

INSPECTION REPORT

GOOSE GREEN PRIMARY SCHOOL

East Dulwich, London

LEA area: Southwark

Unique reference number: 132022

Headteacher: Mrs Pat Ford

Reporting inspector: Mr J Sorsby

14042

Dates of inspection: 17 - 20 March 2003

Inspection number: 248885

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Tintagel Crescent East Dulwich London
Postcode:	SE22 8HG
Telephone number:	0208 693 3568
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Julie Morris

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14042	J Sorsby	Registered inspector	Educational inclusion	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well the school is led and managed?</p> <p>What the school should do to improve further?</p>
11041	M Moore	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development</p> <p>How well does the school work in partnership with parents?</p> <p>How well does the school care for its pupils?</p>
16773	R Arora	Team inspector	<p>Science</p> <p>Design and technology</p> <p>Physical education</p> <p>Provision for pupils with special educational needs</p>	
21171	S Handford	Team inspector	<p>Areas of learning for children in the Foundation Stage</p> <p>Information and communication technology</p> <p>Music</p>	
1963	S Raychaudhuri	Team inspector	<p>Mathematics</p> <p>Geography</p> <p>History</p> <p>Religious education</p>	How good are the curricular and other opportunities offered to pupils?
3574	K Singh	Team inspector	<p>English</p> <p>Art and design</p> <p>The provision for pupils with English as an additional language</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Goose Green Primary School is a “fresh start” school. In May 2000 it replaced a predecessor school that had consistently failed to provide a satisfactory quality of education and which was attended by pupils now in Years 3 to 6. Practically all staff and governors are new. The new school’s first priority was to enable pupils to learn by raising their self-esteem, motivating them and tackling their very bad behaviour. In its second year its priority was to raise standards in English, and this year, in mathematics.

The school serves the community of East Dulwich in South London. It is bigger than most with 355 pupils, including 37 who attend the nursery part time and 20, full time. Pupils are from a wide range of countries. Nine per cent of the children are of white United Kingdom origin, while the majority are of Black Caribbean or Black African descent. English is spoken as an additional language by 81 pupils, 61 at an early stage. Thirty-nine pupils are refugees, mainly from Sierra Leone. The main languages spoken in the school are Yoruba, Twi, Spanish and French. Forty-eight per cent of pupils are eligible for free school meals, which is high compared to most schools. Thirty-six per cent of all pupils joined or left the school during the past year at a time other than normal, which is also high. Twenty-seven per cent of pupils have special educational needs, which is above average and one and a half per cent have statements of special educational needs, which is about average. The majority of pupils with special educational needs have moderate learning, behavioural or speech and language difficulties. Children’s attainment on entry to the nursery is well below that expected for their age. When pupils presently in Year 6 joined in Year 3, their standards in English, mathematics and science were very low.

HOW GOOD THE SCHOOL IS

This is a very good school in which very good leadership, management and governance has resulted in significant steps being taken towards the achievement of the school’s stated objectives. Behaviour is now good as are pupils’ attitudes to school and learning. Teaching is good. Pupils achieve well throughout the school and their standards rise. Because they have been in the school for a relatively small proportion of their education, less success has been achieved with pupils in Years 3 to 6. Nevertheless they also achieve well and their standards rise. Although running costs are high, the school is gives good value for money.

What the school does well

- It enables pupils from diverse backgrounds and of diverse abilities to enjoy learning.
- It helps pupils to become mature and responsible, behave well and value each other and themselves.
- Teaching is good and as a result, pupils achieve well in English, mathematics, religious education, art and design, geography, history and ‘particularly’ music.
- The school provides very well for pupils with special educational needs.
- It provides well for pupils for whom English is an additional language enabling them to participate fully in all the school offers and to make the same progress as everyone else.
- It assesses individual pupils’ progress and provides for their needs very well in English and mathematics.
- The leadership and management of the school are very good.
- The standards pupils reach in their musical performances.

What could be improved

- Standards in English, mathematics, science, information and communication technology (ICT) and design and technology for eleven year olds and mathematics, science and design and technology for seven year olds.
- Greater priority can now be given to subjects other than English and mathematics and to assessing and providing for pupils individual learning needs in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N/A	E*	D	B
Mathematics	N/A	E*	E*	E*
Science	N/A	E*	E*	E

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

In 2001, the standards of Year 6 pupils, who had only attended the school for one year, were in the bottom five per cent nationally in English, mathematics and science. One year later, standards in English had risen very significantly and were below the national average and above the average for similar schools. Standards in mathematics remained in the bottom five per cent nationally because the measures taken to raise them had not had sufficient time to work. Standards in science remained in the bottom five per cent nationally because the school had chosen not to give the subject as high priority as English and mathematics at that time. The current Year 6 contains a far higher proportion of pupils with special educational needs than other year groups, a higher proportion of pupils for whom English is an additional language than the previous Year 6 and many more pupils have joined or left the school at a time other than normal. Consequently, their standards are well below average in English, mathematics and science. Nevertheless, because of their very low standards in Year 3 (their first year at the school), this represents an improvement in standards and good achievement.

In 2002, targets for the proportion of pupils achieving Level 4 in English were exceeded, but results fell well short in mathematics. Given the higher priority now being enjoyed by mathematics and the standards of pupils now in Year 6, the school is well placed to achieve its moderate 2003 targets in English and mathematics.

In 2000, the standards of Year 2 pupils, who had only attended the school for a few weeks, were in the bottom five per cent nationally in reading, writing and mathematics. One year later, standards in all three subjects had risen although they were well below the national average. This was also the case in 2002. However, standards in 2002 were average for similar schools in reading and writing and below the average for similar schools in mathematics. These results were because there were few pupils achieving high standards. In 2002, the proportion of Year 2 pupils achieving the nationally expected Level 2 was well above average in reading and writing and above average in mathematics and science. Pupils now in Year 2 are achieving well in reading and writing and their standards are average. In mathematics and science pupils are achieving satisfactorily although their standards are below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils display pride in their school and joy in their work and friendships.
Behaviour, in and out of classrooms	Good. Most pupils understand well of what is expected of them. Excluding pupils for fixed periods has been used effectively to help gain control of behaviour. A total of 18 pupils have been excluded, some more than once.
Personal development and relationships	Very good relationships are based on mutual respect between pupils and with adults. Pupils develop into mature young people ready for secondary school.

Attendance	Unsatisfactory because of holidays taken in term time.
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TEACHING AND LEARNING

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

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

The quality of teaching and learning in the nursery and reception is good. Teachers and nursery nurses have a good understanding of how to motivate and interest children. They manage their classes well, ensuring that there is a calm and friendly atmosphere suited to children's learning. Planning to build on what children know, understand and can do is satisfactory. Children start from a very low skills base, learn well and make good progress overall.

In Years 1 to 6 teaching and learning are also good, largely because of the school's decision to pursue the *Success for All* programme. This is having a very positive effect on pupils' attitudes to learning, the quality of their learning and the progress they are making. While *Success for All* is primarily designed for the teaching of literacy and to provide a framework for the management of pupils' behaviour, it has a beneficial impact on the teaching of all other subjects and, in an adapted form, the teaching in reception. Consequently, particular strengths of teaching in Years 1 to 6 are the management of behaviour and the effectiveness of the school's strategies for teaching literacy. The assessment of what pupils know, understand and can do in English is monitored well every eight weeks. Pupils work in small groups within which all are of similar ability, regardless of their age. Since September, similar procedures are used in numeracy and the effectiveness of strategies for teaching numeracy are also very good. The teaching of literacy, numeracy, geography and history throughout the school is good, as is the teaching of music in Years 1 and 2 and religious education in Years 3 to 6. The teaching of music in Years 3 to 6 is very good. Teaching of all other subjects is satisfactory.

Pupils with special educational needs learn very well. Some instances were noted where the highest attaining pupils were not sufficiently challenged in mathematics lessons. In English, higher attaining pupils are particularly well challenged because of the mixed-age ability grouping of pupils. In other subjects, where monitoring of pupils' progress is less formal, a few lessons were observed where all pupils were working on similar tasks, although expectations of the results of their work were accurately graded for pupils of differing abilities. Pupils for whom English is an additional language are very well provided for and they learn well. Overall, given its adherence to its well-chosen priorities, the school meets the needs of all its pupils, well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school's concentration on pupils' attitudes to work and their reading and mathematics has resulted in significant improvements. The balance of time and effort in other subjects is now being addressed.
Provision for pupils with special educational needs	Very good. Teachers' planning and the very good support pupils receive from teachers and teaching assistants results in them making very good progress.
Provision for pupils with English as an additional language	Good. Teachers and learning support assistants are very skilled in meeting the particular needs of pupils and consequently they make good progress. Pupils are well integrated and benefit from all the school offers.
Provision for pupils' personal, including spiritual, moral, social and cultural	The school provides well for pupils' spiritual, social and cultural development and very well for their moral development. This has made an important contribution to pupils' good behaviour, their rising self-esteem,

development	their good levels of responsibility and their overall personal development.
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How well the school cares for its pupils	This is a caring school in which the emotional, social and educational needs of each individual pupil have a high priority and are well provided for.
How well does the school work in partnership with parents	The school has a good working relationship with parents and highly values their involvement in their children's learning, particularly of reading.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and English/special educational needs co-ordinator provide very strong leadership and management that have contributed significantly to the school achieving its short term objectives.
How well the governors fulfil their responsibilities	Governors have a very good understanding of the school's strengths and weaknesses, play a very effective role in contributing to setting the direction of the school and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Very good. The school uses all available data very well to analyse its strengths and areas for development and to plan necessary actions.
The strategic use of resources	The school makes very good use of all available resources, particularly its skilled and dedicated staff, to help raise pupils' standards.
The adequacy of staffing, accommodation and learning resources	The school is well staffed with teachers, learning support staff and other non-teaching staff. The availability of learning resources and accommodation is adequate to meet the needs of the curriculum.
The extent to which the school applies the principles of best value.	Very good. The school takes great care to ensure that it is achieving best value in all that it does and in the use of all of its resources. It compares its performance and costs widely, and challenges itself to be more efficient.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The school has high expectations of their children • Their children make good progress • Behaviour is good • They are well informed about children's progress • They feel comfortable approaching the school with questions or problems 	<ul style="list-style-type: none"> • The amount of homework set • The range of activities outside lessons

Inspectors agree with parents' positive views but judge the amount of homework set to be correct for pupils' ages and the range of extra-curricular activities to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter nursery with standards in most areas of development that are well below those expected for their age. Because of good teaching they achieve well in communications, language, literacy and mathematics and in their physical, personal, social and emotional development. Their standards rise, but remain below those expected for their age by the end of reception. They make very good progress in their knowledge and understanding of the world, and their creative development, and by the end of reception their standards are average.
2. In English in the 2002 national tests at the end of Year 2, results were well below the national average in reading and writing. Compared with schools in a similar context, standards were broadly similar. The current Year 2 pupils are likely to reach average standards in reading and writing by the end of the year. This shows good achievement given their below average standards when they enter Year 1.
3. The 2002 English test results at the end of Year 6 were below the national average but above when compared with schools in a similar context. The standards for the current Year 6 pupils are likely to be well below the national standards. This is because of the poor level of attainment on entry to school in Year 3, a high proportion of pupils who have special educational needs and some who are still at the early stages of learning English.
4. In the 2002 national mathematics tests, standards of pupils in Year 2 were well below the national average while those in Year 6 were in the bottom five per cent nationally. Compared to similar schools, standards were below average at the end of Year 2 and in the bottom five per cent nationally at the end of Year 6. This was the result of the enormous effort made by the school in the two years preceding the tests to improve standards in English while dealing with pupils' lack of motivation to learn. While mathematics was never ignored, it is now receiving a higher priority.
5. In mathematics, pupils join Year 1 with standards that are below those expected for their age. Despite good teaching they make only satisfactory progress and pupils who are now in Year 2 are likely to remain with standards that are below average. This is because there has been insufficient time, just one year, for the emphasis the school has placed on the teaching of mathematics to have its full effect. Pupils now in Year 6 joined the school in Year 3 with very low standards in mathematics. Good teaching has resulted in good achievement and pupils are likely to achieve standards that are below rather than well below average. The same limitations have applied to their improving their standards in mathematics as described above in relation to English.
6. Having achieved significant improvements in pupils' motivation and their standards in English, and now that the quality of teaching of mathematics is good and there are indications of improving standards, attention is now shifting to science. The situation is similar to that in mathematics. At the end of Year 2 in 2002, teachers' assessment of standards demonstrated that they were below average. At the end of Year 6, standards were in the bottom five per cent nationally and well below the average for similar schools. Pupils now in Year 2, having achieved satisfactorily as a consequence of satisfactory teaching, have maintained the standards with which they entered Year 1, and are below average. Pupils now in Year 6 joined the school in Year 3 with very low standards. Although teaching is satisfactory, it has resulted in them achieving well and raising their standards to well below average. This is because teachers monitor well what pupils know, understand and can do, and plan lessons that meet their individual needs. While the quality of teaching of science seen was satisfactory, there is evidence that it is improving, resulting in older pupils' improving standards.
7. In ICT and religious education, pupils enter Year 1 with standards that are below average. Good achievement results in standards being in line with expectations at the end of Year 2. No judgement could be made on the quality of teaching of religious education in Years 1 and 2, and so no direct correlation can be made with the improving standards. Standards in ICT improve despite only satisfactory teaching, because many pupils, including those for whom English is an additional

language, particularly like the subject and have opportunities to practise it outside normal school hours. Pupils currently in Year 6 joined Year 3 with low standards in these subjects and have achieved well. Their standards are now below expectations, which is an improvement. In religious education, this is the consequence of good teaching while in ICT similar factors are at play as in Years 1 and 2.

8. In design and technology, starting in Year 1 and Year 3 with standards below expectations, pupils achieve satisfactorily, maintaining their below average standards by the end of Years 2 and 6. This is the result of satisfactory teaching in Years 1 and 2. Insufficient evidence prevents a judgment being made on the quality of teaching in Years 3 to 6, and no correlation can therefore be drawn between the quality of teaching and standards achieved.
9. In art and design, with similar starting points in Years 1 and 3, pupils achieve well and end Years 2 and 6 with standards that have improved and are in line with expectations for their age. Once again, this is because although teaching is only satisfactory, pupils are able to achieve well despite some having English as an additional language and others having special educational needs. In history and geography too little evidence was available to judge standards at the end of Year 6. However, pupils join Year 1 with standards that are below expectations for their age, achieve well and, as a consequence of good teaching, end Year 2 with expected standards. In physical education standards at the start of Years 1 and 3 are average, satisfactory teaching results in satisfactory achievement, and standards at the end of Years 2 and 6 are as expected for pupils' ages.
10. Music is something of an exception, breaking the pattern of most other subjects. Pupils achieve well as a result of good teaching in Years 1 and 2 and by the end of Year 2 their standards are those expected for their age. Under the stewardship of a very talented outside expert, and as a result of very good teaching and great enthusiasm for the subject, pupils' achievement in Years 3 to 6 is excellent and by the end of Year 6 their standards are well above those expected for their age.
11. Lesson observations and scrutiny of pupils' records confirms that pupils with special educational needs, including those with statements of special needs, make very good progress and gain in self-esteem and confidence. They are achieving very well in lessons and over a longer period of time, because their work is carefully planned for them and they receive very good support.
12. Pupils who speak English as an additional language make progress and attain standards that are similar to their classmates who only speak English. Pupils new to English make good progress and attain well in relation to their prior attainment.

Pupils' attitudes, values and personal development

13. Despite low self-esteem and poor behaviour three years ago, pupils' attitudes to school are now good. They behave well, are very enthusiastic both in and out of lessons and are very keen to be involved in all the activities the school offers.
14. During lessons pupils interact well with teachers and each other, are pro-active in answering questions and are enthusiastic about contributing to class discussion. In a small number of lessons where teaching is not accurately matched to pupils' abilities or is less effective than usual, some pupils do not concentrate for long and become inattentive. Most pupils behave well in classrooms and around the school, for example, during play and at lunchtime. The latter are pleasant, social occasions where pupils greatly enjoy the company of one another and use the time to socialise well and improve their communication skills. Older pupils relate well to younger pupils and were observed helping them and interacting well with them.
15. Pupils enjoy the company of visitors. The inspection team were treated with courtesy and respect by pupils who were very keen to show them around the school, relate their achievements, tell of the pride they have for the school and the affection they have for teaching and non-teaching staff. They have a healthy respect for their own and other people's belongings and school property. Computers are treated well, books are carefully looked after and all areas of the school and its grounds are clean and tidy. The school does not have any graffiti or vandalism and pupils have a good understanding of the impact of their actions on others.

16. There is a now a marked absence of oppressive behaviour and very little bullying, sexism or racism. Pupils from all backgrounds integrate extremely well together and the school is a well-ordered, safe and happy multi-ethnic community where all members have a good respect for other's feelings, values and beliefs. This has been a major achievement of the new school. A significant number of fixed-term exclusions have needed to be used as a deterrent for pupils who found it most difficult to adapt to the new school's expectations of them. The school is aware that black pupils feature disproportionately in this regard, is monitoring this carefully and adheres accurately to its exclusion and appeal procedures, to ensure that all pupils are treated equally.
17. In lessons, pupils demonstrate good attitudes and work extremely well collaboratively. In many lessons, pupils discuss their ideas with one another very responsibly, before presenting them to the class as a whole. For example, in an excellent Year 1 geography lesson, pupils discussed in a mature way their perception of road safety rules and the impact that parked cars have on children's safety. They presented their ideas to the teacher and class very well. In a good Year 5 physical education lesson, pupils worked particularly well in pairs to develop their throwing and catching skills and worked well in teams to play netball.
18. Pupils develop good initiative and personal responsibilities. For example, pupils in Years 5 and 6 apply in writing for positions as prefects and are pleased to be selected and wear their distinctive yellow prefect caps with pride. Two elected members from each form represent their class on the school council, which meets regularly to discuss any items of improvement that they feel the school could make. Their ideas are fed directly to the senior management team and a small budget is shortly to be allocated to the council to further its work. In addition pupils help clear up at lunchtime, return school registers to the office and act as monitors. They are pleased to carry out these tasks and accept responsibility with enthusiasm and maturity.
19. Relationships between pupils and staff are very good and are a strength of the school. Staff display deep concern for the welfare of pupils in their care and this is recognised by the pupils who respond accordingly. The school offers very good support to all pupils including those with learning difficulties. Staff are excellent role models, which contributes well to pupils' very good attitudes and hence to their good progress.
20. The rate of attendance, at 92.9 per cent, is below the national average and is therefore unsatisfactory. This is largely because a significant number of parents take their children out of school during term time. Pupils mainly arrive at school on time and lessons begin punctually. The school has plans to introduce further measures to increase the attendance figures.
21. Pupils with special educational needs have good attitudes to learning. They show pleasure in activities undertaken, especially where these are well matched to their needs. Pupils for whom English is an additional language are well integrated in all school activities and display similarly positive attitudes and good behaviour to all other pupils.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching for pupils of all ages is good. One third of all teaching seen was very good or better and 10 per cent was excellent. Two lessons, both in the foundation stage, were unsatisfactory. Pupils throughout the school learn and achieve well because of the good teaching.
23. Hard working and highly skilled teachers are contributing significantly to the quality of teaching and pupils' learning. Almost every aspect of teaching is well done. Teachers plan well, they have high expectations of pupils, they use an effective range of teaching methods, lessons proceed at a good pace and pupils are well supported by teacher-directed learning assistants. Basic skills such as reading, writing and mathematics are taught well, and very well for children in nursery and reception. The management of pupils is never less than good and in Years 1 to 6 it is very good. In most lessons seen, management seemed effortless as teachers motivated their pupils to learn and participate fully in their lessons. Needless to say, it is not effortless, but the skills of teachers that make it seem so. Teachers have a good knowledge of the subjects they are teaching, which further enables them to motivate pupils. In nursery and reception, teachers' knowledge is particularly good because of their specialist knowledge of what makes young children learn best.

24. One or two aspects of teaching are no better than satisfactory, but none is less than satisfactory. Monitoring of what pupils know, understand and can do is an important aspect of teaching. If the information collected is used well, this enables lessons to be planned that accurately meet the needs of each pupil. This is the case in English and mathematics, in which good procedures are in place to collect information, and good use is made of the information. However, in other subjects, procedures are informal and less rigorous and consequently, not all lessons address the precise needs of each pupil. The school recognises this and is making arrangements to improve procedures and the use made of information. A second satisfactory area of teaching is the use made of homework, but the fact that this is less good in some subjects than others is almost certainly because of the school's sensible rigid adherence to its initial priorities. Thus, homework is well used in English and has contributed to the impressive rise in standards, but is less well used in other subjects. The use of ICT as a teaching and learning tool is satisfactory overall.
25. A further aspect of teachers' work that is worthy of note is their enthusiasm. A very good example of this, described elsewhere in this report, is the arrangement of "visits" by "giants" to encourage younger pupils to hone their speaking, listening and writing skills. This project, which had the unexpected benefit of capturing the interest of older pupils too, required initiative, planning, time and commitment, and is a credit to the teachers concerned. It is not by chance that a Year 6 pupil told an inspector that she used to hate school and that "Now, because of my super teachers, I really enjoy learning". Proof, if there were any doubt, that teachers have achieved the initial objective set three years ago, to motivate pupils who previously had low self-esteem and little interest in school, and teach them how to learn. All of this has been possible because of the very good leadership and management of the school, another contributory factor to the good quality of teaching. The headteacher and key staff have acted exceptionally well to introduce and embed systems and procedures that support teachers and enable them to get on with their jobs while growing in skill and confidence.
26. A further very significant factor has been the adoption and development of *Success for All*. This has resulted in a strong framework for pupil management, a very successful system for motivating pupils and most significantly, a means by which each pupil's individual needs are being accurately addressed in English and mathematics lessons. Aspects of *Success for All*, such as behaviour management and the use of group chants to help pupils "let off steam" and motivate them to work hard, inculcate many other lessons and contribute to the overall good quality of teaching.
27. The quality of teaching relating to children's mathematical and personal, social and emotional development in nursery and reception is very good as is their learning. Teaching for children's language, communications and literacy skills, their creative and physical development and their knowledge and understanding of the world is good and they learn well. In Years 1 and 2, the teaching and learning of English, mathematics, music, ICT, history and geography are good, while the teaching and learning of science, art and design, physical education and design and technology are satisfactory. No judgement can be made of the quality of teaching of religious education because of a lack of evidence. The difference in the quality of teaching and learning of the various subjects is attributable to the level of priority given to each subject during the initial three-year developmental stage of the school.
28. In Years 3 to 6, English, mathematics, ICT and religious education are taught well and music, because of the involvement of a visiting specialist, is taught very well. Pupils learn accordingly. The teaching and learning of science, art and design and physical education is satisfactory. No judgements can be made of the quality of teaching of history, geography or design and technology because of a lack of evidence. The difference in the quality of teaching and learning of the various subjects is similarly attributable to the level of priority given to each subject during the initial three-year developmental stage of the school.
29. In the unsatisfactory lessons seen in reception, the management of children was unsuccessful and behaviour was consequently an issue. This led to unsatisfactory learning. Also, in one of the lessons, the teacher spent too little time demonstrating for children precisely what they had to do, and children did not understand. Finally, there was insufficient challenge for higher attaining children in the class.
30. Class teachers provide very well for pupils with special educational needs, either through group teaching or individual support in the classroom. The full and part-time classroom assistants provide

support to individuals as part of groups mostly within the classroom and sometimes in withdrawal groups when the need for more intense support is recognised. The co-ordinator of special educational needs works closely with all specialist support services. The class teachers and learning support assistants are well trained to ensure that effective teaching strategies are employed. Most teachers plan tasks of suitable difficulty for all pupils with individual educational plans. Their daily plans indicate organisation of the support for identified pupils in the class. The learning support assistants liaise well with teachers regarding progress of individuals in their care.

31. Pupils' individual educational plans are well considered. A number of useful procedures have been put in place to combine all assessments of individuals. Literacy, numeracy, personal and social skills are being targeted and suitably developed. Targets in the individual educational plans are realistic and achievable, but do not always have time limits. Achievement of these is regularly monitored and recorded and individual educational plans are reviewed regularly.
32. The quality of teaching for pupils who speak English as an additional language is good. The support teacher works closely with class teachers and helps pupils within classes. Teaching assistants provide good support to pupils and, as a result, pupils achieve well. Some assistants are bilingual and support pupils in their mother tongue. Pupils are responsive to the teaching provided and they are generally enthusiastic and highly motivated learners. Successful teaching strategies, such as repetition of key vocabulary and presentation of work with a strong visual content, support pupils well. Teachers provide good opportunities for pupils who speak the same language to support each other.
33. Teachers' positive acceptance of a diversity of languages in their classes adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas. New learners make good progress in developing basic skills in reading, writing, speaking and listening. Many staff members belong to ethnic minority groups and this provides pupils with good role models.

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

34. The quality and range of learning opportunities are good in the nursery and reception classes and also for Years 1-6. The curriculum offers children in the nursery and reception classes a satisfactory balance of teacher-led and child-chosen activities. It is particularly effective in giving children good opportunities to develop their basic literacy and numeracy skills. It gives the children a secure start and provides a good preparation for Year 1. For Years 1 to 6, the school provides an interesting and relevant curriculum for its pupils with literacy and numeracy at its core. All areas of the statutory curriculum are in place including sex education, citizenship and drugs education and the school meets the requirements of the locally Agreed Syllabus for religious education.
35. The school has rightly chosen to give a high priority to teaching pupils the basic skills and in particular literacy, numeracy and readiness for learning. This is a suitable strategy, although care is required to ensure that the balance of time and effort in other subjects is also maintained. The national strategy for mathematics has been implemented effectively and is making an impact on pupils' learning and achievement.
36. In order to improve standards in English, the school has made a commitment to a full and rigorous implementation of *Success For All*, a highly structured comprehensive literacy programme, in place of the National Literacy Strategy. The thinking behind this move was that pupils from such a difficult learning environment required smaller incremental steps in their learning than envisaged by the National Literacy Strategy to improve their speaking, listening, reading and writing as well their behaviour. The strong impact of this programme is clearly visible in the quality of teaching and pupils' rising standards. The school also offers pupils time and opportunities for extended writing through other subjects of the curriculum.
37. For other subjects of the curriculum, the school uses nationally recommended schemes of work to support the planning of what will be covered each year. Medium-term plans are based on these and teachers prepare short-term and individual lesson plans in accordance with the medium-term plans.

38. Curriculum provision for pupils with special educational needs is good and supports the learning targets identified in individual education plans. There are very good procedures in place for identifying special needs. The new comprehensive policy provides guidance for staff. Suitable support is given to teachers, to write individual educational plans with targets that are specific and achievable. Class teacher and support staff work well together and provide good support, particularly where it is well planned and organised by the teacher. Withdrawal arrangements are part of the *Success For All* strategy, based on very thorough analysis of the individual pupils' needs. The curriculum meets the needs of all pupils on the special educational needs register.
39. The school has clear aims and procedures to ensure that all pupils have full access to the curriculum. Pupils who speak English as an additional language enjoy similar access to the curriculum as others and are well supported within classes and withdrawal groups. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils have good opportunities to gain confidence about their culture through the study of religious education, assemblies, celebration of festivals, history, geography, art and design and music. There are a range of notices, signs and books in other languages to show that the school values other cultures and languages. However, pupils are not given opportunities to write in their mother tongue to show their additional expertise and to encourage others to have positive attitudes towards learning other languages. The provision for pupils with English as an additional language is good overall.
40. The provision for personal, social and health education, including sex and drugs education is satisfactory. It is taught as a separate subject as well as through 'circle times' (discussion groups). Pupils are provided with accurate information and the development of a positive attitude to a healthy life-style is encouraged.
41. The curriculum is enhanced by visits and visitors. Visits are made to well known places such as the British Museum, the Victoria and Albert Museum, the Imperial War Museum, HMS Belfast, the Thames Barrier and to local places of interest. Visitors who work with pupils include theatre groups, storytellers, and representatives of the Raptor Centre who display birds of prey. The provision for extra-curricular activities is satisfactory. Over the school year pupils have the choice to participate in a number of activities, which include football, netball, environmental club and a book club. Pupils also benefit from a breakfast club run by the school and an after-school club run independently but within the school premises. A residential trip to support pupils' learning takes place in Year 5 and 6 when pupils visit Isle of Wight. The school has established a business alliance with the London head office of the Canadian Imperial Bank of Commerce, whose staff support the school in a range of ways, including acting as reading partners with pupils. The school is developing very positive links with a cluster of schools and is taking part in many activities in partnership with them.
42. The school has satisfactory and developing links with the local community and classes visit Peckham Park, Dulwich police station and the Peckham fire station to support work in history, geography, science and citizenship. The school has links with other partner institutions. Student teachers from Goldsmith College are welcomed into the school and currently four students are placed at the school; as a result pupils receive valuable support in the classrooms. The school has satisfactory links with the secondary schools that receive its pupils. Teachers from a local secondary school visit Year 5 and 6 classes, helping pupils make a smooth transition from primary to secondary education.
43. The overall provision to support pupils' spiritual, moral, social and cultural development is good. The provision makes a good contribution to pupils' learning and establishes a caring, supportive and reflective ethos within the school.

Spiritual development

44. The provision for spiritual development is good. Assemblies are used very well to promote a sense of belonging, community and shared values. In some lessons the spiritual dimension of religious education is explored although some opportunities are lost. Assemblies provide a suitable setting to enable pupils to reflect on their own and others' lives. For example, in a very good assembly observed, pupils were given time for quiet reflection and prayed together to thank God for all their friends. Music is well used both in assemblies and classrooms to promote pupils' spiritual

development. In another successful assembly, songs about the supreme being, for example, *“He’s got the whole world in His hands,”* were sung enthusiastically by pupils and they demonstrated awe and wonder in the realisation of one God. Children visit the local church and for the personal, health and social education programme study comparative religions such as Islam, Christianity and the Jewish faiths. The school is arranging further visits to synagogues, mosques and temples.

Moral development

45. The school makes very good provision for pupils’ moral development. The ethos of care and respect for others permeates in all aspects of the school’s work and pupils know that they are cared for and valued. They understand the difference between right and wrong and the school’s behaviour policy gives them a clear understanding of the difference between appropriate and inappropriate behaviour. Pupils enjoy their work and show care for the school. A number of fund raising activities are arranged by the school, for example “Jeans for Genes”, a “no uniform day”,-raises considerable sums for genetic research and pupils have raised a large amount of money to install a telephone line in a poor Ghanaian village. Each class also sponsors a child in the village to go to school for a year, having worked hard to raise the funds to be able to be the sponsors. Drug awareness is well taught through the personal, health and social education programme and a visiting theatre group visits the school to present plays on anti-smoking and drug abuse themes. Moral values are taught in lessons through discussions, songs and stories. Both teaching and non-teaching staff encourage children to relate well to each other and to accept each other’s differences as strengths.

Cultural development

46. Opportunities for pupils to develop cultural awareness are good. The wide variety of multi-cultural groups within the school integrate well and provide a rich multi-cultural environment for pupils to experience and for teachers to draw upon as a resource. The school receives visits from a sister school who presents multi-cultural programmes and school visits have included Wimbledon Theatre, the Royal Festival Hall, HMS Belfast, the Victorian and Albert Museum, the Thames Barrier and a “Britain at War” exhibition. In lessons, pupils have studied the culture of Victorian life and in Year 1 staff and pupils together have built a Victorian parlour and kitchen. The school has developed strong links with a local dramatic theatre group that produces performances involving pupils at the school. In art and design, pupils study the work of contemporary and traditional artists and the works of Matisse, Van Gogh and Cézanne are permanently displayed in the hall and classrooms. Music is well used in the promotion of multi-cultural awareness within the school. A local school has presented performances of songs, dances and stories from the Caribbean. The music syllabus includes repertoires from African rhymes, Jamaican songs and American spirituals and a number of musicians have visited the school including a string quartet, percussionists and a keyboard group.

Social development

47. The provision for pupils’ social development is good. Lunchtimes are treated by staff as an important social activity and pupils are expected to display good manners and socialise well with each other, which they do. The school has arranged for an annual residential visit to the Isle of Wight which contributes significantly to pupils’ interpersonal and social skills. The school successfully ensures that all pupils develop self-worth and self-esteem. This is achieved through the high quality of relationships between pupils and adults and relationships between pupils themselves, all of which are good. In many lessons observed during the inspection week pupils were encouraged to discuss their views with each other before presenting them to the class as a whole. The school uses every opportunity to promote pupils’ social awareness, such as the breakfast club where pupils start the day socially together and out-of –school activities, which are well organised by staff and supported by pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. All staff care for pupils and support them well. Teachers and learning assistants know their pupils well, and as a result of the very good relations between pupils and staff, and the caring ethos of the school, pupils make good progress and learn with confidence. The school has adopted adequate procedures for child protection and health and safety, and implements them satisfactorily.

49. All pupils benefit from a good pastoral care system. Staff regularly discuss pupils progress and go to great lengths to ensure that pupils' welfare is given high priority and their often complex needs are well met. The Nurture Group developed by the school provides excellent specialist help for pupils whose emotional problems have a negative impact on their behaviour and learning. The headteacher and special educational needs co-ordinator refer pupils to the unit, which offers a high level of pastoral support over a period of three terms. Pupils return to their mainstream classes for some subjects such as physical education, assembly and literacy. The group is very well structured as a family unit and because of its excellent work, fixed-term exclusions at the school have been significantly reduced and there have been no permanent exclusions. The objective of the Nurture Group is to enable pupils to return permanently to their mainstream classes. Pupils spoken to informally during the inspection confirmed that they feel staff care for them well and that they can go to them for any help, support or advice they require.
50. Both teaching and non-teaching staff offer very good levels of support and assistance to pupils with learning difficulties. Emphasis is placed on promoting pupils' literacy and numeracy skills and their individual education plans define suitable targets. This group of pupils thrive because the school offers very good levels of support to meet their educational, social, emotional and behavioural needs.
51. The school has satisfactory procedures for the promotion of child protection and pupils' welfare. The Child Protection Officer and her deputy are aware of their responsibilities and are soon to receive up-to-date training. Arrangements for every member of staff to receive child protection training are in hand. The school's child protection policy has been re-written to reflect current protocol and procedures and to link in with the Code of Practice of the Area Child Protection Committee. Liaison with referring agencies is satisfactory and the school keeps good records concerning pupils on the "at risk" register and "looked after" pupils. The three first aiders at the school have received up-to-date training and satisfactory records are kept of accidents to pupils and staff. The school does not have a designated first aid room and as a matter of policy does not administer medicines. The school's welfare procedures are partially supported by visits from local authority health advisers, and speech and language therapists. The school has engaged its own educational psychologist in order to be able to respond promptly to problems exhibited by pupils and to receive prompt advice on how to support such pupils.
52. A private company, under the local authority private finance initiative, carried out a health and safety audit in 2002 and the school has arranged for a further audit to be carried out in the immediate future. The school has addressed items of concern identified in a recent report from the London Fire Brigade and regular tests of the fire alarm system are carried out and recorded. The school's Premises Officer carries out checks of playground equipment and physical education equipment on a regular basis.
53. The school has satisfactory procedures for the monitoring and promoting of good attendance. Registers are marked manually and are neat, accurate and fully comply with legislation. The school offers a reward and sanction system for good attendance, and pupils are given certificates and small prizes for 100 per cent attendance. A dedicated learning mentor monitors pupils who are late or absent and the school telephones parents on the first day of any unexplained absences. The school is shortly to introduce a computerised system for the recording of absences. The school does not have the benefit of a designated local education authority Education Welfare Officer to support it in its efforts to improve the attendance rate.
54. The school has very good procedures for the monitoring and promoting of good behaviour and the elimination of oppressive behaviour. The school's behaviour policy has been recently reviewed and is concise, detailed and understood well by pupils. The Golden Rules encompassed in the policy were compiled after consultation with the pupils themselves and are displayed prominently throughout general areas and in every classroom. In addition, each classroom has its own individual Silver Rules, which suit the age of the pupils concerned.
55. The school deals well with incidents of challenging behaviour and good records are kept of detentions administered and rewards given. Teaching and non-teaching staff work extremely closely and information regarding pupils' progress is disseminated between them on a regular basis. The behaviour policy rewards pupils' good behaviour by awarding stamps, stickers and

verbal praise and includes sanctions for inappropriate behaviour by loss of Golden Time, verbal warnings and ultimately letters home to parents. These methods work very well and, as a result, pupils are fully aware of the high standards of behaviour that the school expects of them and they behave accordingly. Governors have adopted a well-written race relations policy to guide the school in its work.

56. The school's procedures for monitoring pupils' standards and how well they are achieving, and the use of this information to help teachers plan lessons that meet the needs of all pupils vary widely and are judged to be are good overall. In judging the quality of procedures and the use of information, special consideration needs to be given to pupils who either have special educational needs or for whom English is an additional language as together they constitute 50 per cent of all pupils. In English and mathematics and for pupils with special educational needs they are very

good. They are good for pupils for whom English is an additional language. In religious education and for children in the nursery and reception classes they are satisfactory. In all other subjects, they are informal and hence unsatisfactory.

57. From the time children start school their achievements and progress are monitored. Baseline assessment is used to identify those children who have particular needs. This enables teachers to plan work that is matched to all children's needs and, consequently, they make good progress in the nursery and reception classes.
58. Assessment procedures are particularly good in English and are part of the overall *Success for All* scheme. Pupils' reading is tested every eight weeks and pupils are moved between the sixteen teaching groups according to the results. Hence, all pupils work alongside others of similar ability, regardless of age. This ensures that all pupils are well challenged by the work they are doing at all times and have the opportunity to move to more difficult work in another group, if they progress more rapidly than other in their group. The converse also applies. Similar very good procedures, with the same effect, have been introduced in mathematics.
59. In the other subjects of the curriculum there are no such high quality procedures. However, teachers know their pupils well and most lessons take account of their individual needs by setting work for three or more levels of attainment in the class. In a minority of lessons, this was not the case, and all pupils were seen working on the same tasks. However, teachers' expectations are appropriate and take account of pupils' differing abilities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The school has good links with parents that benefit their children's learning and contribute well to their rising standards. Parents regard the school highly. The overwhelming majority of parents who responded to the pre-inspection questionnaire were very supportive of the school. They felt that their children made good progress, behaviour is good, the school cares for children, they felt comfortable about approaching the school with any problems or difficulties and they were well informed about progress. Some parents felt that the amount of homework set is too much or too little and that there are too few activities for pupils outside lessons. Inspectors agree with parents' positive views and judge the use made of homework and the range of extra-curricular activities to be satisfactory.
61. The school brochure is attractively presented, is written in a parent friendly fashion and contains all the information needed by parents regarding school procedures and policies, the ethos of the school and subjects to be studied. The annual governors' report to parents is similarly written in a parent friendly manner and contains all required statutory information. Parents receive regular newsletters from the school containing useful information regarding events that the school is promoting, pupils' progress and staff changes. The school does not produce a separate brochure for parents of children entering the nursery.
62. Annual reports are produced and contain information on a subject-by-subject basis on pupils' progress. They do not, however, give information on what pupils have studied or an explanation of grades awarded to them.
63. The school holds a parents' evening each year in February to enable teachers and parents to work together to improve pupils' progress. In addition, after the issue of reports in July, parents are given the opportunity to visit school to discuss their children's progress if either parents or the school feel it necessary to do so. There is an annual "settling-in meeting" in October for the parents of all pupils to meet their new class teachers and obtain information regarding subjects to be studied for the following year, and relevant school procedures. A special five-week course for parents who speak English as an additional language is held to engage them with the learning of their children and to teach them how to support their learning at home. Furthermore, the school is making available additional courses for parents to further develop their numeracy and literacy skills.
64. The school has good arrangements for the induction of new pupils. Prior to entry to nursery, the headteacher interviews all parents and invites them to come to school with their children to look around and ask any questions they wish. Parents of nursery and reception pupils are given the

- option of staying with their children for the first weeks of term to enable their children to settle in well.
65. The school has arranged for a transfer meeting for pupils to have information about the 19 secondary schools that the school feeds into, but only a very small number of secondary schools send staff to this meeting. Liaison with secondary schools is an area for further development.
66. Parents play a very important role in supporting their children's learning of English through the *Success for All* project. Almost every parent hears his or her child read at home and records his or her progress in the home reading book. Although only a small number of parents come into school to help, for example in the nursery or on school visits, parents are invited and do attend open days, graduation ceremonies and pupils' leaving ceremonies, in good numbers. The parents of pupils with special educational needs are kept well informed of the progress of their children. They are invited to annual reviews and contribute to target setting. Most parents are very positive about the provision and believe that individuals with special educational needs are well catered for. The co-ordinator liaises with parents at all stages. Parents are always encouraged to be involved in all reviews and are kept informed of all individual education plans. Regular contact is maintained to exchange information and this contributes well to pupils' progress.
67. Most parents of pupils who speak English as an additional language can understand English and those who do not generally use their own interpreters and translators. When needed, the school provides support, often through the many staff who speak other languages.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. Overall, the quality of leadership and management is very good. This is despite there having been some changes in the personnel concerned in the three years since the school was established and the fact that three years is a relatively short time in which to embed a highly effective leadership and management team.
69. The headteacher joined the school at its inception. Her excellent leadership qualities and management skills have contributed very significantly indeed to the overall success the school is enjoying. She has provided the drive and impetus that has challenged all to give of their best, to focus on raising standards and to meet the needs of each individual pupil. She recognised the necessity to enable pupils, most of whom had attended the predecessor school, had low self-esteem, even lower standards and little interest in learning, to learn how to learn and to be motivated by success. The fact that pupils now enjoy school so much, want to attend and are anxious to succeed is evidence of the correctness of her first priority.
70. The headteacher is very well supported by the deputy headteacher, who was appointed in September 2002, and the co-ordinator for English and special educational needs. It was these three members of the senior management team who took the key decision to seek the agreement of Her Majesty's Inspectors of Schools (HMI) not to follow the National Literacy Strategy but to implement a system for teaching English and improving pupil development, *Success for All*, seldom used in England. This followed extensive research and was based on this team's deeply held conviction that their pupils would benefit more from the system developed in America than from the system used by most schools in England. HMI, who were regularly monitoring the school because of its Fresh Start status, agreed, and supported by the governing body, a major financial investment was made in training staff and purchasing resources. This is a good example of the skills of leadership and management and of the manner in which the school monitors and evaluates its performance and takes suitable action. A problem was identified, a solution found, a well-researched recommendation made to the governing body and their support obtained, a program implemented and a significant improvement in standards and behaviour was achieved.
71. The headteacher is committed to helping her staff to grow in skill and confidence. She knows her staff's strengths and areas for development very well, both through the good systems for staff appraisal and from her ongoing monitoring of well delegated responsibilities. For example, she makes increasing use of the skills of all members of the developing senior management team, including those members who are less experienced than others. The quality of teaching is very well monitored by members of the senior management team and well chosen measures taken to

enhance the skills of those teachers requiring further development. Staff new to the school, which over the past three years has been almost everyone, are very well inducted into the school.

72. Several aspects of the leadership and management are excellent. These are all exemplified by the priorities established for the school's first three years, their appropriateness and the action taken to meet them. The school has an exceptionally clear educational direction to which all members of staff and the governing body are fully committed. This commitment, coupled with very strong leadership and management and good teaching, provides the potential for future successes as well as the environment in which all pupils flourish in an atmosphere of racial harmony.
73. There is a need to develop the role of the foundation stage co-ordinator so as to provide leadership across the nursery and reception classes. Currently, no policy for the nursery and reception classes has been written. Consequently, there remains the need to identify the aims and objectives for children's learning as well as to provide guidance to staff. There is also little guidance to parents on the curriculum their children will follow, or how they can best help their children before and during their time in the nursery and reception classes. There is a range of appropriate procedures for monitoring children's progress based on observation, and particularly good systems for consulting with parents prior to children's entry to the nursery. However, there has yet to be developed an efficient and consistent system used by all teachers and based on national guidance for children in the nursery and reception classes, which would provide evidence for monitoring and tracking children's progress through the nursery and reception and into the next stage of their education.
74. Governors have a very good understanding of the school's strengths and areas for development, and play a very successful role in helping to shape the direction of the school. While carrying out their wide range of statutory responsibilities very well they never take their eye off the ball – always considering their decisions in terms of raising standards.
75. The school has clear aims and values that are reflected well in its work. It aims to provide a stimulating environment in which each child is encouraged to fulfil his or her potential in all areas of the curriculum regardless of background, gender, disability or ability. The school largely succeeds in these aims.
76. Governors ensure that educational priorities, which are very well expressed in the school development plan, are supported by very careful financial planning. Because of its Fresh Start status, the school has enjoyed a larger than normal income for the past three years. However, this is coming to an end, and the skills in financial management are exemplified by the careful planning that has taken place to address the new situation. The school makes very good use of its overall adequate resources. The principles of best value are applied very well. The school seeks competitive tenders for all major expenditure decisions to ensure sound value for money. It assesses the school's performance in comparison with other schools and consults to gain the views of parents, staff and pupils. Day-to-day administration is very efficiently carried out by the two administrative staff in the office and computers are used well to support the school's administration.
77. The school is well staffed to meet the needs of the curriculum, with teachers and learning support assistants. This also enhances the ability of the school to meet the needs of individual pupils including those with special educational needs. Well-maintained, satisfactory accommodation enables all aspects of all subjects to be taught, supported by satisfactory learning resources in all subjects other than design and technology. There are an adequate number of books, but no centrally organised library to enable pupils to develop their research skills. The number of computers well exceeds government targets for 2003. The school does not offer full disabled access but does have other satisfactory facilities for people with disabilities.
78. The co-ordinator for special needs is very experienced and has established a clear direction to the school's work. She very effectively support pupils, colleagues and parents and organises the designated support staff well. Staff and the co-ordinator for special educational needs work closely together, ensuring the very good provision for pupils with special educational needs, including those with statements. The governor for special educational needs is actively involved. There are very good arrangements in place for annual reviews, which are normally attended by all the parties involved with the pupil and the school meets all the requirements of the Code of Practice.

79. The specialist support teacher for pupils for whom English is an additional language provides good leadership. All pupils' stages of fluency in English are regularly assessed and recorded and their progress is monitored. Additional support is provided as and when required. Lesson observations and school documentation indicate that these pupils make good progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. In order to further improve the quality of education provided, the headteacher, governors and staff should:

- (1) Further improve standards in English, mathematics, science, ICT and design and technology for eleven year olds and mathematics, science and design and technology for seven year olds by:
- ❑ in English and mathematics, continuing the work presently underway, as planned; (see paragraph 35)
 - ❑ in science, as planned, placing greater emphasis on pupils' understanding of scientific concepts and their ability to conduct and record the results of experiments and introducing rigorous systems to monitor what pupils know, understand and can do and, using this information, to ensure that lessons accurately address the needs of individual pupils; (see paragraphs: 24, 117-119 and 121)
 - ❑ in ICT and design and technology, as planned, ensure that the subjects receive adequate time, that assessment data is used to influence teachers' planning and that all aspects of the curriculum are covered in sufficient detail. Improve the use of ICT for teaching and learning in science and design and technology. (see paragraphs: 24, 117, 131-132, 134 and 143)
- (2) Following the successful start made in addressing pupils' behaviour, and English and mathematics standards, the school should, as planned, address the balance of time and effort given to other subjects of the curriculum and the collection and use of information on what pupils know, understand and can do, to ensure that each pupil is given the opportunity to further improve his or her standards. (see paragraphs: 129,131,139,143,147 and 158)

The following minor issue should be considered for inclusion in the action plan:

- ❑ Annual academic reports require more detail to enable parents to know what pupils have studied in order to fully understanding the progress they have made. (see paragraph: 62)
- ❑ Liaison with secondary schools to which pupils transfer needs to be strengthened. (see paragraph 65)
- ❑ There is a need to develop a library so that pupils can use it to undertake independent research. (see paragraphs: 77 and 99)
- ❑ Resources for design and technology are inadequate. (see paragraph: 77)
- ❑ Improve the co-ordination of the nursery and reception in order to better support children's learning and provide clear guidance to teachers, non-teaching staff and parents. (see paragraphs: 61, 73, 82 and 95)
- ❑ Improve the rate of attendance, as planned. (see paragraph: 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	19	34	18	2	0	0
Percentage	10	23	42	22	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	316
Number of full-time pupils known to be eligible for free school meals	N/A	140

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	4	92

English as an additional language	No of pupils
Number of pupils with English as an additional language	81

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	59
Pupils who left the school other than at the usual time of leaving	71

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	17	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	24
	Girls	17	17	17
	Total	40	39	41
Percentage of pupils at NC level 2 or above	School	89 (70)	87 (75)	91 (80)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	23
	Girls	17	16	16
	Total	38	37	39
Percentage of pupils at NC level 2 or above	School	84 (70)	82 (80)	87 (73)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	8	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	7	14
Percentage of pupils at NC level 4 or above	School	73 (22)	32 (15)	64 (33)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	9	14
Percentage of pupils at NC level 4 or above	School	73 (23)	41 (37)	64 (45)
	National	73 (72)	74 (74)	82 (82)

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

Where the number of boys or girls in the year group are ten or fewer the individual results are not reported.

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
33	1	1
1	0	0
12	1	1
10	0	0
2	0	0
2	0	0
16	3	1
0	0	0
2	0	0
3	0	0
1	0	0
104	13	8
45	16	7
9	1	1
9	0	0
17	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.2
Number of pupils per qualified teacher	19
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	535

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	28
Total number of education support staff	2
Total aggregate hours worked per week	12
Number of pupils per FTE adult	14

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	1352000
Total expenditure	1332000
Expenditure per pupil	3649
Balance brought forward from previous year	259103
Balance carried forward to next year	282235

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	12
Total number of vacant teaching posts (FTE)	5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5
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	355
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	0	1	1
My child is making good progress in school.	72	22	4	2	0
Behaviour in the school is good.	53	40	3	4	0
My child gets the right amount of work to do at home.	49	34	11	4	0
The teaching is good.	59	33	4	2	2
I am kept well informed about how my child is getting on.	62	31	3	4	0
I would feel comfortable about approaching the school with questions or a problem.	72	21	3	3	1
The school expects my child to work hard and achieve his or her best.	68	30	0	2	0
The school works closely with parents.	56	36	4	4	0
The school is well led and managed.	62	28	1	3	5
The school is helping my child become mature and responsible.	56	36	1	4	3
The school provides an interesting range of activities outside lessons.	45	27	8	7	8

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

81. Children make good progress in the nursery and reception classes because the quality of teaching and provision is good in all areas. When they enter the nursery, assessment data shows their attainment in all areas of learning to be well below expectations for their age. By the time they transfer to Year 1, the majority of children are likely to be below expectations in the areas of communication, language and literacy, mathematical development and personal, emotional and social development and physical development. However, because of the strong emphasis on teaching basic literacy and numeracy in the reception, a growing number of children will achieve the expected standards and some will exceed them. Most children will achieve the expected standards in knowledge and understanding of the world and creative development. A small number of children enter the school at the early stage of acquiring English and need time to develop their communication skills. This they do well.
82. The nursery is a large unit with some children attending for a half-day session and some attending full time. The two teachers and the nursery nurses have allocated responsibility for groups of children. This is satisfactorily managed by the teacher-in-charge, although it is not always clear how effective the systems are for monitoring the progress of individual children as they move through the developmental steps towards the expected standards. Older children transfer to a reception class in September, and younger children transfer in January. Teachers in the reception classes ensure that children receive a satisfactorily planned curriculum based on the six areas of learning. The introduction of *Success For All* as the means of teaching English and modifying behaviour, and the numeracy strategies in the reception classes are having a positive impact on the learning of children who are ready for this challenge. Those children who are at an earlier stage of development and have difficulties concentrating for long periods are not so well served. Support for children with special educational needs is very good. All staff are assiduous in monitoring the progress of children in the early stages of acquiring English, so as to ensure they are fully included in activities and well provided for. Those children who have particular difficulties with their behaviour and attitudes to learning receive focused support in the Nurture Group so as to modify their behaviour.

Personal, social and emotional development

83. The good level of adult support in the nursery helps children to develop well in this area. Adults intervene to help children modify their behaviour and understand the consequences of their actions, such as to apologise to others when they have, for example, snatched equipment. Children are encouraged to make choices and to play together well. They are helpful to each other, such as in a lesson on physical development, where a child noticed that a child for whom English is an additional language was unsure of what to do and joined him to show him how to cluster together like "beans in a can". However, in this same lesson, because children were not expected to change their clothes or shoes the opportunities for children to learn self-care were unsatisfactory.
84. Children in the reception classes are mainly managed well, especially where there is a consistent approach. This is a stronger element in the class of younger reception children who understand very well what is expected of them, and work well independently. They concentrate and persevere at their writing and number activities, and also when learning through play, such as in the role-play area or water play. There are a greater number of children in the older reception class who need help to modify their behaviour and at times the teacher is not so effective in managing them.

Communication, language and literacy

85. When children enter the nursery, their weakest skills are in speaking and listening. The adults in the nursery are successful in encouraging children to develop these skills through the good quality of interaction in children's work and play. A particularly good example seen was the quality of questioning to get children to think about the collage they were making based on Goldilocks and the Three Bears and to respond to questions in full sentences. This prompted them to talk about their decisions on how to portray Goldilocks's hair – should it be "twisted, pulled or crunched" and

what they liked best about what they had created. There is good provision for children to develop early reading and writing skills, with designated areas for writing both in the classroom and in the outside play area. A small number of children are able to write their names, and to spell words using their knowledge of letter sounds.

86. Children in the reception classes have a daily, adapted, *Success For All* session. This enables those of higher ability to acquire reading and writing skills and especially to learn letter sounds, so that a significant number are able to retell stories or write about events with sufficient understanding of sounds to help with spelling. Many children are developing early reading skills. They are keen to talk about their books and a small number are confident readers. Children with special educational needs receive good support that helps them succeed. However, lower ability children and some of average ability do not receive sufficient support.

Mathematical development

87. In the nursery, there is good provision for a wide range of mathematical experiences, so that children, including those with special educational needs, achieve well in their learning about number, shape and capacity. Every opportunity is taken to encourage children to count and estimate. For example, they use cubes to measure the height of their bean shoots; they estimate on what number their cars will land when they roll them down a slope, and record the outcomes. In a very good session, they used an instruction card to know how many spoons of oats they needed to make porridge.
88. In reception there are more formal daily numeracy sessions and consequently, overall provision gives children a good level of practical mathematical experiences. A very good example of this was a lesson where children were introduced to coins. The clear introduction of mathematical language enabled children to begin to talk about the differences in size, shape and colour of the coins. The teacher introduced each new word very well, which especially helped the children for whom English is an additional language to achieve equally to all others. A variety of well thought out activities helped children develop their understanding of, for example, using coins to “buy” toys and sorting different coins. All pupils, including those with special educational needs achieve equally well.

Knowledge and understanding of the world

89. Provision for the development of children’s knowledge and understanding of the world is good, with good encouragement by adults of children’s curiosity and investigation. Experiences such as planting beans, making porridge for the three bears, using a sloping track to observe how far their cars will go and investigating wiring in old electrical equipment, make children’s learning meaningful and successful. Children, including those with special educational needs, achieve very well. Those pupils for whom English is an additional language make similar progress because of the good support they receive.
90. Themes are used to good effect in the reception classes, where, for example, the teachers have used the literacy theme to focus on Japan. The display which shows a child dressed in a kimono and parasol, and children’s well-observed drawings indicate that this has been a meaningful experience for the children. This is carried through in the quality of children’s contributions to displays in other areas of learning, such as in stories from the Bible.
91. Throughout the nursery and reception classes children are confident to use the computer. Younger children freely select to use the computer and can use the mouse to find their way around the screen. They were observed communicating with the voice on the programme to repeat letter sounds. Older children use various paint tools to make effective drawings, showing good control and early ICT skills.

Physical development

92. Well supported by adults in the nursery and reception, children are provided with many good opportunities to develop their ability to use tools to cut and join and build. Children in the nursery enjoy the space in the outdoor play area that provides for them to climb and balance and use wheeled vehicles. In dedicated lessons in physical education, children move with enthusiasm and

confidence, although their freedom to move is hampered because the lesson is taken with them fully clothed and in outdoor shoes.

93. Children understand the importance of exercise and how it can affect the heart. However, there are still many children in the reception who still need to be reminded of how to move safely in spaces, and have difficulties in controlling their behaviour so as to listen and carry out the instructions given by the teacher. There are more limited opportunities for children to have access to an outdoor play area so as to develop their gross motor skills. This is managed on a rotation basis that gives reception children a short time in the nursery play area. All pupils make good progress in their physical development.

Creative development

94. Overall, children make very good progress in their creative development, while in the nursery, they have good experiences so that they make good progress towards the expected standards. They use different kinds of media to produce work related to the different stories they are learning about. The quality of adult supervision is good and helps children to develop their skills well, such as moulding and patterning clay to make bowls, selecting shades of green to paint leaves, using tissue paper to make collages. The stories also provide children with inspiration for role-play, which they enjoy in the areas set aside for this activity.
95. Children continue to make good progress in the reception because the quality of provision is maintained and planned into the day's activities. A good example of children using their imagination was seen at the end of a literacy session, when they chose glove puppets and miniature books so that they could act out the part of the puppets "reading" the books. An area for development throughout the nursery and reception classes is to ensure there are planned opportunities for adults to take an active part in children's imaginative play, so as to develop children's language. Some of the resources for role-play in reception are in need of renewal and further development.

ENGLISH

96. Following very significant improvement, the standards of pupils currently in Year 2 are satisfactory in reading and writing. However, English standards of pupils in Year 6 are poor. All pupils achieve well and make good progress in English. However, pupils in Year 6 have only had three years in the school and, in common with all other pupils in Years 3 to 6, joined the school with very low self-esteem and little interest in learning. Despite the very positive changes that have occurred in their attitudes, their progress has been limited by the very few years they have been attending the school. Standards are improving. Analysis of pupils' work and information from the school's systems for monitoring pupils' progress indicate that standards are rising as a result of the measures taken by the school. This is more noticeable in the lower part of the school where pupils have had the benefit of *Success For All* for a greater proportion of their time in the school.
97. Standards in speaking and listening are close to average by the end of Year 2 and Year 6. By Year 2, most pupils listen well to their teachers and others and respond suitably. They have many opportunities to discuss their work with their partners and can convey their views using appropriate vocabulary. Most pupils in Years 6 and 5 are confident and can discuss their work expressing their opinions and ideas in interesting ways. Standards are rising because teachers provide good opportunities for pupils to talk together during lessons and the school works hard to improve speaking and listening skills through the *Success For All* process. This process impacts on the teaching of all subjects, and opportunities for pupils to discuss what they are doing have been successfully adopted in other subject areas. Most pupils show good respect for what others have to say. All pupils know that their contributions will be valued and this gives them confidence and raises their self-esteem.
98. By the end of Year 2, standards in reading are average. Most pupils achieve well during Years 1 and 2, from low starting points. Higher attaining pupils read familiar texts confidently and are beginning to develop expression. They understand the main points of what they have read and talk about the main plot and characters in the book confidently. Average pupils show knowledge of the sounds associated with letters and this is helping them to read unfamiliar words. Lower attaining

pupils talk about pictures and recognise many letters and their associated sounds. They are keen to read and use their emerging knowledge of letter sounds to help them to read some unfamiliar words. All pupils are supported effectively through being taught in small groups of pupils with similar ability and as a result they achieve well. They show an interest in reading and handle books with care and respect. All pupils take books home every day.

99. The current Year 6 pupils' reading skills are well below average, although the higher attaining pupils can talk about their favourite authors with discernment and have a critical appreciation of a range of books. They can skim and scan to find relevant information. However, the majority of pupils have yet to develop an enthusiasm to read for pleasure and acquire a wide and interesting vocabulary through reading a range of different and challenging texts. This means that average ability pupils have not developed a critical appreciation of a range of books, and ability to compare texts and authors, or confidently discuss plots and characters. For example, few lower attaining pupils know the difference between fiction and non-fiction, biography and autobiography or can discuss characters in the books they have read. Teachers work hard to encourage pupils to read. The *Success For All* programme provides regular and structured opportunities for guided reading and as a result pupils in Year 5 and Year 4 attain better standards – they have had relatively more exposure to *Success for All* than have pupils in Year 6. The school has introduced regular reading homework with a reading response sheet for parents to complete. This is helping to improve standards. Pupils are given good guidance in their choice of books from boxes within the classrooms. Currently there is no library but there is a good stock of books in classes and central resource rooms. The school is aware of the need to develop library facilities to improve pupils' reference and independent research work skills.
100. Because most current pupils are achieving well from low standards on entry to Year 1, standards in writing, spelling and grammar are average by the end of Year 2. Pupils are developing their writing in a wide range of styles and purposes through the *Success For All* programme. A few higher attaining Year 2 pupils achieve very well, as for example, when they wrote letters to the Bears on behalf of Goldilocks to apologise for going in their house while they were away. They use full stops, capital letters and commas correctly and their handwriting is neat, well formed and joined. Lower attaining pupils are at an emergent writing stage; they build words mostly phonetically. The good teaching coupled with the well-programmed learning in *Success for All* is gradually helping to raise standards in spelling. Pupils are taught to listen to letter sounds and blend them in a very structured and focused way. For example, there is daily repetition of key words reinforced with regular spelling tests and games with success rewarded with individual and team points.
101. For the same reason as in other aspects of English and literacy, standards in writing, spelling and handwriting are well below average by the end of Year 6. The school is working hard to address pupils' unsatisfactory achievement in the past through its structured literacy programme. Pupils write for a range of purposes including, narrative, non-chronological, descriptions, poems, and instruction writing. They have written persuasive arguments for and against, on topics such as 'should animals be kept in cages?' and 'should hunting be banned?'. Pupils have also written biographies of famous people such as Isaac Newton. Putting pupils into ability, rather than age groups enables them to achieve well since the work is very accurately matched to their needs.
102. Pupils' writing skills are improving through good opportunities provided in weekly, extended writing sessions. Work of more able pupils is neat, legible and always in joined script. However, handwriting and presentation skills are below expectations for the average and below average ability pupils across the school. Although teachers use handwriting sessions to improve shape, space and consistent letter size, these are not often rigorous enough. The modelling of good handwriting by teachers, when they write on their white boards, is inconsistent across the school.
103. The quality of teaching is good. Teachers and support assistants have a good understanding of the *Success For All* teaching programme and are committed to its success. Most teach basic skills well. Lessons are very well planned. For example, in a Year 2 lesson, pupils were comparing two books they had read by Dick King-Smith, 'Dumpling' and 'Blessu'. Teachers used the opportunity well to reinforce vocabulary skills. Most lessons proceed at a brisk pace that keeps pupils interested. Teachers have high expectations and manage pupils very well so that behaviour is very good. Relationships are also very good and this results in most pupils enjoying lessons and working hard. Great emphasis is placed on pupils developing their independent learning skills and the success of this is often seen during lessons when pupils discuss their thoughts and come up

with answers, with a partner. In a Year 5 lesson, pupils enjoyed the experience of making up their own stories based on Roald Dahl's 'Marvellous Medicine'.

104. Teachers demonstrate well what they expect pupils to do in each lesson. Consequently, having a good model to emulate, pupils achieve well. Good questioning is a key feature of successful lessons. Across the school, very good use is made of reading and phonic materials, word lists and white boards to stimulate learning. Learning resources for English are very good. Learning support staff are used very well to support and extend pupils' learning. ICT is well used to consolidate and extend pupils' literacy skills. For example, Year 1 pupils used a tape recorder to write a class story of the 'Gingerbread Man'. There are many examples of pupils using computers to write and illustrate their work. Teachers' marking in lessons and of homework is very good. It is supportive and lets pupils know how they can improve, such as 'In order to get higher marks you need to...'
105. The curriculum followed through *Success for All* is very good as is the organisation of pupils to achieve maximum learning. Assessment procedures are very good and work is assessed regularly against set targets. Any gaps or slow progress in pupils' learning are successfully identified and supported through an intensive tutoring on an individual or small group basis. Through their participation in ability groups to which they are well suited, pupils who have special educational needs receive very good support from teachers and learning assistants and consequently achieve very well. Pupils who speak English as an additional language also benefit from inclusion in groups of pupils with similar ability and consequently make the same good progress as most other pupils.
106. Extra-curricular activities provided further stimulus and interest for pupils, for example, the holding of three book weeks. Pupils in Years 1 and 2 benefited greatly from "visits" to the school by a giant, culminating in the local community policeman coming to seek pupils' help in tracing the friendly giant – who had apparently been spotted several times in the neighbourhood. This amusing activity promoted pupils' speaking and listening skills, as well as their writing through responding to notes left by the giant.
107. The school has successfully started a Parents' Club to support them in helping their children in their learning. This has a positive impact on developing younger pupils' learning and their attitude to learning. *Success For All* is implemented very successfully and is used well across all other subjects, such as history, geography, religious education, science and design and technology. As a result, the teaching of literacy across the curriculum is good. The subject contributes well towards pupils' spiritual, moral, social and cultural development, particularly through the study of literature and by pupils learning how to co-operate when working in pairs. Pupils have positive attitudes towards English; they concentrate and behave well.
108. The co-ordinator provides very good leadership and management and supports teachers very well. She is well aware of the strengths and weaknesses in teaching and learning throughout the school and takes effective action to support improvements. Teachers' planning and teaching skills are monitored and support is provided as required. All test results are very well analysed and information is used to implement strategies for improvement.

MATHEMATICS

109. The 2002 National Curriculum test results for Year 2 pupils were well below the national average and in the same year the results for Year 6 were very low. The school has successfully implemented the National Numeracy Strategy and introduced mixed-age setting according to prior attainment in Years 3 to 5 to support the raising of standards. The school has given priority to mathematics since last September. The quality of teaching and learning has improved and teaching is good overall from Years 1 to 6.
110. The school's focus on mathematics and its initiatives have begun to make an impact on every year group. Good teaching helps pupils to achieve well and make good progress in lessons in Years 1 and 2 but the achievement of pupils now in Year 2 is only satisfactory and their standards have remained as they were when they entered Year 1, below average. Although most pupils make good progress in Years 3 to 6, standards in the current Year 6 are well below average. This is because of the proportion of pupils with special educational needs, which is higher than any other year

group, the number of pupils in Year 6 who are at an early stage of speaking English and for whom it is an additional language and the very low attainment of pupils in Year 6 when they started in the school in Year 3. Consequently a majority of this year group are not working securely at the level expected for their age. Nevertheless, because of their very low standards when they joined the school in Year 3, pupils are achieving well by Year 6. Current standards in both Years 2 and 6 show an improvement from the results in the national tests in 2002. There is no significant difference in the attainment of boys and girls. Pupils with English as an additional language make similar progress to others in their classes or groups. Pupils who have special educational needs are very well supported and make very good progress.

111. As a consequence of good teaching, pupils achieve well and make good progress in lessons throughout the school. Teachers place a strong focus on the development of pupils' number skills, and all aspects of the mathematics curriculum have been implemented successfully. Introductory mental mathematics sessions are brisk and purposeful. As a result, pupils concentrate well and are keen to answer. In Years 1 and 2, pupils' mental recall of number bonds and counting in odd and even numbers develop well through interesting activities used at the start of each lesson. By the end of Year 2, the most capable pupils are able to add up to 100 and the majority can count in even numbers at least up to 30 or beyond using a 100 square. Teachers use visual resources effectively so that pupils develop understanding of two-dimensional shapes. By the end of Year 2, most pupils recognise the properties of basic shapes and they are confident in using standard units of measurement. The very good quality support from teaching assistants in Years 1 and 2 enables pupils with special educational needs to make very good progress.
112. Throughout the school, lessons build effectively on previous learning, and learning objectives are shared with pupils. For example, in a Year 6 lesson, the teacher introduced squared numbers and their factors by revising pupils' knowledge of different types of number. The majority were able to identify prime numbers and factors for squared numbers. Follow-up activities were matched to pupils' needs and there was challenge for higher-attaining pupils who had to use skills of investigation. Pupils are encouraged to explain the strategies they use in problem solving. For example, in an excellent Year 5 lesson, pupils had to explain mental strategies used in oral work. In this lesson, the pupils performed problem solving using column addition and subtraction using decimals. The pupils achieved exceptionally in the lesson and the majority reached the standard expected for their age. They took pride in setting out their work neatly in columns.
113. There is good coverage of most aspects of mathematics. By Year 6, average and higher attaining pupils know how to round decimals to the nearest whole, how to multiply and divide by 10 and 100. They know how to draw and measure angles, can identify reflective symmetry and draw conversion graphs of metric measures to imperial units. Pupils are also able to handle and interpret data. Year 6 pupils attend lunchtime additional classes in the computer suite to learn to use ICT in mathematics. However, there is little evidence of the use of ICT in daily numeracy lessons. Numeracy is well taught through other subjects, for example, in English, music and ICT. Teachers use correct mathematical vocabulary during lessons but key words are not always explicitly taught and revised.
114. Teachers have good relationships with their pupils and this enables them to set high expectations of behaviour. This helps the pupils to be confident in their learning. They listen carefully, concentrate well, and work hard. Most pupils collaborate well in discussion and support each other's learning. Their behaviour is good. The extensive collaboration expected between pupils results in the subject making a good contribution to pupils' social and moral development.
115. The management of mathematics is good and the co-ordinator is very clear about the strengths and weaknesses in the subject. The National Numeracy Strategy has been introduced successfully across the school, and mathematics is promoted and used in other subjects. The action plan carefully prioritises aspects of mathematics requiring development and, to date, all objectives have been met. Assessment is used very effectively to monitor progress, to set pupils in ability groups and to adjust teachers' planning to challenge pupils and, hence, raise standards.

SCIENCE

116. Pupils' standards in the 2002 national tests at the end of Year 6 and the teacher assessments at the end of Year 2, show a significant improvement over the previous year's results. Inspection findings confirm that Year 2 pupils reach standards that are below the national average and that they are achieving satisfactorily given their prior attainment. At the end of Year 6, standards are well below the national expectations. These pupils joined the school in Year 3 with even lower standards and, because a high proportion has special educational needs, their progress has been limited. However, despite still being well below average, their standards have improved and they have achieved well. Pupils with special educational needs have made similar progress to other pupils because of the very good support they receive in lessons. Pupils for whom English is an additional language, achieve well as a result of the specialist help they receive.
117. The analysis of pupils' work and observations made during lessons throughout the school indicate that most pupils achieve better in lessons with a greater emphasis on practical work and that their investigative skills are improving. However, more work is needed to develop these skills and pupils' ability to set up their own experiments. Pupils do not receive enough guidance on how to record their work efficiently and present their findings systematically. Their ability to seek patterns and evaluate results in investigations is limited, particularly in Years 5 and 6. Opportunities for pupils to develop research skills and be involved in independent scientific enquiry are limited. Most of the facts are neatly copied rather than independently recorded as a result of an enquiry. Pupils do not always make predictions, understand the cause and effect and record their observations in a variety of ways. Little use is made of computers to present data in a more interesting way or to record results of experiments.
118. By the end of Year 2, in their study of living things, pupils understand the main parts of the human body. They describe the need for food for the body to stay alive and healthy. In a very good lesson in Year 1, pupils were able to explain what plants need in order to grow, and to name different parts of a plant. Most pupils identify and name common materials such as wood and plastic, but their knowledge of different properties of materials is limited. They have few opportunities to carry out investigations and have little understanding of what constitutes a fair test. There are gaps in their knowledge, for example the effect of 'heating' or 'cooling' on some everyday materials. From the evidence of the work in books the more able pupils show ability to sort materials and record their work clearly in pictorial form with growing understanding.
119. By the end of Year 6 most pupils carry out investigations efficiently but are not always clear about the scientific concepts involved. Pupils are not given opportunities to devise their own investigations and the range of activities to examine evidence is limited. They participate in guided experiments to carry out a 'fair' test on substances and use simple equipment successfully. Through their studies of food, pupils know of micro-organisms and the growth of mould. They understand that food needs to be handled and stored with care. The recorded work by a few higher attaining pupils is well presented and reflects their increasing grasp of facts. Most pupils are able to make predictions and know how to design a 'fair' test. They enjoy science and work well together in groups, sharing the available equipment sensibly.
120. The quality of teaching is satisfactory overall. In good lessons, teachers were seen making effective use of probing and open-ended questions to prompt enquiry and provide challenge. Some teachers used questioning well to check understanding and develop learning, but opportunities are sometimes lost to teach scientific concepts directly. For example, in a Year 4 lesson, pupils saw chocolate melted and then cooled to become 'solid' again, but the opportunity to use the scientific term, 'reversible' was missed. Similarly, pupils learn that electricity travels through metal, but do not use the term, 'electrical conductor'.
121. Most teachers manage pupils well and praise good effort. Their good-humoured management of pupils and constructive relationships encourage effective learning. Pupils are enthusiastic, attentive, well behaved and clearly enjoy science and are excited by it. However, a lack of regular assessment of what pupils can and cannot do, results in a mismatch of work being set. In most classes the same work is given to all pupils, regardless of their ability. For example, in a Year 4 lesson the teacher led a simple experiment to see how long it took to melt ice-cubes by exposing them to different temperatures. Pupils of all abilities were given the same work sheet to record their results. Those not working with an adult found this task quite difficult and were unable to explain the results.

122. The new co-ordinator recognises that topics in the science curriculum are not studied in sufficient depth. This is partly due to the school's decision to put greater emphasis on English and mathematics. However, planning is now in hand to raise the profile of science. The coverage of all aspects of science is assured through planning based on the national schemes of work and guidance in the subject. The school is aware that resources for the teaching of science are unsatisfactory, and suitable plans are in place to rectify this situation.

ART AND DESIGN

123. As a result of satisfactory teaching, standards in art and design are in line with national expectations at the end of Years 2 and 6. Given their satisfactory standards in creative development on entering Year 1, pupils in Years 1 and 2 are achieving satisfactorily. Because of their unsatisfactory standards when they entered Year 3, pupils in Years 3 to 6 are achieving well. The school has many interesting displays that demonstrate pupils' achievements and these have

been drawn upon in making inspection judgements. Pupils with special needs, make similar progress to other pupils. Boys and girls achieve similar standards. Pupils for whom English is an additional language achieve similarly to all other pupils.

124. In Year 2, the majority of pupils achieve nationally expected proficiency in art and design. They observe photographs of plants, flowers, pavement slabs, and intricate designs on bricks and make collages using tissue paper. They make three-dimensional models of homes during the 'Fire of London'. However, they did not have many opportunities to evaluate their own and others' work, or discuss difficulties encountered.
125. In Year 6, the majority of pupils attain standards that are in line with national expectations. In one lesson, pupils made well-produced head dresses to be worn in a dance performance. They made half-spherical papier-mâché hats and painted and covered them with various materials. Some of the finished products such as a bee, a butterfly and a ladybird hat were most effective. Pupils evaluated their work and discussed ways of improving it further. They showed a keen interest and enjoyment in their art and design work and they applied themselves well.
126. Pupils with special educational needs receive good support in lessons and achieve as well as other pupils. Pupils who speak English as an additional language are suitably included in all lessons and their achievement is similar to their peers.
127. Overall, teaching is satisfactory throughout the school. Good links are made with other subjects such as ICT, history, mathematics and design and technology. Resources are used well. Among the strengths of teaching was the way in which teachers explained what pupils were to do. This enabled them to focus well on their work. Lessons proceeded at a brisk pace. Effective teaching methods were evident, such as in a Year 2 lesson when pupils were asked to arrange their designs prior to gluing them so that they had opportunities to modify them if need be. In a Year 6 lesson pupils were encouraged to focus on the visual and tactile quality of the end product, and to evaluate their own and others' work and suggest ways in which it could be improved. At the end of the lesson pupils discussed the difficulties they encountered and strategies they had developed for future work.
128. Art and design makes a good contribution to the pupils' personal, spiritual, moral, social and cultural development. It encourages the pupils to express themselves, to collaborate with others and to share ideas. It also helps them to reflect on how art is used to communicate thoughts and feelings in different settings. However, the study of the work of artists from European and non-European backgrounds is not well developed.
129. The co-ordination of art and design is developing. A new scheme of work has recently been implemented. The co-ordinator has not yet been able to monitor the curriculum through regular analysis of teachers' planning; neither has she been able to monitor standards or the quality of teaching and learning. Assessment and recording systems are not yet developed.

DESIGN AND TECHNOLOGY

130. Because of timetable arrangements, a very limited number of lessons were seen during the inspection. Very few samples of work were available for scrutiny. Judgements about pupils' standards are therefore largely based on work on display, an analysis of teachers' plans, and discussions with pupils and members of staff.
131. In Years 2 and 6, standards are below national expectations. The arrangement of the curriculum is such that each year group works on one design and technology project per term. As a consequence of the high priority given to teaching and learning English and mathematics, the time allocated to the subject is insufficient and not evenly distributed week by week, and this affects pupils' knowledge and understanding in the subject, and their acquisition of skills. The few design and technology projects followed during the year are not covered in sufficient depth. Pupils focus mainly on the 'making' aspect of their models. There is not enough emphasis on developing knowledge and skills at the planning and designing stage by generating ideas and looking at other similar products, particularly in Years 1 and 2.

132. Pupils in Year 2 made puppets earlier this year. In conversation they named the materials used for joining purposes, such as sewing, adhesive tape or glue. It is clear that they have acquired skills such as cutting, shaping and joining and pay attention to neatness and detail in their finished products. However, they do not consistently plan and design products or evaluate these to identify improvements. There are no examples of using computers in the design process.
133. The quality of teaching in the few lessons observed was satisfactory. Some teachers teach correct techniques and vocabulary. Pupils are suitably guided to talk about their models and compare these with designs prepared earlier. The attitude and response of pupils towards learning is generally good. They enjoy design and technology and work well collaboratively in pairs and small groups. They apply their ideas and skills well, for example, when Year 1 pupils made models of playground equipment, such as swings and slides, using construction kits.
134. There are insufficient opportunities to provide pupils with experiences of using systems and control. This is mainly because the required skills are not planned and taught systematically across the school. The school has adopted the national scheme of work for the subject, but the arrangements for managing the curriculum are ineffective as there is no one with the necessary expertise to lead the development of the subject. Resources are currently inadequate. The school is aware of the need to raise the profile of design and technology.

HUMANITIES (GEOGRAPHY AND HISTORY)

135. By the end of Year 2, as a consequence of good teaching, pupils achieve well in history and geography and reach the standards expected for their age. Pupils with special educational needs make similar progress to other pupils, because of the support they receive in lessons. Pupils for whom English is an additional language also achieve well. There is insufficient evidence to make a secure judgement about standards in Year 6 and teaching and learning in history and geography in Years 3 to 6.
136. Teaching and learning are good in both history and geography in Years 1 and 2. Teachers use stimulating activities to engage pupils imaginatively with the past. In Years 1 and 2, pupils gain valuable experiences in looking at the objects and events in the past using pictures and artefacts. For example, pupils in Year 1 use artefacts to make comparisons between features of a Victorian kitchen and those of their own kitchen. They also identify the differences between houses and homes at present and those in the past. In Year 2, pupils develop their understanding of chronology through the study of the events in the past. They follow a time-line from the time of the Great Fire of London to the present day. They develop knowledge of the past through pictures, documents and artefacts. For example, pupils in Year 2 use the diary of Samuel Pepys and watch a video to learn about the Great Fire of London. They know the story of Florence Nightingale and her contribution to improving nursing care. Their progress in developing skills of historical enquiry is good. Teachers offer pupils opportunities to describe the past through writing and art and design work. For example, in Year 2 lessons, pupils made models of seventeenth-century houses. They knew that the houses were made of timber frames and thatched roofs. They learn to use common words and phrases relating to the passing of time.
137. In geography, much of pupils' learning is based on their knowledge and experience of the world around them. In Year 1, teachers offer pupils the opportunity to discuss how parked cars can affect road safety. In Year 2, pupils extend their understanding of the world beyond their own locality, which is reflected in their work on an island home, based on the story of Katie Morag and Big Boy Cousins. They know some of the features of East Dulwich and compare the differences between their own area and an island. Pupils have made travel brochures about the Caribbean, Spain, Brazil and Thailand. Their progress in the acquisition of geographical terminology is good.
138. It is evident from teachers' plans and displays round the school that history and geography are taught in Years 3 to 6 over the year. There is a clear focus on developing pupils' understanding of chronology. In Years 3 and 4, pupils learn about the Tudors and the Egyptians. Pupils in Year 3 study the distinctive features of rich and poor people in Tudor time and Year 4 pupils use a time line to place the Tudors in history. In geography, they study the locality and also look at a contrasting locality, a village in India. Pupils in Year 6 study the events and people of Ancient Greece. They find out the differences in how Sparta and Athens were ruled. They learn about the place of women

in ancient Greece. In geography, pupils in Year 6 study the water cycle and how rivers affect landscapes. They visit the Thames Barrier to find out about its use in stopping London being flooded. They also write about moral issues such as the importance of the conservation of Amazon rainforests. This contributes effectively towards their moral development. Time devoted to the teaching of history and geography is well supplemented by lessons devoted to pupils writing long accounts of the topics they study. This also acts to further develop their literacy skills. There is too little evidence to make secure judgements about the quality of teaching in history and geography in Years 3 to 6.

139. The curriculum is generally broad, covering a satisfactory range of programmes of work in both history and geography. Visits to museums and places of geographical interest enrich the subjects, which makes a good contribution to pupils' social and cultural development. However, there are weaknesses. While the school uses nationally recommended schemes of work to support teachers' planning of what will be covered during each year, there is no direction to teachers as to how historical and geographical skills will be developed as the pupils progress from year to year. Currently, there is no co-ordinator for the subject. Assessment is unsatisfactory and remains an area for development. Satisfactory use is made of ICT to support pupils' learning in history and geography.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

140. At the end of Year 2, standards are in line with expectations for pupils of this age. Standards by the end of Year 6 are below those expected. As with most other subjects, this is because of the emphasis placed on teaching English and mathematics and the limited time Year 6 pupils have been with the school. However, there is good evidence that pupils in Year 5 are achieving expected standards. The computer suite, which has been operational for two years, is giving pupils much better opportunities than previously to develop their knowledge and skills and this is resulting in good achievement and the raising of standards from their previously very low levels.
141. From the outcome of a lesson in Year 2, it is clear that pupils know how to use the computer to edit text to improve its clarity and meaning. The planning ensures that this is done in a meaningful way, so that pupils are introduced to the task through a discussion of the role of a book editor. Word-processing and editing skills develop well throughout the school and are used well, for example in Year 3 for recording work in literacy lessons, and in science to write instructions on how to make electrical circuits. Pupils use a variety of fonts and bullet points to clarify the information they present. Pupils in Year 6 achieved well in a challenging task to change data on a spreadsheet and to guess and then note the effect this has on other data. The work was adapted well, to meet the needs of pupils of different abilities, so that all are able to progress. Evidence throughout the school shows that pupils are able to produce a variety of graphs and evaluate their effectiveness in conveying data. Pupils make good use of the Internet for research purposes, and have the opportunity to use a digital camera. A group of Year 5 pupils are currently involved in a local initiative to make a website and short video of a local amenity. They talk enthusiastically about how they have created a storyboard, interviewed staff at the local wildlife centre, and used a video camera.
142. The quality of teaching of ICT is good. Lessons are well planned and enable pupils to build progressively on their knowledge and understanding. There is adequate time used in preparing pupils in the classroom for the tasks they will undertake, so that the time spent in the computer suite is used well. A very good element to planning is the attention given to ensuring that lessons deal as far as possible with practical real-life situations and the opportunity pupils get to evaluate how effective the use of computers has been for the set task. Overall, teachers and other adults are well deployed to provide sufficient help to ensure pupils of different abilities are able to make progress. However, occasionally, pupils lose concentration when they are unable to go on and help is not readily available. Teachers use ICT well to reinforce literacy and numeracy skills. For example, a teaching assistant was seen helping two higher attaining pupils draw lines of symmetry on a variety of shapes called up on the screen.
143. The subject is well managed by the deputy headteacher, who is the temporary co-ordinator. The school is making good use of national guidance to meet the needs of pupils. There remain gaps in developing the aspects of the curriculum dealing with using computers to control events, such as

the movements of robotic toys. Assessment procedures are unsatisfactory as they have yet to be developed.

MUSIC

144. Standards in music by the end of Year 6 are much higher than those expected for pupils of this age, with the particular strength being in the quality of singing. Standards by the end of Year 2 are broadly as expected. Progress is good in Years 1 and 2 and excellent in Years 3 to 6. A music specialist, who works with class teachers, leads teaching. In the lessons, the quality of teaching was mainly good, but there is strong evidence from pupils' performance that over time, teaching has been very good in Years 3 to 6 and is responsible for the high achievement.
145. Pupils enjoy their music lessons. Younger pupils, in Year 1 and 2, sing heartily from a repertoire of familiar songs, accompanying them with fitting actions. Their singing is both enthusiastic and musical. In a good lesson seen, Year 1 pupils learned to clap out four beats, varying the pulse. They used what they learned to rhythmically clap out their teachers' names. There is good evidence that pupils in Year 1 and 2 know how to handle and play a wide selection of musical instruments and are able to control their playing. As pupils move through the school, they develop their skills very successfully. They increase their knowledge of composition and how this can be represented by symbols and musical notation. They express the rhythm and beat of songs through movement, adding their own individual interpretations. A particular strength is the very high quality of singing throughout the school, for example when pupils perform together in singing assemblies. The performances during the inspection showed that pupils know by heart a wide selection of hymns and popular songs. Performances by older pupils provided a very impressive and moving demonstration of their skills and the excellent opportunities they have for learning.
146. The quality of music in the school is due in large measure to the expertise of the music specialist. His knowledge of the subject ensures pupils experience a very structured approach to the development of their skills. As a performance musician the specialist is able to introduce pupils to a wide range of instruments and music, and to accompany their lessons with the piano, guitar, drums and voice, as well as taped music. He manages to pack a lot of learning into the 30-minute lessons, although sometimes, younger pupils need a little more time to consolidate each step. Lessons are well planned, with a lively singing warm-up session to each lesson. There are high expectations of pupils' attitudes to the subject, and pupils are attentive and learn well. Class teachers and teaching assistants join in and help the pupils. Pupils with special educational needs are well integrated and progress similarly to all other pupils. This is also the case for those pupils for whom English is an additional language. The lessons contribute very well to pupils' spiritual, moral and social and cultural development.
147. The enthusiasm and standard of pupils' performance in music needs further recognition by enabling the specialist to further develop the curriculum and ways of formally assessing pupils' progress. Given the very positive gains pupils make from their music lessons, especially in their self-esteem and pride, insufficient time is presently available for music lessons. There is no evidence of ICT being used in the teaching and learning of music.

PHYSICAL EDUCATION

148. Overall, by the end of Years 2 and 6, standards in physical education are as expected. Pupils have satisfactory skills in gymnastics and games. All pupils in Years 2 to 6 receive one term's instruction for swimming at the local pool. Standards in swimming by the end of Year 6 are below expectations because the current Year 6 pupils have not had sufficient opportunity to develop their swimming skills. No dance was seen during the inspection, but through his informal monitoring, the co-ordinator has identified this aspect of the subject as needing improvement. He has a sensible plan of action to address this, for example by ensuring that teachers have sufficient time and guidance to help them plan and teach this aspect of physical education.
149. All pupils make satisfactory progress as they move through the school. Those with special needs make equally sound progress as their more able classmates. This is because they have effective support from teaching assistants, as seen in a Year 6 games lesson where teaching assistants helped them to understand the instructions given by the teacher. Pupils in Year 5 and 6 experience friendly matches and competitive sport with local schools, and show great enthusiasm and interest in physical education. There is provision for both boys and girls to experience football, netball and

- tag-rugby. Pupils regularly participate in various sport tournaments, for example, rounders, cross-country and hockey. In hockey lessons they practise dribbling, taking defending and attacking positions, developing tactics of avoidance, control and accuracy in passing and receiving the ball.
150. In a lesson for younger pupils, they explored ways of using gymnastic equipment, such as benches, mats and tables. The teacher effectively used a series of imaginative activities to interest and motivate pupils in floor and apparatus work. Pupils showed good awareness of space, safety and others around them. Year 2 pupils are able to incorporate movements with increased co-ordination and control. They acquire satisfactory understanding of fitness and health. One very enthusiastic pupil, when asked about the effect of exercise on the body, replied, "It pumps blood".
151. Lessons for older pupils sometimes lack challenge and as a result pupils do not always make sufficient demands on themselves. This was noted in a Year 6 games lesson, where very simple skills such as bounce and pass the ball were practised. Most Year 6 pupils demonstrate accurate ball skills, such as when catching and throwing. Because teachers give them timely coaching points, most pupils remain alert and apply their skills well when playing games. Most have a good understanding of tactics and they use this awareness well while co-operating very effectively in small groups and teams. For indoor gymnastics some pupils have bare feet while others do not: some have shorts while others have long trousers. Teachers have not yet established clearly and consistently what pupils will wear for indoor lessons, in the interest of safety and practising skills. Local sports organisations such as Millwall and Nike Football Clubs make an important contribution to pupils' games skills and to their very good attitudes to sport. After-school football and, netball clubs are well attended. Both boys and girls are actively involved and have plenty of opportunities to practise and improve their skills.
152. Teaching is satisfactory, with a balance of strengths and areas for development. Effective aspects include teachers' very good relationships with pupils and the lively pace of most lessons. The good use of praise sometimes leads to pupils' spontaneous applause in celebration of the performance of other pupils. Teachers are good at fully including boys and girls. They effectively demonstrate what they want pupils to do and they enable pupils to show others what they have practised. They sometimes miss important opportunities, however, to develop pupils' ideas by ensuring that they comment on each other's performances. Pupils then do not have additional insight into how they might improve their own performance and progress is not as good as it could be. Physical education outdoor facilities are restricted. The school does not have a sports field to effectively contribute to pupils' games skills, although very helpful arrangements have been entered into in order to hold the school's sports days at a local private school. There is no evidence of the use of ICT in teaching or learning.

RELIGIOUS EDUCATION

153. In Year 2, pupils' attainment is as prescribed in the locally Agreed Syllabus while at the end of Year 6 it is below expected standards. Pupils achieve well throughout the school and the majority, including those with special educational needs, make good progress. Pupils for whom English is an additional language make similar progress to all other pupils.
154. Pupils join in confidently and are encouraged to contribute to learning within the class through discussing their own faith. The school encourages pupils to have an understanding of other religions and to respect different beliefs and practices. Religious education is taught according to the requirements of the locally Agreed Syllabus.
155. By the end of Year 2, pupils know about the significance of special occasions such as birthdays, Father's day and Mother's day. They also know about special religious celebrations such as Christmas, Diwali and Passover. They relate these to their own experience by talking of the special food and clothes used for special occasions. They understand the importance of various objects to followers of different religions, and study a range of artefacts. They record in words and pictures the special objects from each religion. They have a knowledge of stories from the Bible and draw pictures to represent them, such as the parable of the Prodigal Son.
156. By Year 6, pupils understand the significance of sacred texts. They demonstrate that they understand significant features of the Islamic faith such as the messages contained in the Qur'an. They are able to name sacred texts associated with the main religions studied and understand that

the Torah is the Jewish holy text while the Bible is the holy book of the Christian faith. Within their study of Christianity pupils are beginning to associate an understanding of emotions linked to their knowledge of parables. Lesson planning is clear and, for older pupils, successfully links their knowledge to a discussion of feelings or values. For example, they understand the importance of

forgiveness as expressed in the parable of The Lost Sheep. Year 4 pupils know of the significance of sharing a special meal and the events of the Last Supper. In Years 3 and 4, pupils have a knowledge of the signs, symbols and places of worship in different religions.

157. Insufficient evidence is available to judge the quality of teaching in Years 1 and 2. The quality of teaching in Years 3 to 6 is good and pupils learn well. A particular strength is teachers' planning, which ensures pupils cover the agreed local syllabus, and have good opportunities to develop an understanding of feelings and emotions through their studies.
158. Religious education makes an important contribution to developing pupils' spiritual, moral, social and cultural development through understanding of other ways of life, both in other parts of the world and within multi-cultural Britain. There is no evidence of the use of ICT in the teaching and learning of religious education, and no assessment procedures have been developed to measure what pupils know, understand and can do.