monitor, evaluate and develop their subject and improve standards of attainment;
- ensuring that subject leaders are accountable to the governors for the standards that are reached.

(See paragraphs 60, 118, 121,132, 136)

\* The school has already included improving standards in science and targeted the learning needs of the higher-attaining pupils within its school improvement plan.

The following minor weaknesses should also be addressed:

- attendance so that it is improved to at least the national average level. (Paragraph 18)
- the setting and consistency with which homework is set. (Paragraph 35)
- marking and the way it is used to motivate pupils and to amend lesson planning. (Paragraph 18)
- the role of the newly appointed governors in committee work and monitoring the work of the school. (Paragraph 64)

## **OTHER SPECIFIED FEATURES**

### **The provision and standards achieved by pupils with English as an additional language**

70. Provision for EAL pupils is good and improving. Many of the pupils, including those who are in the early stages of learning English, achieve well because of the support given in lessons by the teaching assistants, the care with which the school makes all pupils welcome and caters for their personal and emotional needs and teaching and learning that pitches work so that these pupils can do well.
71. Just under half of the school's pupils are EAL with around one in five at an early stage of acquisition of English. The main home languages spoken by these pupils are Yorubu, Ebo, Cantonese and Vietnamese. Some of them enter the school half way through the year. Two pupils are refugees. Consequently, many of the EAL learners start from a very low base.
72. EAL pupils mix well with their peers and are keen to participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they are supported in their learning. This was well exemplified in one lesson where pupils in the early stages of learning English were targeted for intensive support by the teaching assistant. This type of support is well targeted and pupils' learning is enhanced because it is focused on what pupils are attempting to learn in the mainstream classroom and on consolidating basic skills. As a result of recent training for all staff, provision is improving and teachers are more aware of the need to identify in their planning how learning activities are made more accessible.
73. Admission procedures and the induction of EAL pupils are effective and appropriately focus on collecting the most useful information about their backgrounds. However, there is no agreed whole-school system for initial assessment of bilingual learners although recent arrivals benefit from effective screening by the SEN subject leader. A new system of assessment using graded steps linked to the National Curriculum has been developed and is being piloted effectively by class teachers. The approach to assessing the additional needs of bilingual learners over and beyond their language development is effective and benefiting these pupils.

74. The school has invested time and effort in involving and targeting parents of bilingual learners and in providing them with support with a view to involving them more actively in their children's education. A number of initiatives like the outreach work focused on basic skills in conjunction with a neighbouring secondary school and the headteacher's involvement in a community forum are used effectively for this purpose.
  
75. In the light of the substantial increase since last year in the number of EAL pupils, overall responsibility for provision is shared between the SEN subject leader and the deputy headteacher. Together with the headteacher, they are fully committed to improving provision and recent initiatives, starting with an audit of pupils' fluency and staff development opportunities, are creating a positive ethos for bilingual pupils. An action plan focusing on raising pupils' achievement is judiciously focused on the learning of specific year groups and on reviewing their progress in key literacy skills. Part of this development is also focused on developing staff assessment skills, using the new attainment levels specifically defined for these pupils.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	13	25	1	0	0
Percentage	0	7	31	60	2	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 two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	187
Number of full-time pupils known to be eligible for free school meals	58

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	85

Pupil mobility in the last school Year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.6
National comparative data	0.5

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

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

Number of registered pupils in final Year of Key Stage 1 for the latest reporting Year	Year	Boys	Girls	Total
	2001	16	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	6	7	6
	Total	20	21	20
Percentage of pupils at NC level 2 or above	School	80 (59)	84 (70)	80 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	6	7	8
	Total	21	22	24
Percentage of pupils at NC level 2 or above	School	84 (63)	88 (81)	96 (85)
	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	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	9	10	10
	Total	20	21	22
Percentage of pupils at NC level 4 or above	School	69 (82)	72 (81)	75(85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	13
	Girls	10	11	10
	Total	23	25	23
Percentage of pupils at NC level 4 or above	School	79 (79)	86 (75)	79 (75)
	National	72 (70)	74 (72)	82 (79)

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



### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	51	2	0
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	15	0	0
Mixed – White and Black African	15	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	12	2	0
Black or Black British – African	68	0	0
Black or Black British – any other Black background	0	0	0
Chinese	6	0	0
Any other ethnic group	7	0	0
No ethnic group recorded	0	0	0

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

### Teachers and classes

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

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	22.7
Average class size	26.5

#### Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	199

### Financial information

Financial Year	2001
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	£
Total income	622,119
Total expenditure	635, 236
Expenditure per pupil	3415
Balance brought forward from previous Year	141,428
Balance carried forward to next Year	128,311

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two Years	6
Number of teachers appointed to the school during the last two Years	7

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	47

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	66	26	9	0	0
Behaviour in the school is good.	48	46	4	0	2
My child gets the right amount of work to do at home.	31	47	13	9	0
The teaching is good.	57	36	5	0	2
I am kept well informed about how my child is getting on.	55	38	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	57	32	4	4	2
The school expects my child to work hard and achieve his or her best.	60	36	4	0	0
The school works closely with parents.	48	41	7	0	4
The school is well led and managed.	55	36	4	2	2
The school is helping my child become mature and responsible.	55	38	2	2	2
The school provides an interesting range of activities outside lessons.	28	52	9	4	7

### Summary of parents' and carers' responses

The questionnaire shows that parents are happy about most elements of school life. Parents expressed some concern about homework and about the level of activities outside lessons for the younger pupils. All matters raised by parents were investigated and are included in the report. The inspection team agree with the majority of the positive views expressed by parents. However, behaviour remains satisfactory, as at the last inspection, and is not yet consistently good. The quality of teaching, has improved since the last inspection and the amount of unsatisfactory teaching has been considerably reduced. However, the majority is satisfactory and the proportion of good teaching, although again higher, is not as high as in most primary schools.

## **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. Children enter the reception class in the September prior to their fifth birthday. At the time of the inspection there were 22 pupils who all attend full time. Although a wide range of attainment is represented, pupils' attainment on entry is well below average, with many having poorly developed personal, social, language and mathematical skills. Very few children have had the advantage of pre-school educational experiences, their self-esteem is very low and few have had exposure to books.
77. There was very little comment in the last inspection report on standards, teaching and provision. However, the curriculum was described as not meeting the needs of the children because it was not based on the desirable learning outcomes which then were used to help plan the curriculum. Exact comparisons are difficult because the new Foundation Stage has since superseded the previous requirements.
78. Sound teaching predominates in most areas of learning, with the exception of mathematical development, where teaching is good because of the teacher's specialist knowledge and interest in the subject. This has a sound impact on learning and standards. As in the rest of the school, most teaching is pitched to meet the needs of the average and lower-attaining pupils, with less focus given to meeting the needs of the higher-attaining pupils. In lessons seen, too little attention was given to supporting pupils who were just starting to speak English, for example, no parents or other adults are available to help in this respect. As a result, pupils achieve as might be expected in all areas of learning except mathematical development, where pupils do well. Standards are not as high as they should be because weaknesses remain in the curriculum. Few children are likely to meet the Early Learning Goals in any area of learning by the time they start Year 1. The teaching assistants work hard in helping to support individual and groups of children. In several examples seen, in which they were working with small groups of pupils, they injected good pace and challenge to the learning experiences.
79. The inside learning environment is cramped and uninspiring and there is no developed outside play area where children can extend their learning. Resources overall are adequate but more large play equipment, computer software and art resources are needed. Some useful reading books have been provided which reflect the range of different ethnicity and cultures of the children in the class, particularly of the Black African children, but there is scope to further extend these. No parents are involved in the classroom. These deficiencies are limiting the standards that can be reached.
80. Improvement of the Foundation Stage has been unsatisfactory since the last inspection as shortcomings in the curriculum and assessment have not yet been fully overcome. There is a well-thought-out development plan for the Foundation Stage which focuses correctly on the key areas for development.

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

81. In lessons seen during the inspection, most pupils had only been in the school for a short period of time. Children enter the reception class with a positive approach to the new learning experiences that are provided. Few exhibited major concerns about being away from their parent or carer during the day. Many of the younger children prefer to work by themselves but the older children sought out others to share their experiences. They are starting to adapt to new codes of behaviour. During their chosen activities, they were clear about what they had to do and were reasonably involved in their activities. However, in some whole-class sessions quite a few children were inattentive and did not listen carefully to others. Another example of the children's low social skills was seen in the changeover between activities which often took too long; during these periods they were often restless and inattentive and did not put their resources away quickly. Most children are starting to make the connections between home, school and the community and will soon make a visit to the local library.

## **Communication, language and literacy**

82. The children's speaking and listening skills are poorly developed. When communicating with others some of the older children could initiate conversations, take into account what others say and use simple of sentences when they speak. However, many children used limited talk and body language during structured and free-play activities. They enjoyed listening to stories and joined in repeating refrains, although quite a few do not fully understand all that is said. For example, when hearing the stories of 'Brown Bear, Brown Bear, what do you see?' most children joined in enthusiastically with the repeated refrain, "What do you see?", emphasising the question through the tone of their voice.
83. Most children are just starting to use a range of books for the first time. In lessons, they enjoyed having books around them and showed an interest in illustrations and print. They took reading books home and a useful reading record is kept. Many parents are usefully helping by hearing their children read and making helpful comments to help the teacher assesses progress. Children were starting to become aware that books have a title and an author and were at an early stage of recognising some simple punctuation such as a question mark. These skills were helped when the teaching assistant worked closely with some children who made a cover and title for a new book.
84. There is not enough emphasis on early writing skills for children. There is no writing table which is well resourced with a wide variety of mark-making tools, where children can play and practise writing. Most children are at a very early stage of writing; the younger children are starting to make marks on paper and the older children are able to copy only a very few simple words. Some of the older children are able to recognise some of the letters of the alphabet and a few can recognise or write their own name, although sometimes some letters such as 'S' in Susan are reversed. Scrutiny of retained work shows that insufficient emphasis is placed on this important area of the curriculum and key weaknesses remain at the start of Year 1.

## **Mathematical development**

85. Mathematical development is the strongest area of the curriculum. It is well represented in learning and taught well through the teacher's strong subject knowledge. Teaching and learning in this area are good because the teacher and teaching assistant use a variety of well-chosen activities which interest and challenge the children. An example of the interest that is generated in this area is evident from last year's reception children winning three 1st prizes and one 2nd prize in the Southwark Maths Challenge.
86. In lessons seen, children had started to develop an interest in number and shape. They showed an interest in numbers and counting and enjoyed joining in with number rhymes and songs. For example, the carefully chosen songs which the teacher used looked at the numbers one to five: One, two, three, four, five – once I caught a fish alive, to focus on the number five, then one, two, three, four Mary's at the Cottage door, to look at the number four, then 'Baa Baa Black Sheep' to focus on the number three and 'Two Little Dickie Birds' to look at the number two. The older children could recognise groups with one, two or three objects and some could comfortably count to five, with some counting beyond this. However, most of the younger children are still at a very early stage of acquisition of number. Good learning was evident as a class and also in small-group work. For example, the teaching assistant looked at shapes outside with the children and encouraged them to find squares, rectangles and triangles in the playground. A few of the older children could recognise a three-dimensional shape such as a cube. Through water play, some children explored the shape of different containers. Some are starting to use simple mathematical language such as 'big' and 'little'. Later on they will use a programmable toy to help them learn about position.

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

87. Teaching and learning in this area of the curriculum is currently being strengthened. The children were learning the names of a number of fruits and vegetables. Through observation they had drawn a variety of plants with stems and leaves and the older children were familiar with these terms. The children had planted nasturtiums, radish and cat grass seeds which was helping them learn how to care for the plants and developing a respect for the natural environment. The children's scientific development is helped by a teacher from Walworth Garden Farm who helps in class once a week. Children were starting to use simple construction materials. However, retained work shows little evidence of a wide range of objects being built which helped pupils learn how to use a variety of tools to shape, assemble and join a variety of materials. Good opportunities were provided through the week for children to use the computer where most demonstrated sound control of a mouse. Encouragement was also given for them to use a cassette player to listen to a recorded tape. Good learning opportunities are provided for the children to learn about their own cultures and beliefs and those of other people and this is a strength in this area of learning.

### **Physical development**

88. The children have some awareness of their own needs with regard to sleeping, eating and hygiene. Many children could manage their own clothing before and after physical education activities. Most could use the toilet without help and understood the importance of washing their hands before lunch. The children do physical education activities in the hall, at least once every week. In one such lesson, they started to explore different ways of moving such as walking together in a circle, walking with a long and then a short shape or with their arms stretched out so that they do not touch other children. The children have their own playtime away from the other children which is adequately supervised. However, there is neither a structured programme of outdoor activities such as throwing, catching and skipping nor any large play equipment such as cars and scooters to help them develop move with confidence. Many children are starting to use mark-making implements for the first time. They play confidently with simple construction sets which encourage them to develop their eye-hand coordination but overall are given the opportunity to use a wide range of tools for construction.

### **Creative development**

89. One of the strengths in this area of learning lies in music where the children enjoyed singing songs and taking part in ring games. Although the children have only been in school for a short period of time, they have already learnt quite a number of new songs, which most join in with some enthusiasm. They are starting to join in with body movements to some songs and have learnt the names of some simple musical instruments such as a tambourine, maraca and a triangle.
90. The children are just starting to use their imagination and their personal experiences using small world toys and the very small role-play area. Throughout the year the theme of the role-play is regularly changed so that the children can imagine themselves in different environments. However, work using this area is insufficiently represented within the curriculum. The themes themselves require more resources and more space devoted to them to enable them to provide a richer experience. Retained work in art shows that it lacks vibrancy although over the year the children gradually use a variety of materials and experiment with colour and texture.

### **ENGLISH**

91. Standards at the last inspection were below average by the end of both Years 2 and 6. Standards in the 2001 National Curriculum tests 1? by the end of Year 2 were below average in reading and writing; standards by the end of Year 6 were also below average, particularly in writing. Boys have generally performed better than girls in recent national tests but differences are now much less marked.
92. Although standards have remained below average, they have fluctuated in line with the increase in the numbers of EAL pupils, and show a slight decline. This was quite marked in the unconfirmed results for 2002 where there was an unusually high proportion of SEN pupils in the cohort.

Indicators from this inspection are that standards show improvement as a result of English being a priority, much time being given to the subject and the good teaching in Years 1, 2 and 6.

93. Pupils achieve as well as might be expected by the end of Year 2 and Year 6. The reason for this is that the teachers' focus is more on ensuring that the learning needs of the average, lower-attaining, EAL and SEN pupils are well cared but do not plan specifically to give higher-attaining pupils equally challenging work. This occurs even when the teaching is good as it is in Years 1, 2 and 6. This level of achievement is supported by the satisfactory implementation of the National Literacy Strategy.
94. Standards of speaking and listening are below average by the end of Years 2 and 6. When pupils enter school, many lack confidence in speaking and listening and some pupils do not speak English as their first language. Despite their initial lack of confidence, Year 2 pupils could discuss the work they are doing particularly in informal situations. However, they sometimes needed help and encouragement to speak in more formal situations. By Year 6, pupils spoke with more confidence in class discussions and listened with interest to each other. Speaking and listening skills improve at a satisfactory rate through the school but there are insufficient opportunities for pupils to develop their skills in this area. No drama or role-play was seen during the inspection. In other subjects there are also too few opportunities for pupils to discuss their learning and express their ideas. Lower-attaining, SEN and EAL pupils are well supported with their speaking and listening skills which gives them confidence, but higher-attaining pupils are insufficiently challenged and as a result they do not reach the high standards of which they are capable.
95. By the end of Year 2, standards in reading are below average but improve with pupils becoming more confident readers. Many of the very young pupils who have just started in Year 1 are still working within the Early Learning Goals of the Foundation Stage curriculum. They follow stories attentively but many need a great deal of support in answering questions. They enjoy an increasing range of books and are beginning to understand the concept of a word. A few pupils recognise familiar words. In Year 2, pupils have gained in confidence and talk about books, listen attentively and respond enthusiastically to stories. Many understand how to use books and some talk about the characters they contain. For example, in a Year 2 lesson, pupils clearly enjoyed the story of 'Six Dinner Sid' and enthusiastically recalled the story. A few identified the contents and title page and know the difference between fiction and non-fiction books. However, insufficient opportunities are provided for higher-attaining pupils to enable them to read accurately, fluently and confidently use expression to convey meaning of the text. Pupils are heard to read by teachers and other staff employed by the school. As the school is in the process of re-locating the library, there are currently no planned opportunities for its use for independent learning. Pupils have reading diaries which are filled in by teachers, other adults in the school and parents. These form a useful guide for parents. By the end of Year 6, reading standards are also below average. Pupils read with more confidence and are able to pick out the main points of a text, for example, in identifying characters and predict what will happen next. A few make comparisons with other books and give reasons for thoughts and opinions. Higher-attaining pupils are not given enough structured opportunities to develop their information-retrieval and research skills.
96. Standards in writing at the end of Year 2 are below average. At the start of Year 1 many pupils are still working within the Early Learning Goals but the good teaching that they are receiving is starting to accelerate improvement in their writing skills. They have begun to form recognisable letters, some of which were correctly formed. A few pupils can write their own names and can copy simple sentences. In Year 2, standards are improving and pupils can write simple sentences taken from a story of 'Six Dinner Sid'; for example "Sid is greedy". The very good teaching in Year 2 emphasised handwriting, presentation and spelling skills. A range of strategies is also used to support pupils' spelling, including word walls, word banks and sentence makers. Standards in writing are also below average by the end of Year 6. However, there have been improvements since the last inspection and standards continue to rise. By Year 6, many pupils can plan and re-draft their work to improve it as they go along. Some can write in different styles and for a variety of purposes, for example, in Year 4, where they enthusiastically wrote a class poem entitled 'Dolphins'. In Year 5, pupils had begun to identify key features of instructional text as they wrote a class recipe book. In this lesson, EAL and lower-attaining pupils were given particularly high

quality support by their teaching assistant who ensured that they achieved well. Year 6 pupils re-told the story of Perseus, and developed their understanding by finding descriptive phrases. For example, the phrase “horrible writhing head” was incorporated into sentences such as “Moreover she has a terrible face and a writhing head, which is home to poisonous snakes.” Lower-attaining pupils worked at a different level of difficulty and produced a good quantity of writing with good attempts at using simple punctuation conventions. Standards of handwriting and presentation throughout the school are lower than might be expected and this does not lead pupils to take pride in their work. Younger pupils practise writing their letters in a cursive way and write in a cursive style. However, this writing style is not consistently applied across the school.

97. The development of pupils' literacy skills across the curriculum is satisfactory overall. This is done well in some classes, for example in Year 2, where planning indicates that pupils will extend their literacy skills in geography as they continue to study 'Katie Morag and the two grandmothers'. For example, pupils will be asked to write a list of transport, use of land and to be able to say why one locality might be better than the other. In history in Year 6, pupils used their literacy skills well to develop and extend their learning as they chose appropriate sources for an enquiry and as they prepare for an interview with a visitor who lived in the period of study, Britain since 1948. There were very few examples of writing on display or in work seen in books.
98. The quality of teaching and learning is good by the end of Year 2 and satisfactory by the end of Year 6. This is an improvement in Years 1 and 2 since the last inspection; the teaching quality has been maintained by the end of Year 6. Very good teaching was seen in Year 2 and good teaching in Year 6. There are variations in the skills with which teachers teach English and so pupils do yet not make strong gains in the knowledge and skills in all years. In the best teaching, a good pace was set which ensured that the work set was stimulating and questioning was used to good effect to developing pupils' understanding. Teachers have a good understanding of how to teach the basic skills and reading is taught consistently. Consequently, boys and girls worked to similar standards. These are strengths. However, teachers use different formats for planning and as a result some teachers do not include all the key points the best planning contains. This leads to some teachers not always explaining to pupils what they are going to learn and providing tasks which are well matched to pupils' different levels of attainment, particularly the higher-attaining pupils. Some but not all teachers read in a lively and dramatic way, which provides a good role model for pupils to follow when they read. Positive relationships are evident in most classes. As a result, pupils in all years had good attitudes to the subject and were interested in their work. On the occasion where behaviour was unsatisfactory in Year 3, it was because the pace of the lesson slowed and pupils were insufficiently challenged. Marking of pupils' work is not thorough enough and does not indicate what pupils need to do to improve and so pupils do not have a clear understanding of what they do well and where they need to improve. Clear individual learning targets are not set for pupils other than for SEN pupils, although in one class, writing targets were displayed on the wall. Teachers do not use ICT enough to extend and develop pupils' skills in English.
99. Teaching assistants play a valuable and effective role in the teaching of English. Lower-attaining, SEN and EAL pupils in particular receive good quality and effective support. Teaching assistants clarify questions, explain new vocabulary and encourage pupils. Those SEN pupils with IEPs are carefully targeted and teaching assistants collect information during lessons which is used to help plan the next steps in these pupils' learning. Currently this is not done for other groups of pupils.
100. Leadership and management of the subject are satisfactory and the correct priorities have been identified. Monitoring of teachers' planning takes place but there is no monitoring of teaching and learning or of standards. As a result, the subject leader has an incomplete overview of the subject and insufficiently helps teachers with their work. There is no effective system of setting and making targets clear to pupils with the aim of improving standards. Whilst assessment and analysis of pupils' test results is very well established, this does not sufficiently impact on the planning of teaching and learning. Resources are good and this is an improvement since the last inspection when they were reported to be inadequate. Satisfactory levels of homework are set. There has been satisfactory improvement since the last inspection.



## MATHEMATICS

101. At the last inspection, standards were average by the end of Year 6 and below average by the end of Year 2, except in number where they were average. In 2001, standards reached in the National Curriculum tests by the end of Year 2 were well below average, when compared with the results of all schools nationally, and well below those of similar schools. However, over recent years standards have shown a steady improvement. Standards reached in the 2001 national tests by the end of Year 6 were average when compared with all schools nationally and above average compared with similar schools; the proportion of pupils reaching the higher level 5 was below average and average compared with similar schools. The results in Year 6 have shown a pleasing rise from 1998 to 2001, improving from well below average to average.
102. Pupils achieve as might be expected by the end of Year 2 and Year 6, a similar situation to English. The average, lower-attaining, SEN and EAL pupils achieve well because they receive good in-class support, and teaching that is well focused on their learning needs. This is supported by satisfactory implementation of the National Numeracy Strategy. However, higher-attaining pupils, although achieving as well as might be expected, do not achieve as highly because there is insufficient differentiation in planning for their individual needs. As in English, pupils of Black African heritage do especially well. Even where the teaching is good, as in Years 1 and 2, achievement remains satisfactory because of insufficient focus on what higher-attaining pupils will learn.
103. Standards by the end of Year 2 remain below average. The pupils start Year 1 with some weaknesses in their mathematical development, and many have not yet reached the Early Learning Goals. Examination of pupils' work and lesson observations in Year 1 showed that most pupils could use the numbers up to five to add or subtract; they could also recognise and name two-dimensional shapes including square, rectangle and triangle. Pupils made good progress in the lesson in learning about the subtraction process as a result of the teacher using practical examples to support her teaching. Pupils in Year 2 could confidently use number bonds up to ten and were enthusiastic to learn due to high teacher expectation. Work was well planned for pupils of all abilities and most pupils made good progress, particularly the lower-attaining, SEN and EAL pupils. This was because they were well supported by teaching assistants who had a clearly defined role in checking pupils' work and reinforcing the lesson objective. This had a positive effect on pupils' learning.
104. Standards at the end of Year 6 are below average overall with some strengths and some weaknesses. Standards are close to the national average particularly in mental mathematics. Pupils showed confidence in answering mental mathematical questions, but found difficulty in applying this knowledge to using and applying mathematics. This is the result of insufficient time being spent on this aspect of mathematics throughout the school. Scrutiny of pupils' work from Year 1 to Year 6 showed while pupils had a satisfactory understanding of number, as a result of insufficient coverage, the study of shape, space and measures and data handling, together with the using and applying of mathematics, was unsatisfactory. This leads back to teachers not teaching each aspect with equal emphasis. Pupils were observed using mathematics in information and communication technology lessons involving spreadsheets in Year 6 and calculating distances and degrees of turn with a floor turtle in Year 2. However, insufficient opportunities for teaching and using numeracy across the curriculum are evident.
105. The quality of teaching and learning is good by the end of Year 2 and satisfactory by the end of Year 6. Examples of good teaching were observed in Years 1, 2 and 5. In these lessons, teachers used a brisk pace, which challenged pupils throughout the lesson and kept them focused on the lesson objective. This enabled the pupils to learn well. For example, in a good lesson in Year 2, the teacher clearly explained the purpose of tasks, indicated that he had high expectations of what can be achieved and used effective questioning to probe and extend pupils' understanding. He also ensured that the teaching assistants were clear over the strategies that they would employ to ensure that all pupils were included throughout the lesson. Pupils were encouraged to explain their methods and thinking which helped deepen the pupils' understanding of their own learning. A further good example of teaching was seen in Year 5 which was characterised by effective class

organisation and management, high expectations and the maintenance of a brisk pace throughout the lesson. Teaching assistants are used well in all classes and this also helps strengthen learning and standards. Some teaching in the subject, such as that in Years 3 and 4, whilst satisfactory, lacks the pace and challenge that would make it good. Lesson planning is satisfactory overall but some is good. For example, in Year 1, the lesson introduction referred to learning in the previous lesson and the pupils recognised that they needed to build on their understanding of simple addition and subtraction bonds. The general weakness in planning is lesson objectives are not explicitly drawn up for and shared with the higher-attaining pupils. Satisfactory use is made of ICT to support learning and is often well related to lesson objectives, for instance, in a Year 6 class where pupils had to solve division questions involving large numbers. Some teachers set homework more regularly than others but it is not set to a consistently regular pattern; when it is used well it consolidated what had been learned in the classroom.

106. The National Numeracy Strategy is having a satisfactory impact on pupils' learning. However, insufficient attention is given to matching activities to the needs of all pupils. Work in books and folders indicates that often all pupils are set the same work; although extension work is sometimes planned, it is not always challenging enough for the higher-attaining pupils nor does it always meet the needs of pupils new to the school. In most classes teachers use questioning appropriately with questions that assess pupils' knowledge and understanding. Assessment procedures are now in place but teachers have not used National Curriculum levels to set individual targets for pupils to achieve by the end of each year.
107. Pupils' attitudes and behaviour were satisfactory overall with positive relationships evident in most classes. Most teachers set clear expectations of pupil behaviour often relating them to the school's 'Golden Rules'. Pupils responded appropriately to these expectations and the use of positive rewards. Most pupils were enthusiastic and showed interest in mathematics lessons. However, a minority of pupils seemed lethargic and tired and quickly lost interest if they were expected to listen for any length of time, such as in Years 3, 4 and 5, where the teachers tend to spend too much time on exposition and discussion. Good relationships between the teachers and pupils and between all groups of pupils made an effective contribution to learning in Years 1 and 2; in Years 3 to 6 it was more variable, with a few pupils sometimes showing disinterest.
108. Assessment in mathematics is good. During the course of the lessons, teachers observe pupils and question them to assess their understanding, knowledge and skills. This information is used to intervene and support pupils. Praise and acknowledgement of pupils' effort, positive attitudes and understanding is used to motivate and inspire pupils. Statutory tests in Years 2 and 6 and non-statutory tests in Years 4 and 5 are used consistently to establish the attainment and progress of pupils. However, insufficient use is made of the information to help guide teachers' planning and set challenging work to suit the needs of the different groups of pupils in each class, particularly the higher-attaining pupils.
109. Good use is made of teaching resources including the use of learning support assistants. Marking is ineffective in helping pupils to understand what they need to do to get better; too often it consists of ticks and crosses, seldom giving pupils clear indications of what they have to do to improve their work. Some teachers and classroom assistants do write comments, as was shown in the Year 2 class, to indicate whether the pupil's work was aided or unaided. This information is used to build up a picture of the pupil's achievement. Pupils' presentation of their work is unsatisfactory overall and varies from class to class; in some classes pupils take pride and great care over the presentation of their work, while in others work shows a lack of care and attention.
110. The leadership and management of the subject are good. There is a good understanding of the strengths and areas of development for the subject. There are satisfactory levels of equipment and resources which enable learning to take place in all areas of work. Currently, there is insufficient monitoring of teaching and learning in mathematics to enable provision to be further improved. Improvement since the last inspection has been satisfactory.

## SCIENCE

111. Standards at the last inspection were well below average. Since then there has been a steady rise in the proportion of pupils reaching the nationally expected standard in Year 6 which has mirrored the national trend. The results of the 2001 National Curriculum tests show that standards were well below average, which they had been in the previous three years. In 2001, standards in the National Curriculum tests in Year 2 were average and showed improvement since the last inspection where they were below average. The unconfirmed results for 2002 paint a similar picture for Year 2 but those in Year 6 are likely to be well below average, reflecting the higher numbers of SEN pupils in this cohort.
112. By the end of Year 6 achievement has been, and remains, less than might be expected. There are a number of reasons for this. Firstly, insufficient curriculum emphasis was given to developing the skills of scientific enquiry. Although teaching seen in lessons during the inspection in Years 3 to 6 was satisfactory or good, over time, teaching is unsatisfactory in Years 3 to 6, again because teachers do not ensure that scientific skills are taught progressively but also because some teachers have an unsure understanding of science. Higher-attaining pupils are also not well catered for and are not given sufficiently challenging work.
113. Standards by the end of Year 2 are now average; pupils achieve as might be expected overall. Inspection findings show that pupils enter Year 1 with knowledge and understanding of the world at a below average level for their age, with many still working within the Early Learning Goals. In a lesson seen in Year 1, most pupils had some difficulty in naming their five senses but knew what part of their body was associated with each sense. They are starting to talk about how they do their work and communicate findings in simple ways such as talking and making simple drawings. By Year 2, standards have progressed well. For example, in a Year 2 lesson seen, pupils were given more challenging work; they could name some common materials and recall some of the properties they had. Some of the higher-attaining pupils explained their answers using well-chosen vocabulary such as "A table made out of chocolate would melt or I would eat it" and "You cannot have a house made out of paper because it would blow away in the wind". However, coverage of the curriculum is skewed, with too little emphasis paid to scientific enquiry, and this is impairing standards. Retained work, shows that pupils cover the expected areas of living things, materials and physical processes and pupils start to use a range of simple equipment and record their observations using simple vocabulary. The weakness in scientific enquiry lies in the extent to which pupils use other ways of recording such as simple bar charts, tables or using ICT, say what happened was what was expected and start to put forward their own ways answering a scientific question.
114. By the end of Year 6, standards are below average and so the average standards seen in Year 2 are not maintained. Achievement is unsatisfactory because of weaknesses in the curriculum and the higher-attaining pupils not being challenged enough. Pupils' overall knowledge of scientific facts and understanding of ideas across the work that is covered showed gaps and errors. However, many Year 6 pupils understand the need for a balanced diet, that forces are pushes, pulls, twists or turns and that melting, freezing, evaporation and condensation are examples of reversible changes. They have acquired a sound scientific vocabulary which they used confidently in discussion or writing explanations or predictions. Pupils ought to be able to write clear scientific descriptions and explanations that give a reason why something happens; however, work in books and that seen in a Year 6 lesson, shows that this is not yet at the expected level. For example, in explaining why milk bottles left in a fridge are covered in condensation a typical explanation was that "Water from the fridge rolls onto the milk bottle". This is wrong and does not use the idea of a change of state such as condensation correctly. When asked to predict what would happen if a cold spoon were held over a bowl of hot salty water most could predict that pure water would form on the spoon. However, few, including the higher-attaining pupils could explain this prediction correctly in writing by saying that the water evaporated from the salty solution going into the air and then condensing on the cold surface, leaving the salt behind in the solution. However, their oral work was of a higher standard with many pupils invoking the idea of particles to explain what happens when solids, liquids and gases change their physical state. Pupils' use of scientific conventions is below the expected standard; for example, most do not yet draw electrical circuits using the correct symbols and some do not draw these in a rectilinear form.

115. The weakness in scientific enquiry in Years 6 remains but is being addressed. Only some pupils had a secure understanding of how an investigation can be carried out and what factors need to be kept the same, changed and measured. However, some of the higher-attaining pupils could explain how to carry out a fair test to investigate whether adding flowers in a vase would last longer if sugar was added to the water, which is a test they have not come across. Although there is some structure provided to help the writing of investigations, there is insufficient use of tables, bar charts and graphs to present results. Many pupils found difficulty in deciding and explaining whether the evidence collected in investigations was significant, reliable and valid.
116. The quality of teaching and learning is good in Years 1 and 2 and characterised by well-managed classes and good subject knowledge which allow practical activities to be carried out safely, work to be pitched at the right level and questions to be well tailored to individual pupils of different ability. These factors result in good learning, most pupils achieving well and a rise in standards over these two years. However, insufficient attention is given to identifying activities that will challenge the higher-attaining pupils and so standards could be even higher.
117. Although satisfactory and some good teaching was seen during the inspection in Years 3 to 6, scrutiny of pupils' work shows that over time it is unsatisfactory as it fails to build as expected on the standards reached in Year 2. This is because insufficient attention is given to teaching scientific enquiry. Three lessons were seen in the inspection in which teaching and learning were satisfactory in Years 4 and 5 and good in Year 6 with the teachers using national guidance well and starting to address the weakness in pupils' investigative work. This is helping the pupils apply knowledge gained in one area of science to be integrated with scientific enquiry. These judgements also indicate that the steps taken to address some of the weaker teaching in the school are starting to bear fruit. The weakness in emphasis given to scientific enquiry is acknowledged in the development plan for the subject. There are some further weaknesses. Some teachers have an unsure knowledge and understanding of the subject and weekly planning does not fully cater for the needs of the higher-attaining pupils. ICT is insufficiently used to support pupils' learning, to help gather and analyse data and to research the subject in more detail. Marking of written work is insufficiently evaluative and does not show pupils what they need to do to get better.
118. Leadership and management and overall provision for science are all unsatisfactory. Statutory requirements are not met. The subject currently has no subject leader who oversees standards, teaching, the quality of the curriculum and staff training and, as a result, there is no impetus behind improving provision and standards in this important subject. Most aspects of a nationally recommended scheme of work have been successfully adopted with the exception of scientific enquiry but this scheme has not been amended to suit the needs of the pupils at St Jude's. As a result, pupils do not always have the skills or confidence to answer some of the questions in the national tests and lose marks related to higher-order skills. Levels of practical resources for the subject are adequate and have improved since the last inspection; however, there are shortages of up-to-date sets of textual resources. No regular tests have been developed to help to judge the levels of pupils' knowledge and understanding which restricts teachers' capacity to amend their curricular planning and focus on areas where pupils are weak. Unlike many schools, no useful programme of revision has been instigated in Year 6 to help pupils prepare for the national tests. Overall improvement since the last inspection has been unsatisfactory.

## **ART AND DESIGN**

119. At the last inspection standards were below average by the end of Years 2 and 6. Standards remain below average and achievement is unsatisfactory in both years for all groups of pupils, including SEN, EAL pupils and higher-attaining pupils. There is little work of a high quality. Only one lesson was seen during the inspection, but other information was gained by talking to pupils and teachers' planning. Very little work was displayed around the school and samples of previous work were very limited.
120. The reason why overall standards are depressed, and pupils do not do as well as they should, is that they do not have enough opportunities or time to study art and design in depth, and statutory requirements are not met. As a result, there is insufficient time to enable pupils to systematically develop skills and understanding needed to attain higher standards. This is partly due to the emphasis that is given to English and mathematics but also because the curriculum has not been sufficiently well managed since the last inspection, where art and design was also identified as a clear weakness.
121. The evidence from talking to pupils, from the lesson observation and from teachers' long-term planning is that teaching and learning overall are unsatisfactory and this too is depressing standards. Although the school has adopted recent national guidance and has used this to form the basis of its planning, it is insufficiently detailed and lacks clarity about what skills and knowledge will be developed. This results in a lack of consistent and systematic development of these skills throughout the school. Teachers establish good relationships and this helps to ensure sound standards of behaviour. Planning indicates that pupils in Years 1 and 2 study self-portraits and visit an art gallery to support their work. They investigate a range of materials including those used in sculpture. In Years 3 to 6, pupils build on the skills they have acquired as they learn about portraying relationships, and investigate pattern and textures. Visits to local galleries and museums further support learning. In a Year 3 lesson, pupils explored relationships in paintings, they discussed and developed their ideas and made decisions from their observations. They worked well together in small groups, sharing ideas. This helped pupils to make satisfactory progress in the lesson in their knowledge, skills and understanding of a range of paintings by famous artists.
122. The leadership and management of the subject are unsatisfactory. The subject is taught in rotation with design and technology every other term. It has not been the focus for development for some time. It has declined in importance and this is reflected in the lack of prominence in the curriculum. There has been no evaluation of teaching and learning and therefore the subject leader has little knowledge and understanding of the relative strengths and weaknesses in the subject. As a result, she is unable to clearly guide work in the subject. As at the last inspection, there is no effective system for assessing pupils' achievement within the subject. ICT is linked to the art curriculum in Year 2 where paintings created on the computer and using traditional materials are compared. However, ICT is generally underdeveloped in the subject and therefore not currently used for research or to enhance work. Some positive changes have been made since the last inspection and the school now has a policy and follows national guidance for long-term planning. Resources available for the subject have improved since the last inspection and this is helping to raise standards. Improvement since the last inspection has been unsatisfactory.

## **DESIGN AND TECHNOLOGY**

123. At the last inspection standards were below average by the end of both Years 2 and 6. Standards are now average and pupils achieve as might be expected in both Years 1-2 and Years 3-6 with the higher-attaining pupils not being challenged enough. However, achievement has improved from an unsatisfactory level at the last inspection. This improvement is the result of the introduction of a scheme of work based on national guidelines which has ensured pupils develop their skills steadily and systematically.
124. Little design and technology teaching was seen during the inspection due to time-tabling arrangements. The evidence that was presented showed that there is consistent coverage of the

curriculum over time which results in standards being average by the end of Year 6. The headteacher has taken on the co-ordination role for the subject since the last subject leader left and sees the appointment of a new subject leader for the subject as a priority. The lack of an established system of assessment for the subject has hindered the development of the subject in recent years.

125. It was not possible to give an overall secure judgement of the quality of teaching and learning as only one year group was seen. However, during the inspection, in the lesson on food technology, seen in Year 5, teaching and learning were satisfactory and pupils' standards of attainment were average. Pupils showed the ability to measure out ingredients and to modify their ideas with regard to texture and taste. They worked sensibly together, sharing out tasks, and as a result of sound questioning, they were able to recall each stage of preparation. Pupils in Years 1 and 2 have made simple mechanisms, Year 3 pupils investigated food technology and Year 4 pupils have designed and made their own torches. Pupils in Year 6 benefit from a link with a local technology college where they receive support and guidance in designing and making high quality items. This has a positive effect on standards.
126. The lack of a specialist subject leader means a lack of overview of the subject's development and an absence of guidance for teachers. The school is using a nationally recognised scheme of work to support planning. Units of work give clear and appropriate learning objectives that have resulted in improved standards in both designing and making. Pupils still have insufficient experience in evaluating the use and limitations of different materials, different ways to achieve movement, and the importance of evaluating and improving their work. Assessment procedures and the use of ICT are also insufficiently developed, all of which has a negative impact on standards. However, good improvement is evident since the last inspection.

## **GEOGRAPHY**

127. At the last inspection standards were below average by the end of Year 2 and average by the end of Year 6. Standards are now average by the end of Year 2, and so have improved, and below average by the end of Year 6 and so have declined. Pupils achieve as might be expected by Year 2 but by Year 6 achievement is unsatisfactory. In both years, the higher-attaining pupils do not do as well as other groups of pupils because their needs are not fully planned for in lessons and they receive less in-class support.
128. Standards have improved in Years 1 and 2 because of the satisfactory and better teaching and learning they now receive and good attention to national panning guidelines. However, the reason why standards have declined in Year 6 is that pupils do not have enough opportunities to study the subject in depth. Plans indicate that the subject is taught in a two-year cycle with history. Although the curriculum just meets statutory requirements not enough time is allocated to enable pupils to systematically develop the skills, knowledge and understanding needed to attain higher standards. Planning is also not detailed enough and lacks sufficient clarity about what skills and knowledge will be taught. This results in a lack of consistent development of these skills throughout the school and so standards do not advance as they should.
129. In Years 1 and 2, pupils learn about their local area and that of other people, For example, in Year 2, pupils were learning about the adventures of 'Katie Morag' and studied maps of Islands including Coll. They could identify features of an island in contrast to London. Good use was made of maps and discussion enhanced the quality of pupils' learning. Planning indicates links with English, as pupils will hear about the adventures of 'Katie Morag and the two Grandmothers.'
130. Throughout Years 3 to 6, pupils develop their skills, knowledge and understanding of maps as they identify features on a map and begin to make a key. In Year 5, pupils study water and its uses. Lively discussion was used to extend learning and the information gathered will be used to produce a spreadsheet during the next lesson. However, ICT is underused in classrooms and does not extend and develop pupils' learning during lessons.

131. One lesson was seen in Year 2 and two others in Years 3 and 5. On the basis of these observations, scrutiny of work and discussions with pupils, the quality of teaching and learning is judged satisfactory overall in Years 2 and 6. Teaching in Years 2 and 5 was satisfactory and characterised by sound classroom organisation and management, effective use of the teaching assistants and clear questioning. However, the quality of teachers' expectations is not always high enough in all year groups. For example, in a Year 3 lesson seen, the pace of teaching and learning was slow and unstimulating which resulted in some pupils not working hard enough and quickly losing concentration. SEN, EAL and lower-attaining pupils were generally well supported in lessons by teaching assistants which enabled them to play a full part in learning and learn well but less challenge and support is given to higher-attaining pupils.
132. The subject does not currently have a subject leader. Consequently, there is no one person with an overview of teaching, learning and standards, who understands the strengths and weaknesses in the subject and can support and guide teachers in their work. This is unsatisfactory. The subject has declined in importance and this is reflected in the lack of development. The school has developed a policy and uses national guidance for long-term planning. Improvement has been unsatisfactory since the last inspection.

## HISTORY

133. At the time of the inspection, standards in history were below average at the end of Year 2 and Year 6. Standards have remained the same since the last inspection; achievement is unsatisfactory in both these years. Standards have not risen since the last inspection because, like geography, insufficient time is allocated to the curriculum. It was not possible to see any teaching during the inspection week as history is part of a rolling programme taught during the year. However, scrutiny of work, teachers' planning and discussions with pupils support the judgement that the quality of teaching and learning is satisfactory by Years 2 and 6. However, standards are not as high as they should be, for all groups of pupils, not because of weak teaching but because of weaknesses in the curriculum and too little teaching time being allocated.
134. Standards, by the end of Years 2 and 6, are below average. Planning and discussions with pupils indicate that in Year 1 they learn about toys old and new, and study different homes. In Year 2, pupils develop their knowledge of famous people from the past, for example, Florence Nightingale, and in the summer term, study seaside holidays. In Year 3 'The Romans' is the focus of learning and in Year 4 'The Tudors'. In Year 5, pupils learn about Ancient Egypt and the Ancient Greeks. In Year 6, pupils develop an understanding of Britain since 1940. This indicates there is adequate scope to cover the core elements of the National Curriculum. Useful visits enhance the curriculum. For example, pupils visited the Imperial War Museum, and enthusiastically talked about its history; they knew that the Museum moved from Crystal Palace in 1936 to its present site, and were intrigued by the fact the building was formally the Bethlehem Hospital. Other visits are made during the year to Southwark Cathedral and the site of the Great Fire of London.
135. The school has adopted recent national guidelines for planning and these form the base for long-term plans. Although the curriculum meets statutory requirements there are weaknesses in teachers' planning. They lack clarity about what skills and knowledge will be developed in each year group and different teachers plan to slightly different formats. In addition, the plans do not always incorporate objectives to suit the learning needs of the different groups of pupils in each class. The amount of time devoted to the subject is insufficient to allow pupils to develop systematically their skills, knowledge and understanding to enable them to raise their achievement.
136. The co-ordination of history is unsatisfactory. This is because the subject leader has not received any training in the subject, and is not given time to monitor teaching and learning. Consequently, she does not have an overview of the strengths and weaknesses in the subject and is therefore unable to guide work in the subject. As a result, history is underdeveloped. The school does not keep adequate samples of work to help teachers make judgements about pupils' achievement and so to target any underachievement through more refined lesson planning. This remains an important weakness. ICT is insufficiently used to support pupils' learning. Resources are good and

this is an improvement since the last inspection. Overall, there has been unsatisfactory improvement since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137. In the last inspection standards in ICT were below average. Standards have improved and are now average by the end of Years 2 and 6. This is due to the significant improvements that have taken place in the training of staff, implementation of planning, improved teaching and introduction of a computer suite. The full ICT curriculum is now being covered which is a considerable improvement since the last inspection. As a result, standards are rising throughout the school. Pupils achieve as might be expected overall, as in most other subjects, with the lower-attaining, EAL and SEN pupils doing better than the higher-attaining pupils because teaching better focuses on their needs.
138. Pupils in Year 2 showed good use of control technology when using a floor turtle and they understood that information can be entered and stored on a computer. They are able to enter and organise text on a word processor and can enhance the text using different effects, such as changing the case of the letters or emboldening. Pupils in Year 6 used spreadsheets confidently and could describe how they had used the Internet or CD-ROM programs to access information. They can load, save and print out work. Many had also used a 'Power Point' programme to display information they had accessed on space missions to Mars. Although pupils were familiar with the use of e-mail, this was mainly through home use. Boys and girls attain equally high standards.
139. The development of an ICT suite that is used regularly by all pupils has resulted in all pupils becoming very familiar with computers and their uses. The suite also enables teachers to demonstrate computing skills and the uses to which computers can be put to whole or half-class groups. The school would benefit from some technical support as, during the inspection, teachers often had to cope with computers not functioning. The speed at which some of the computers carry out their functions is very slow and this has the effect of pupils becoming frustrated and learning losing pace and so pupils do not cover what is planned for the lesson.
140. Teaching and learning in ICT are satisfactory in Years 2 and 6 and results in satisfactory achievement and standards. However, during the inspection, some good teaching was seen in Years 2 and 6. Most teaching makes the objective of the lesson clear and the teachers show secure subject knowledge, showing that the training they have received has proved beneficial. Some teaching in Years 2 and 6 was good because teachers had higher expectations of their pupils that they conveyed through clear learning objectives and a brisker pace to learning. Too little use is made of ICT in other subjects to support learning but when used in mathematics it supported the learning objectives of the lesson. The ICT suite is restricted in space and the use by a half class gives every pupil individual access to a computer; this affects the ways in which teachers have to plan their lessons. Classroom assistants are used well to support teaching and the pupils' learning.
141. Pupils enjoy discrete ICT lessons. They are highly motivated and show a willingness and enthusiasm to succeed. Pupils make good progress during lessons building on previously learned skills. Not all pupils have the opportunities to develop these skills at home; this makes the school's provision all the more important. Pupils work well in pairs supporting each other's learning.
142. The co-ordination of the subject is satisfactory. The subject leader has used his expertise to give advice and guidance to other staff but has insufficient time to monitor teaching and the effectiveness of the ICT suite and to establish a system for assessment in the subject. The subject leader has a clear idea of the educational direction for the subject. All staff share his enthusiasm for the subject and commitment to further improvement. There has been good improvement overall since the last inspection.

## **MUSIC**



143. Standards were below average at the last inspection. There has been very good improvement overall since then and standards are now above average. The reason for the dramatic improvement in standards coincides with the appointment of a specialist music teacher to teach music throughout the school and to take singing practice with pupils up to Year 2 and Years 3 to 6. Pupils benefit considerably from a very high level of subject expertise. Pupils' achievement has also risen; all groups of pupils now do well and this is much better than the unsatisfactory achievement reported at the last inspection.
144. Throughout the school pupils are now given opportunities to acquire and develop new skills and apply them to their own performances. Year 4 pupils, having listened to an extract from the 'Carnival of the Animals', worked in groups using tuned and untuned instruments to compose their own fanfares. Pupils co-operated well and showed appreciation of each other's efforts. They follow a beat including a pause. High expectations were made clear to pupils and these resulted in pupils producing a good standard of work. Pupils in Year 5 were able to follow musical notation to play glockenspiels and metalaphones. Working in groups, pupils showed the ability to memorise and play a bar of music as a result of very clear instructions, including the correct way to handle each instrument. Pupils derived pleasure from the success they achieved and as a result were keen to develop their musical skills further. Pupils in all years sang tunefully and performed songs, singing parts and rounds in singing practice and assembly.
145. The quality of teaching and learning is very good and has a very strong impact on standards. The very high level of subject expertise has the effect of motivating pupils to produce good work. All pupils are fully involved in lessons, including those with special educational needs, and pupils are encouraged to develop their speaking and listening skills through the appreciation of music. Lessons move at a brisk pace and hold the pupils' interest. The use of a specialist teacher throughout the school helps pupils develop their skills in a systematic way. Music is being used to develop an understanding of musical traditions and developments in a variety of cultures. Pupils in a singing practice showed particular enthusiasm when performing to a jazz rhythm, performing in parts with counter rhythms. In the lessons observed the teaching was very good. This has resulted in pupils achieving well and an improvement in standards.
146. The subject leader has ensured that a range of quality resources with which pupils can make music has raised the prestige of music in the school. Co-ordination of the subject is very good as the subject leader has a clear insight into the needs and priorities for developing the subject. The opportunities for pupils to make music in extra-curricular activities, such as the recorder club and the school choir, greatly enrich the music curriculum and also benefit their social and cultural education. Pupils have also developed strong links with the community such as the London Philharmonic Orchestra and perform regularly to an audience. There has been very good improvement since the last inspection.

## **PHYSICAL EDUCATION**

147. At the last inspection standards were below average by the end of Year 2 and average by the end of Year 6. Standards are average in Years 2 and 6 and thus have improved by the end of Year 2 and remained the same in Year 6. All groups of pupils achieve as might be expected in acquiring physical skills and handling equipment as they move through the school. The maintenance of standards in Year 6 and the satisfactory achievement is a result of the sound teaching and a secure curriculum that meets statutory requirements.
148. Teaching was observed in all classes except Years 3 and 5. Pupils have swimming lessons only in Year 5. During the inspection period, pupils took part in gymnastic and dance activities. Teachers' plans indicate that the full range of activities takes place and the statutory programmes of study are taught. A broadly balanced programme has been devised that meets the requirements of the National Curriculum. Practically all pupils are agile and able to maintain sustained physical activity. Extra-curricular activities at different times of the year also enhance standards.
149. Pupils in Years 1 and 2 begin to build up the basic skills of travelling and balancing. Their achievement is satisfactory because they recall simple actions well but their control and accuracy

are less well developed. Pupils consolidate balancing skills as they travel along a mat and work with a partner mirroring balancing movements. Accuracy was increased because teachers made comments and suggestions to help pupils see what was working well and what could be improved. From Year 1 they demonstrate an awareness of safety, making sure that they dress properly. When moving around the hall they begin to show an awareness of space available to them and usually maintain an appropriately safe distance between themselves and others. They are beginning to describe the effects of exercise on their bodies, noting the need to cool down.

150. Pupils in Years 3 to 6 continue to develop their skills. Their achievement is satisfactory because they can sensibly discuss the effects of exercise on their bodies, but their accuracy and control are still developing. In Year 4, pupils explore character mime in response to music. They listened carefully to a tape recording of music based on that of 'Charlie Chaplin' and used their imagination well as they developed movement in time to the music to represent a 'walk' which they performed for the rest of the class to comment upon. In Year 6, pupils extend and develop their gymnastic skills as they perform a short sequence of three actions and three balances. Pupils are aware of the importance of 'warm up' and 'cool down' and the effect exercise has upon their health.
151. The quality of teaching and learning is satisfactory at the end of Years 2 and 6 with some good teaching seen in both phases. In a good gymnastic lesson, the tone was set as the teacher explained the rules carefully and routines of moving around in the hall and the skills they were going to develop. Pupils responded well showing understanding of rules and routines expected of them in the hall and this led to improved performance in their balancing skills as they moved carefully and with an awareness of others. Examples of other good teaching were characterised by good control of pupils, efficient planning and delivery of lessons, high expectations of pupils and good pace and variety within activities. Where teaching was less effective, there was no change to the pace of lessons; instructions were delivered carefully but did not stimulate imaginative movement.
152. The leadership and management of the subject are good. The subject leader works hard to develop the subject and has ensured that a range of professional sports coaches, including a female football coach from Millwall FC, come into school on a regular basis to enrich and enhance the curriculum. The scheme of work enables teaches to consistently develop skills, knowledge and understanding in the subject. The subject leader does not monitor standards in the subject and this is a weakness. Resources are appropriate and easily accessible. Assessment of the subject is through evaluation of lessons but this is insufficiently rigorous. All pupils learn to swim to national standards. The last inspection report identified no subject leader, policy or scheme of work and no evidence that teachers' plans are monitored or checked for content. These are now in place. Satisfactory improvement has been made since the last inspection.