

ERRATUM SLIP

Ashmead Primary School

Unique Reference Number: 100716
Contract Number: 255376
Date of inspection: 10/11/03
Reporting inspector: Peter Lewis

INSPECTION REPORT - the second paragraph of the **OVERALL EVALUATION** in Part A of the full report and in the parents' summary should read as follows:-

Overall, the improvement since the last inspection is good. Progress has been made in relation to all the key issues identified at the time and plans are in place to extend these developments further. Significant improvements have been made in information and communication technology and in the use made by senior managers of assessment information. Higher-attaining pupils are well challenged when teachers base their planning on past information about pupils' progress, but this is not yet done consistently. Subject leaders have a sound understanding of their subjects but their evaluations are not always based on a clear understanding of how well pupils of different ages are learning. Some improvement has been made in attendance.

INSPECTION REPORT

ASHMEAD PRIMARY SCHOOL

Lewisham

LEA area: Lewisham

Unique reference number: 100716

Headteacher: David Collen

Lead inspector: Peter Lewis

Dates of inspection: November 10th – 13th 2003

Inspection number: 255376

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	221.5
School address:	Ashmead Road London
Postcode:	SE8 4DX
Telephone number:	020 8692 6081
Fax number:	020 8692 6632
Appropriate authority:	Governing body
Name of chair of governors:	Richard Smith
Date of previous inspection:	03/05/99

CHARACTERISTICS OF THE SCHOOL

The school serves an area of mixed housing in St Johns in Lewisham. Most of the 222 pupils on the school's roll come from the immediate area. A comparatively high proportion come from minority ethnic families and a high proportion do not have English as their first language. The percentage of pupils claiming free school meals is broadly in line with the national average. Pupils starting school this year have attainments that are generally above average although, in previous years the range has been broader with many starting school with attainments that were well above average. The proportion of pupils having special educational needs is below average at just over sixteen percent and four have statements of special educational needs. The percentage of pupils leaving or joining the school at other than the normal time is about average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21351	Peter Lewis	Lead inspector	English, art and design, design and technology, music.
9499	Phiroze Daruwala	Lay inspector	
	Bimla Thakur	Team inspector	Science, information and communications technology geography, history, English as an additional language
32106	John Zealander	Team inspector	Foundation Stage, mathematics, physical education, religious education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a good standard of education which is improving rapidly. Pupils achieve well. This is as a result of strengths in the leadership and management which are good and in the teaching, much of which is also good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Children in the nursery and other pupils achieve well because the teaching is good
- The school promotes pupils' attitudes and their behaviour very well
- Teaching assistants make a valuable contribution to pupils' learning
- The headteacher and senior staff provide a positive lead
- Procedures for communicating and evaluating developments are not clear enough
- The good range of assessment information is not yet used well enough by subject leaders and class teachers to plan and evaluate pupils' learning
- Provision in ICT is a considerable strength because of the good quality guidance that is provided and the very good use that is made of the high quality equipment and software

Overall, the improvement since the last inspection is satisfactory. Progress has been made in relation to all the key issues identified at the time and plans are in place to extend these developments further. Significant improvements have been made in information and communication technology and in the use made by senior managers of assessment information. Higher-attaining pupils are well challenged when teachers base their planning on past information about pupils' progress, but this is not yet done consistently. Subject leaders have a sound understanding of their subjects but their evaluations are not always based on a clear understanding of how well pupils of different ages are learning. Some improvement has been made in attendance.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	A
mathematics	B	D	D	B
science	A	B	A	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

National comparative data for tests in 2003 has yet to be validated. When results are compared with these pupils' attainment at the end of Year 2, standards are well above average in English and science and above average in mathematics. **Achievement was therefore very good in English and science and good in mathematics.**

Children in the Foundation Stage (nursery and reception classes) are well supported and many are on line to exceed the goals children are expected to reach by the end of the reception year. Currently, standards in Year 2 are above average in reading, writing, mathematics and science and by the end of Year 6, standards are now well above average in speaking and listening, reading and in science. In writing and mathematics standards are above average. Achievement is now good overall. Standards in information and communication technology are above those expected at the end of Years 2 and 6, while standards in religious education are around expected levels. Pupils with special educational needs receive good support from teaching assistants, and in carefully planned

groups led by the special educational needs co-ordinator and make good progress in relation to their prior attainment. Pupils with English as an additional language make good progress overall. Potentially higher attaining pupils achieve as well as they should, except in mathematics due to work that is frequently not sufficiently challenging.

Pupils' personal development is good. It is well promoted through the **very good provision for their moral and social development and the good provision for their cultural development.** **Provision for spiritual development is satisfactory.** Pupils behave very well in lessons and at other times and have very positive attitudes to their learning. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good overall, with just over three quarters that is good or better. As a result, most pupils learn effectively and make good progress. This is because good relationships and interesting activities enthuse them and support their learning well. Teachers' use of assessment is satisfactory and is improving as more use is made of the range of information that is available. Following a thorough review, the curriculum is now appropriately based on the National Curriculum and is well supported by a range of visits and extra curricular activities and by good links with the community. Parents support the school well, which has a positive impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher, very ably supported by the deputy, has created a strong staff team with a shared commitment to raising standards. There is an informal shared understanding of developments that are planned but these are not recorded in sufficient detail to ensure consistency in their application. Procedures for checking and evaluating the school's work are not as clear as they should be. Governors' understanding of the strengths and weaknesses of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have an overwhelmingly positive view of the school and have no significant concerns. Pupils, whose views were sought at the start of this term, like being in the school, feel that they are encouraged to work hard and feel that they have an adult to turn to if they are worried.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve school development planning so that actions are clearly identified and set against a longer timescale;
- Improve the use made of assessment so that it fully informs teachers' planning for all pupils;
- Extend the role of subject leaders so that their identification of required improvements stems from a clear understanding of standards and achievement across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement overall is good throughout the school. In the nursery and reception classes and in Years 2, 4 and 6, achievement is frequently very good. The inspection finds that standards are well above average in English, and science and above average in mathematics by the time pupils are eleven.

Main strengths and weaknesses

- Standards in the nursery are frequently above those expected; children achieve very well
- Standards have risen in English, mathematics and science;
- Standards in information and communication technology (ICT) are above average;
- There are examples of very good and excellent teaching in English, mathematics, science, information and communication technology and for pupils with special educational needs which have a positive impact on standards;
- Higher attaining pupils' achievement is too low in mathematics as a result of weaknesses in assessment.

Commentary

Foundation stage

1. At the time of the inspection, children had been in the nursery for less than a term. They have settled very well into the routines that are clearly established and, as a result, are achieving well. Liaison between the nursery and the reception class is good; regular contact between the staff and planning and assessments that are shared overcome any potential difficulties that might arise from the fact that the nursery is sited about a quarter of a mile from the main school.

Results in national tests

2. Overall, standards have risen slightly at Key Stage 1 and Key Stage 2 since the last inspection.
3. The results of the 2003 national assessments for pupils in Year 2 shows that standards were above average in reading but close to the average in writing and mathematics, an improvement from the standards noted in the last report. The trend in the school's results was above the national trend following a decline in standards in writing and mathematics in 1999. The tables below refer to 2002 because validated data is not yet available for 2003.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.9 (15.3)	15.8 (15.7)
writing	14.3 (13.5)	14.4 (14.3)
mathematics	16.3 (15.5)	16.5 (16.2)

There were 30pupils in the year group. Figures in brackets are for the previous year

4. The table below shows that standards in the Year 6 tests were average in English, below average in mathematics but above average in science. When the pupils' results are compared with their attainment at Key Stage 1, they were well above average in English and science and above average in mathematics showing the good progress they had made.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.0 (27.2)	27.0 (27.0)
mathematics	26.2 (27.7)	26.7 (26.6)
science	29.4 (30.5)	28.3 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

5. The results of the 2003 national assessments at Key Stage 2 show that there was a slight improvement in the proportion of pupils attaining the expected Level 4 in English and science, but results in mathematics were slightly below average because of the proportion of pupils with special educational needs in this aspect of their work. When these results are compared with these pupils' attainment at the end of Year 2, results are well above average in English and science and above average in mathematics. Achievement was therefore very good in English and science and good in mathematics.

Inspection findings

Foundation stage

6. Standards are good. Children achieve very well in the nursery and reception classes and meet or exceed the Early Learning Goals in all areas. Progress in personal, social and emotional development, in communication, language and learning, and in creative development, is particularly rapid. Children who enter the school with special educational needs are identified and supported quickly to enable them to make good progress. Good standards are achieved in mathematical development, knowledge and understanding of the world and physical development. Children achieve well because of effective leadership and management and good teaching.

Key Stage 1

7. Pupils achieve well level and, in many cases, their achievement is very good as a result of skilled teaching and the impact of clear strategies for improvement introduced by the school. Pupils with special educational needs (SEN) are well supported and make good progress and this is also the case for pupils with higher attainment who respond well to the challenges that are provided. Pupils with English as an additional language (EAL) have limited speaking and listening skills when they join the school. Taking account of their prior attainment, pupils make good progress overall, as a result of targeted support, although standards for most pupils with EAL remain below expectations for their age. Standards are above average in work seen in English, mathematics and science. Standards are broadly average in lessons seen in other subjects.

Key Stage 2

8. Inspection evidence finds that standards have risen to well above average in English and science at the end of Year 6, while standards in mathematics are above average. Pupils with SEN and EAL are well supported and because of this, achieve well in relation to their prior attainment. In contrast, while the school has been successful in improving its provision for average and lower-attaining pupils, there are occasions when pupils with higher attainment are

not provided with sufficient challenge, particularly in mathematics. As a result, their achievement in these lessons is lower. Standards in ICT are above average following the significant investment in resources and training made by the school. In other subjects where it was possible to make a judgement, standards are broadly in line with those expected with a proportion of pupils attaining above this.

Whole school matters

9. Pupils apply their literacy skills well in other subjects of the curriculum and the school has recognised that opportunities exist for this to be further extended through a review of planning that is scheduled for the end of this academic year. Similarly, while there are some opportunities for pupils to use their mathematical and scientific skills to support learning in other subjects, these are not yet planned systematically. In those lessons where a good use was made of pupils' skills in English, mathematics and information communication technology to support learning in other subjects, their motivation was obvious and learning was more rapid as a result.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their personal development is also good overall, with their social and moral development being the strongest features. Pupils' spiritual development is satisfactory and their cultural development is good. The rate of attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' behaviour towards each other, towards teachers and other adults in the school is good
- Pupils' moral and social development is very good and their cultural development is good
- Positive attitudes to learning contributes positively towards their good achievements
- Pupils show a high degree of self-esteem and their relationships with one another and with adults in the school.

Commentary

10. Pupils' attitudes and behaviour are good. Most pupils are enthusiastic about their school and show positive attitudes to their learning experiences. Pupils behave well in lessons, work hard, and are keen to perform well. They observe the classroom procedures and settle to work quickly. They are able to sustain their concentration well right through the lesson. Pupils take pride in their work and are willing to show it to others. Less challenging tasks or a slower pace of lesson leads to occasional lapses of concentration, but that does not disturb the overall calm and purposeful atmosphere in classrooms.
11. Behaviour of pupils is good overall. Pupils move around the school in a calm and quiet manner. They behave well towards one another in the playground and their behaviour in the dining hall is orderly and courteous. This adds considerably towards creating a pleasant atmosphere during lunchtime. Friendship and harmony pervade the whole school because of the school's high expectations of its pupils. There has been a decline in the rate of exclusions. The inspection team did not observe any incident of bullying or unacceptable behaviour.
12. Good relationships between boys and girls and between younger pupils and adults augment the inclusive and caring ethos of the school. Teaching and non-teaching staff are well aware of the needs of pupils' personal development. The school provides finely tuned and well-targeted support for those pupils with particular pastoral care or other needs. Pupils with special educational needs have positive attitudes to the school. These pupils feel the school provides them with a positive support. They form a good rapport with their peers and as well as with their teachers, and all of them are fully integrated within the school community. They persevere and work hard, which enables them to make good progress.

13. Pupils respond well to encouragement and are very pleased when the school recognises their positive endeavours. Overall, pupils are kind and considerate and show respect to one another. They respect and care for learning resources, such as books, computers and other equipment. Pupils show concern for the needs of people less fortunate than themselves, and they contribute willingly to local and national charities, such as Muscular dystrophy.
14. When given the opportunity to help, pupils take their responsibility seriously. For example, Year 6 pupils help to run assemblies. Pupils take turn in returning registers to the school office. The impact on pupils' learning of various lunchtime and after school activities is very good. Extra-curricular activities, such as Japanese club at lunchtime, and French Language Club, life skill coaching, road safety training and sports after school hours, offer pupils an opportunity to raise their self-esteem and self-confidence and to acquire necessary skills to co-operate and collaborate with others.
15. The curriculum provides a good range of opportunities for the development of pupils' cultural awareness. Pupils take part in the Carnival and celebrate the 'Black History Week'. They are well supported in visiting the relevant websites. Pupils in Year 3 have been celebrating Caribbean poetry and are now developing their own style of poetry writing. Their knowledge of western art and music is well promoted through opportunities planned in those areas of the curriculum.
16. Appropriate opportunities are planned for pupils' spiritual development. Pupils in Year 2 were fascinated to watch video clips of the poppy fields of Flanders during Armistice Day, while older pupils in Year 6 were visibly moved by the power of a speech by Martin Luther King. In contrast, while appropriate opportunities for spiritual development occur during assemblies and collective worship, the lack of planning for the themes that are to be covered means that some opportunities are lost.

Attendance

17. The level of attendance is satisfactory. For the same period, punctuality is, generally, good. The rate of attendance of 94.0 per cent for the academic year 2000/2001 is slightly below the national average of 94.1 per cent for primary schools in England. However, in recent years, the trend in attendance rate suggests the gradual improvement in the overall level of attendance. Most pupils are punctual in terms of arriving at school each morning and returning to classrooms after the morning and lunch breaks. This has a positive impact on their attainment and progress.
18. The table below shows the attendance figures for the school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	121	3	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	16	2	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	9	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	29	1	0
Black or Black British – African	23	1	0
Black or Black British – any other Black background	3	0	0
Any other ethnic group	7	0	0
No ethnic group recorded	0	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. A focus on improving the quality of teaching and learning through support and training has had a positive impact on pupils' achievement. The school recognises that more remains to be done, and has appropriate plans in place, to improve further.

Teaching and learning

Teaching is good overall, with much that is good or better. This marks an improvement over time since the last inspection. Assessment is satisfactory but is not used consistently to move pupils' learning forward. This is because whole school procedures have not yet been fully established.

Main strengths and weaknesses

- Teachers have high expectations
- Very good support from learning support assistants helps pupils to move forward
- There is good inclusion of pupils with special educational needs
- There are weaknesses in some teachers' subject knowledge which result in lower challenge for some pupils
- Assessment information is not used consistently in some classes in planning work for all pupils
- In many lessons there is a good use of questioning to challenge pupils
- Very good use made of individual teachers' strengths.

Commentary

19. The table below indicates the quality of teaching seen across the school. There is a difference in the quality of teaching and learning between Years 1, 3 and 5, where there is a larger proportion of satisfactory teaching, and the nursery, reception, Years 2, 4 and 6, where much of the teaching is very good. Where teaching is satisfactory rather than good, there are some weaknesses in teachers' subject knowledge which result in a slower pace or in tasks that do not fully stretch all pupils. The school recognises that the lack of a policy for teaching and learning makes it difficult to ensure that all teaching is of the best quality. Both parents and pupils are very positive about the teaching staff. Pupils especially feel that their teachers help them to learn well.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	11	6	0	0	0

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

Common strengths

20. The best lessons share some common strengths that support the quality of pupils' learning very well. Teachers make use of a broad repertoire of styles that enable all pupils to understand what is expected and take a full part in activities and discussion. These lessons are run at a very good pace and with clearly stated high expectations that stretch all pupils. Very good support from skilled and well-informed learning support assistants means that those with special educational needs have opportunities to work in small groups with adult help. Very good questioning and discussion enables pupils to think carefully and develop their understanding while considering the contributions made by other pupils.

Consistently good and very good teaching in the nursery and reception, Years 2, 4 and 6

21. Good teaching was observed in most classes during the inspection but a significant strength of the school is the high percentage of good and better teaching observed in the nursery and in Years 2, 4 and 6 and this is a significant factor in the rising standards. The quality of teaching of children aged under five is good in each area of learning and is particularly good in relation to their social development. In the very best lessons at Key Stage 1 and Key Stage 2, the teachers used very good subject knowledge to challenge all pupils through activities and questioning directed at individuals and the whole group. Tasks were accurately planned in relation to pupils' abilities and teachers had the confidence to adapt the planned activities in response to the work that pupils were doing, which promoted rapid learning for all groups.

Good teaching in English and mathematics

22. In almost all classes English is taught well and, in Years 2 and 6, it is taught very well. Teachers have a secure subject knowledge and use this to provide a variety of stimulating lessons that motivate and, in the best examples, inspire pupils. Teaching in mathematics is good overall and, in one lesson was excellent. This was because the work was extremely challenging for pupils of every attainment. The class teacher and the learning support assistant worked very well in ensuring the right level of support for all pupils. There are, however, occasions when the most able pupils are not sufficiently challenged in mathematics where, for example, the teachers' subject knowledge is weaker.

Assessment

23. Assessment procedures have improved significantly since the last inspection. Pupils are tested frequently in English, mathematics and science. The statutory test results are very thoroughly analysed so that senior staff have a clear picture of pupils' attainment. However, this data is not yet used rigorously enough to plan subsequent work. Tracking systems are relatively new and, although they show the progress that pupils make, they are not yet used sufficiently to help teachers in planning future work. Generally, teachers give pupils good verbal feedback on their work, but the marking of work is not always helpful. It does not always give pupils a clear picture of whether they have learnt what was intended. There are no whole school expectations for how teachers' day-to-day assessment is recorded or linked to the targets that have recently been established. Examination of pupils' previous work and teachers' planning shows that there are inconsistencies in the degree to which appropriate work is planned to extend the most able pupils.

The curriculum

The quality of the curriculum is good overall. The good range of extra-curricular activities offered to pupils helps to enrich the curriculum. The accommodation is good. Teachers are well matched to the curriculum and teaching assistants provide very good support. The quality and range of learning resources support all areas of the curriculum well.

Main strengths and weaknesses

- Literacy, numeracy and ICT are well promoted through the curriculum and cross-curricular links are developing well with other subjects
- ICT resources are good and used well in teaching and learning - a strength of the school as a whole
- PSHE and citizenship areas are developing but there are no clear plans of action
- The provision for the younger children is a strength
- Provision for pupils with SEN meets individual needs well
- Planning for higher attaining pupils is not always challenging enough, especially in mathematics
- Schemes of work have been tailored well to suit the needs of the school

Commentary

24. The school provides a broad and balanced curriculum that is further enriched by a good range of extra curricular activities. There is good improvement in the curriculum since the last inspection. The needs of higher attaining pupils are generally met satisfactorily through greater challenge, as planning and assessment procedures have improved. However, there is some variation in subjects. There is some scope for improving the use of assessment in order to make subsequent changes to planning and to take account of the individual needs of pupils of all abilities, particularly higher attaining pupils in mathematics, and pupils with English as an additional language.
25. The provision for pupils in the Nursery and Reception classes is good. Activities are well planned in relation to national guidelines and there is a good level of collaboration between the nursery and the reception class. Resources are well used to engage and interest the children.
26. The National Literacy and numeracy strategies are well embedded, and continue to have a high status in the school's curriculum. Information and communication technology has been a high priority area for development since the last inspection, and has benefited from having a high profile. The use of the interactive whiteboards is particularly successful in promoting learning.
27. Schemes of work have been adapted well, which is proving useful in achieving a more balanced curriculum and more consistency of practice between teachers. Not all policy

documents, however, have been revised since the last inspection. The ICT development plan, on the other hand, is very focused and has been a major tool for bringing about significant improvements in this subject.

28. The provision for pupils with special educational needs is good. There are appropriate Individual Educational Plans and staff are well informed and monitor individual pupils. The school and the SENCO carry out the annual reviews in accordance with the current code of practice, and parents are appropriately involved in planning and reviewing their child's attainment and personal development.
29. The provision for pupils with EAL is good for pupils in the Nursery in meeting individual needs, but less consistent in the rest of the school, because of the lack of focused planning, assessment and record keeping procedures.
30. Provision for PSHE and citizenship is satisfactory. The school promotes healthy eating habits, and is part of the Healthy Schools' Fruit Scheme. Subjects, such as science, are used productively to teach important principles of health education. The policy and programme for sex and relationship education for pupils in Year 6 is out of date and is being revised. The school uses facilities from the borough to teach pupils about drugs education and to raise an awareness of the dangers of drug abuse. They have recently had a drugs presentation, and have attended a junior citizens' meeting. Personal, social and health education is taught in Years 1-3 through the 'circle time', mostly led by a specialist teacher, and through other subjects. It is well used to promote pupils' personal and social skills. The school does not yet have a scheme of work to ensure continuity in pupils' learning or to build on pupils' present experiences.
31. The curriculum is enriched through a wide range of extra-curricular activities which has increased since the last inspection. The good range of school journeys and visits to museums and places of interest contribute well to subjects, such as history, geography and science. There are satisfactory opportunities for pupils to participate in sports. Pupils have access to rugby, football and cricket, but these are relatively recent developments. The school is trying to broaden the after schools sports provision. Outside agencies are also being used for sports coaching.
32. Staffing, accommodation and learning resources are good overall to support all subject areas. New staff are well supported and there are good opportunities for their professional development. Support staff are deployed very well to support pupils during lessons. All support staff assist pupils with computer work and some have received recognised training in ICT, which is an added bonus. Pupils in Years 3-6 are supported very well by trained ICT teaching assistants.
33. Despite restricted space in the school to house the computers, the corridor space is used creatively to get the maximum benefit. Two computer areas have been created which are regularly used by pupils of all ages. These areas are also used for learning in other areas. Likewise, library areas are well used, creating a pleasant learning ethos.
34. Although the nursery class is set in its own grounds a quarter of a mile from the main site, there is good liaison with staff in the main school. There have been improvements in children's access to a wide range of equipment within a good space and attractive grounds. The Reception classroom, although small, is very well resourced, with appropriate areas for in and outdoor activities.

35. There is a good level of multi-cultural resources in the school, including dual language books and artefacts to support literacy skills and pupils' learning needs. Multi-cultural resources have been developed over time, which adds a variety to the school's curriculum. The EMAS Co-ordinator makes a good contribution to the community by adding a multi-cultural dimension to the school's curriculum.

Care, guidance and support

The care, guidance and support for pupils are good overall and support pupils' learning appropriately. Health and safety procedures are good and pupils' personal development is monitored well. There are inconsistencies in the way that some teachers use assessment information in planning work for pupils. The involvement of pupils in the school's work and development is satisfactory.

Main strengths and weaknesses

- Pupils benefit from harmony, friendship and trusting relationships in the school
 - There is a strong sense of community involving pupils and all staff
 - Assessment information is not used consistently in planning the next stage of learning
 - The induction and transition arrangements and link between partner schools are well established.
36. The school is a happy, well-ordered establishment. Harmony, friendship and support pervades the whole school community. The school provides a safe, secure and caring environment for all its pupils. It meets the educational needs of its pupils well, making a positive contribution to pupils' academic progress and attainment, as well as providing for their welfare and well-being. Parents' responses to the questionnaire confirm that they value the school's ethos and feel that it has a beneficial effect on pupils' achievements. All staff make a positive and purposeful contribution to this ethos.
37. Attendance is monitored well and this has had a positive impact on the steady improvement in attendance.
38. Child protection procedures are good and health and safety procedures are appropriate. A fire drill, for example, is conducted each term. A sufficient number of staff are trained in first aid. Staff provide good role models for pupils by demonstrating ways of working co-operatively in classrooms and about the school, welcoming visitors and being constantly courteous in their personal relationships.
39. Teachers know their pupils well and have a good understanding of their emerging strengths and weaknesses, and readily respond to their needs. The arrangements for assessing pupils' attainment are good but quite recent. As a result, the use made of agreed methods of assessing pupils' progress is inconsistent. The arrangements for assessing pupils' progress and using the information is stronger in English than in mathematics and this particularly affects the accuracy with which teachers can plan for higher attaining pupils.
40. The school's arrangements for identifying and assessing pupils with special educational needs are good and are well supported by rigorous monitoring undertaken by the special needs co-ordinator. While pupils with English as an additional language in the nursery and reception classes are well supported by accurate assessments of their progress, procedures are less well developed at Key Stages 1 and 2.
41. Pupils' views are sought through a variety of informal means at present and the school plans to establish a school council in order to give pupils further opportunities to present their views or concerns. Such a forum will provide pupils with a good opportunity to extend their understanding of other points of views and to acquire skills to work in collaboration with their peers and other adults in the school.
42. The school maintains effective induction arrangements for its Year 6 pupils, with positive liaison with local secondary schools to which they transfer. It also makes every effort to

ensure the welcome and induction of pupils, enrolling the school at other times. The school manages younger pupils' initial entry to the nursery and the reception class and their subsequent transfer to Year 1 very well.

Partnership with parents, other schools and the community

The school is successful in promoting good, positive links with parents. It has also established purposeful links with the local community and with other schools.

Main strengths and weaknesses

- The school is held in high esteem by parents
- The local community is appreciative of the school's commitments to helping parents and their children. This has a positive impact on learning overall

Commentary

43. Both the parents and the local community hold the school in high regard. The school's partnership with parents and the community is good. A large numbers of parents responded positively to the parents' questionnaire. They showed a high level of support for the school. Parents are pleased that their children enjoy the school, behave well, the school is approachable and the school has high expectations of its pupils.
44. The school is successful in establishing a positive and purposeful partnership with parents. Parents feel welcome in the school. They find staff helpful and approachable and appreciate the school's 'Open Door' policy. The school listens to parents, invites their views, considers the issues they raise and respond swiftly to their concerns. The headteacher and staff work well in collaboration with parents. At the beginning of each term, the school provides parents with details about the subject matter each class will cover. The school also sets targets in English and mathematics for pupils in each year group and provides the necessary information to parents at the start of the academic year.
45. The school maintains a regular contact with parents. Fortnightly newsletters from the headteacher inform the parents about the life in the school. The school invites parents to attend the formal and informal meetings. Parental attendance at all such meetings is very high. The school prospectus is informative and well written. It emphasises the importance of working in partnership with parents. Such collaboration is achieved through a tripartite agreement, involving home, school and pupil, culminating in the Home-School-Pupil Agreement. There are close links with parents of pupils who have English as an additional language. The school is conscious of the religious and cultural differences these pupils may experience and works closely with parents to ensure that potential difficulties are minimised.
46. The last available governors' annual report to parents complies with statutory requirements. The annual pupil reports to parents generally provide full information on what work the pupil has covered but do not contain sufficient information on targets to be achieved.
47. Positive links with the local community augment pupils' learning and personal development. A representative from the local church leads assemblies in school and these deepen pupils' understanding of religious education and promote their spiritual development. A community music group and local school band provide music at the school's annual carnival. Parents support the school's involvement in the 'Street Artists Competition,' which raises funds for charity. The school facilitates teaching practice to students from the teacher training college in the area. Students from the local secondary school, who are involved in a work experience scheme, help in the school's nursery and with early year pupils.

48. The school invites parents of pupils with special education needs to review meeting each term and, in addition, discuss issues of their children's progress with SENCO at other regular times. Parents are fully involved in the review process.
49. The parents and teachers association, 'Friends of Ashmead' consists of committed group of parents who work diligently to raise funds for the school through a variety of social and public functions.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good, with significant strengths in some areas. The school is governed satisfactorily. The school is led well by the headteacher with good support from senior staff. Good management structures and procedures support the everyday work of the school and have been a significant factor in the improvements that have taken place.

Main strengths and weaknesses

- The leadership of the headteacher is good and there is a strong focus on raising standards,
- The headteacher, deputy head and senior management team have created effective teaching teams,
- The school development plan focuses on too many actions and is not clearly based on a vision for the school's development,
- Governors understanding of the strengths and weaknesses of the school is satisfactory,
- Subject managers roles are not sufficiently focused upon an evaluation of standards
- Planning for improvement in provision for pupils with English as an additional language is not sufficiently clear,
- Special educational needs provision is well managed.

Commentary

50. The headteacher has successfully established a united and supportive staff team who are committed to securing improvement in the way in which they work and, as a result, the achievement of pupils. Managers, staff, and governors share a clear commitment to raising standards; teamwork is very well exemplified by senior managers and is apparent throughout the school. Socially, the school is fully inclusive and all pupils are valued. Care is taken to meet pupils' individual needs and a continuing focus on raising standards in English and mathematics has resulted in standards that have improved. The school recognises that there remain weaknesses in the challenge that is planned for pupils in some classes in mathematics. The leadership of the work for pupils with SEN is very good and ensures that these pupils are supported well. The governor designated for special educational needs liaises appropriately with the co-ordinator and is involved in all aspects of this area. The management of EAL provision is satisfactory. There is an action plan for improving the provision for pupils with English as an additional language, but the plan is not sufficiently detailed. Priority areas have been identified, but there are no clear targets for raising achievement with a clear time scale for teachers to work towards. Presently, pupil progress is not tracked on a regular basis to ensure that pupils with EAL work to capacity, and reach their full potential.
51. The headteacher and senior staff monitor and evaluate lessons and use the information well in determining priorities for improvement. The actions identified are already helping to raise standards. The headteacher has taken strong action, where necessary, to ensure the best possible provision for pupils. There is an effective system of performance management that is linked well to development and training priorities. New staff are inducted and supported well.

52. The role of subject leaders has been clarified since the last inspection. Time has been allocated for them to undertake the evaluation of their subjects which has included the monitoring of planning. As yet, clear systems to enable subject leaders to evaluate teaching and learning are less well developed. The school recognises that it is now in a position to fully develop the skills of its subject leaders in systematically monitoring teachers' planning, pupils' work and the work of other teachers in lessons so that they are able to build a clear understanding of standards and provision in their subjects across the school.
53. The school takes time to monitor and evaluate its work and some aspects of this are good. The headteacher and deputy analyse pupils' performance thoroughly and this information is used well in providing a clear picture of standards for staff and governors. The school development plan sets out priorities for one year in detail but there is no longer term overview. Evaluations tend to focus upon what has been done rather than on the impact on learning because priorities lack clear objectives and detailed, specific monitoring strategies or any specific measures to assess success. The headteacher is aware of these issues and has already set in place appropriate plans to improve the effectiveness of development planning and the ways in which the school's progress towards objectives can be tracked.
54. Governors have a satisfactory understanding of the strengths and weaknesses of the school but because of weaknesses in the formal aspect of development planning, while governors have a sound understanding of the strengths and weaknesses of the school, they are not fully aware of the impact of developments. For example, while considerable time has been spent in producing a successful PFI bid for rebuilding the school on one site, there is no clear plan to indicate precisely how standards and provision are going to be maintained during the building work which will necessitate the school's move to another site. Some governors visit the school regularly and reports from senior and other staff with particular responsibilities help them to build a satisfactory picture of the school's work. The chair of governors supports the headteacher very well and provides appropriate challenge.
55. Budgets are set in accordance with statutory requirements and monitored well by senior staff and governors. The few audit recommendations have been implemented effectively. A good range of administrative procedures is managed well by the skilled administrative staff, who also provide a very good first point of contact with the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	802223
Total expenditure	753063
Expenditure per pupil	3260

Balances (£)	
Balance from previous year	-2286
Balance carried forward to the next	49160

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is good. The quality of teaching is good and children learn well.

The foundation stage (nursery class and reception class) benefits from the very good teamwork of the teaching and support staff. The provision is led and managed very effectively. Planning is thorough and all areas of learning are approached imaginatively. Day-to-day monitoring ensures that teaching is lively and stimulating. The assessment arrangements are very good and begin as soon as children start school and help staff to provide highly appropriate activities for each child. This has a very positive effect on achievement and the standards attained.

Staff share their observations at the end of each session, noting children's progress and deciding the next steps. Frequently, they observe a few children for most of the day, recording aspects of their development in each area of learning. This enables staff to focus and develop activities appropriately for their needs and makes a good impact in securing improvement. Daily contact with parents allows the free flow of information, which is focused on the needs of each child.

The quality of teaching in each area of learning is good. Relationships are very good between the children, parents and teachers. The nursery class is set in its own grounds a quarter of a mile from the main site, but careful management ensures that good liaison takes place with staff in the main school. Recent developments here have improved the provision for children who have access to a wide range of equipment within a good space and attractive grounds. The Reception classroom, although rather small, contains a wealth of resources that appeal to young children, with areas for activities such as sand and water play in the corridor and access to safe play space outside. Through a combination of whole class, small group and individual work, children's learning flourishes and they achieve well. Achievement is good and all attain good standards, most meeting or exceeding the levels expected in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**

Main strengths and weaknesses

- Children achieve well as the result of good teaching,
- Adults establish warm relationships with children
- Well structured opportunities help to develop children's social interaction and independence

Commentary

56. Parents bring in their children, talk with them, share experiences and chat to teachers and support staff. This helps to create the excellent friendly and purposeful atmosphere that continues throughout the day. Children are encouraged successfully to collect and replace resources and to tidy up after activities. They respond well to opportunities to develop responsibility.
57. Children work as a class with a teacher for part of each session. This helps them to learn the conventions of the classroom, like taking turns to speak and not interrupting anyone else. Learning is good in the role-play area, where children dress up and act out various situations. Adults intervene appropriately, providing very good models for behaviour and language. Small tasks provide good opportunities for children to develop a sense of responsibility. Children work and play alongside one another happily in ethnically diverse settings.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**

Main strengths and weaknesses

- Well-planned activities support communication, language and literacy.
- The importance of language is reflected in signs, notices and books
- Children with special educational needs are supported well.

Commentary

58. Children make good progress because the quality of teaching is good. Language development is well planned and permeates all activities. No opportunities are missed to talk to children about what they are doing and to develop their vocabulary. Expressive language is developed appropriately through story and conversation. Stories are read every day and children are helped to develop a love of books by the expressive way that adults interpret them, ask questions and relate the content to children's experiences. Children are encouraged to respond and show good expression and empathy with character. Sharing "I'm Going on a Bear Hunt" brought very good responses from all children.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**

Main strengths and weaknesses

- Teaching is good and children's achievement is good because teachers make frequent reference to numbers and mathematical ideas.
- Lots of practical work helps children to practise number work in a variety of settings.

Commentary

59. Children respond well to the effective teaching and make good progress in mathematical development. This is put into context naturally. For example, each day starts with them 'helping' the teacher to count how many are present. They frequently sing counting songs, such as 'Five currant buns' to put their number work into a context. This is effective as children can describe why the number of buns reduces. Stories such as 'Goldilocks and the Three Bears' reinforce early mathematical understanding well whilst also developing other areas of the curriculum.
60. Lots of prompts around the rooms support the development of numeracy and contribute well to children's achievement. Calendars, birthday dates and number lines in words, counters and numerals are attractively displayed. Work on shape and space is supported with appropriate charts. Outside, number lines and grids reinforce mathematical ideas. Children have good opportunities to play with sand, water, construction kits, jigsaws and various shapes. Whenever possible, staff work alongside them, introducing mathematical vocabulary and assessing the extent to which they are developing their understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**

Main strengths and weaknesses

- Teachers' planning is good and ensures that the children have a wide variety of experiences.
- Resources are good and contribute to children's good achievement

Commentary

61. Teaching is good, which means that children achieve well and attain good standards. Work in this area successfully promotes their curiosity and supports their early investigative and problem-solving skills. Very good use is made of the indoor and outdoor space to provide activities that stimulate their curiosity. Construction kits enable children to manipulate objects, whilst sorting games introduce them to categorising things using specific criteria, such as colour, shape and size. Natural things such as plants, sand and water stimulate children's curiosity well. The good use made of autumn leaves collected by the children stimulates language and the creation of patterns and pictures. They develop an awareness of ICT and learn early computer skills because they have frequent opportunities to explore programs and to practise using the keyboard and mouse.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**

Main strengths and weaknesses

- Children use a good range of apparatus and make good progress
- Practical activities in the classroom support children's manipulative skills well

Commentary

62. Provision for physical development has improved since the last inspection with the changes to the outdoor provision in the nursery and the creation of a safe play area in Reception. A good range of climbing apparatus, wheeled toy vehicles and large construction equipment helps children to achieve well. Teaching is good and children reach good standards. Adults encourage co-operation and gently urge children to extend their skills. When given challenges, children are able to show very good co-ordination skills and think creatively about how they use apparatus such as balls and hoops. They are encouraged to talk about what they have done and how well they did it, which most children are able to do very well.

63. Children's fine motor skills are developed well through opportunities in art and craft. They use scissors well and their drawing, colouring and sticking show good co-ordination.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are improving and achievement is good.
- Lessons are well planned, setting clear objectives that pupils understand.
- Pupils are managed well and show high standards of behaviour.
- Teachers use methods which enable pupils to learn effectively.
- Assessment procedures are not yet impacting sufficiently on standards.
- Leadership and management are good, the curriculum managers are committed to raising standards.

Commentary

64. Standards in English are rising as a result of the school's focus on improvement in the subject. Results in the 2003 national tests show that the standards in reading and writing were in line with the national average for pupils aged eleven. When these results are compared with these pupils' performance at age seven, standards were well above average indicating the very good achievement that was made. Test results show that there is an improvement in writing and a slight dip in performance in the reading skills of high attaining pupils.
65. Inspection evidence shows that pupils, including those from minority ethnic groups, pupils with special educational needs and those with higher attainment achieve well through their time at the school. There is some evidence that girls do slightly better than boys, particularly at Key Stage 2.
66. Overall, standards in speaking and listening are above average at Key Stage 1 and well above average at the end of Key Stage 2. Most pupils speak confidently and, in the majority of lessons are encouraged well to adapt their responses in discussion in relation to comments made by others. A strong feature that supports the development of pupils' skills in speaking and listening is the clear sense of respect for their views that is held by teachers. This provides even the more diffident pupils with the confidence to articulate their views and has a very positive impact on their achievement.
67. When pupils enter the school their skills in reading are generally above the expected standards. The school is using a good range of teaching strategies to ensure that pupils learn well. Standards in reading, as a result, are likely to be above average by the end of Key Stage 1 and well above by the time that the pupils leave the school. Year 6 pupils show appropriate skills such as an ability to discuss an author's intentions whilst Year 2 pupils demonstrate the ability to read fluently and accurately. Pupils say that they enjoy reading and take books home to read. Attitudes towards reading are good. Pupils with special educational needs are well supported in reading and, as a result, make good progress in relation to their prior attainment.
68. An emphasis on writing through a range of different initiatives has resulted in a rise in the achievement of younger pupils. The pace of change is secure so that pupils entering Key Stage 1 this term have made good progress and some are now writing well constructed sentences consistently. Standards are now above average in Years 1 and 2 and in Years 3 to 6 where pupils achieve well as a result of good teaching. A good range of writing opportunities is planned. Particularly good use is made of pupils' own experiences, such as the writing that derived from Year 6 pupils' exploration of a disused mine on a recent residential visit to Wales.
69. In the lessons seen, teaching ranged from excellent to satisfactory and was good overall. From the lessons and the work seen it is evident that a good proportion of the teaching is of a high quality and this enables pupils to achieve well. The best lessons are well planned for all pupils and use a range of strategies and resources that fully engage pupils' interest in the subject. In Year 6, for example, pupils were fascinated by the presentation of Martin Luther King's speeches using the electronic whiteboard. They took part fully in discussion in a mature and sensitive way.
70. As a result of good behaviour, pupils remain attentive and are able to acquire new knowledge, skills and understanding in lessons. Pupils and teachers make worthwhile assessments about the learning that takes place in lessons during their discussions at the end. Pupils are learning strategies for assessing their own learning and each group of pupils has a writing target to achieve each half term. More formal assessment procedures are at an early stage of development and are not yet sufficiently used to track individual progress closely. The school recognises the need to ensure that all pupils and particularly high attaining pupils, are challenged at an appropriate level if standards are to rise quickly. Work has already taken place, and more is planned to improve the marking of work to indicate to pupils what they need to do to improve.

71. Pupils with special educational needs are very well supported within lessons. Teaching assistants are knowledgeable about the needs of individual pupils and are clear about the learning intentions for each lesson. Assessments made by teaching assistants are fed into the teachers' planning. Relationships between pupils and teaching assistants are good and pupils speak highly of the levels of support they are given by everyone in the school. Teaching assistants make a very valuable contribution to the good behaviour seen in English lessons.

Language and literacy across the curriculum

72. National initiatives have been implemented. The guided reading and guided writing programmes have had a positive impact on pupils' basic literacy skills and are well supported by a good range of resources. There is a good range of books in the school library, which successfully encourages an interest in a wide range of authors as well as providing support for the curriculum. Pupils are very positive about their library as they find it accessible and helpful. There are examples of good use that is being made in subjects like science, history, geography and RE to increase literacy skills. However, such opportunities are not planned consistently in all classes in lessons in other subjects, such as history and geography. This means that, although pupils have some opportunities to practise, consolidate and improve their literacy skills, the progress that they make through these other subjects is uneven across the school.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weakness

- Standards are above average,
- There is good teaching throughout the school and some excellent teaching characterised by good pace, challenge and high achievement,
- Higher attaining pupils are not challenged sufficiently in some lessons
- Pupils' use of mathematics in some other subjects is not planned systematically

Commentary

73. Standards in mathematics were slightly below average at the end of Key Stage 2 in 2003, with a low percentage of pupils achieving the higher level, as the school's targets had predicted. However, inspection shows that there were a significant number of pupils with special educational needs in the year group, and there is clear evidence that test results are likely to improve this year. The quality of teaching and learning is now good and this is raising the attainment of all pupils. As a result, standards in Year 6 are above average, reflecting the good achievement that is made.
74. Teaching is good throughout the school and one example of excellence was seen. In this lesson the work was extremely challenging and the excellent support of the learning support assistant ensured that pupils of lower abilities achieved very well. Higher attaining pupils were working at levels well above those expected nationally. Excellent use of discussion supported the pupils' learning.
75. Teachers group pupils to help ensure that work is pitched at the right level and plan work for different abilities within their classes. However, too often the work given does not challenge them all sufficiently and pupils do not achieve as well as they could. Pupils take care and pride in their work. Their confidence in early number facts helps them to tackle increasingly challenging mathematical tasks as shown in the wide range of materials and objects used to represent "one hundred" around the school. The school has begun to identify the more able

pupils and is making provision for them. They are given a real sense of challenge to achieve high standards.

76. Good teaching in the school is characterised by the good pace of teaching and learning. Lessons are brisk, but pupils are given sufficient time to think and reflect. The amount of work they cover in lessons is good and all pupils try hard. Practical approaches work well, particularly for those pupils with special educational needs or English as an additional language. The quality of teaching and learning is now good and this is raising the attainment of all pupils. This is an improvement since the last inspection when standards were judged to be sound. The subject is managed to a satisfactory level that has ensured that all teachers are familiar with the subject and confident in how to teach it.

Mathematics and numeracy across the curriculum

77. The school is beginning to look for opportunities for pupils to develop the skills they have learnt in mathematics within other subjects of the curriculum. For example, pupils in Year 6 used the skills they had learnt in mathematics within information and communication technology to make and interrogate spread sheets. Pupils apply some mathematical skills in science. However, such opportunities are not planned systematically into other lessons, such as history and geography. This means that they do not practise, consolidate and improve their mathematical skills and make as much progress in these subjects as they might.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Test results show that standards in science are well above average by the end of Year 6.
- Pupils achieve well as a result of the good teaching, particularly the older pupils.
- There is good improvement since the last inspection, especially in the investigative strand of the subject.
- Pupils are acquiring and using appropriate scientific vocabulary.
- Good use is made of ICT to support work in science, particularly in data handling.
- There are good opportunities for pupils to carry out experiments, but there are insufficient opportunities for them to plan their own investigations.

Commentary

78. From the limited amount of work since the start of the term, the standards achieved are average for pupils currently in Year 2, and above average in Year 6.
79. In the last inspection, teachers' assessment for pupils in Year 2 was said to be less secure, as there was a mismatch between the test results and the findings of the inspection. In the Key Stage 1 national tests in 2003, pupils' attainment was average at Level 2 and at the higher Level 3. Results at both key stages show an improvement from the previous inspection. The national test results over the last four years have been consistently well above average in relation to all schools and in relation to similar schools
80. Pupils currently in Year 6 are in line to achieve well above average results by the end of the year as a result of the generally very good teaching in Year 6, and the teacher's good emphasis on scientific enquiry through a systematic approach to investigations. No differences are observed between the achievement of boys and girls; they all achieve well, including pupils with special educational needs, and those from minority ethnic groups.
81. In the lessons seen during the inspection, teaching varied between satisfactory and very good. Taking all the inspection evidence into account, teaching and learning are at least good, often

better. There is good emphasis on the correct use of specific vocabulary, which ensures that pupils fully understand scientific terms. There are good examples of the use of mathematics to support work in science, for example, in the use of charts, graphs and tables, to help recording results, and in measuring, as necessary. Teachers' planning is good generally, but the written plans do not always indicate how the higher-attaining pupils will be offered more challenge. There were limited examples of teachers changing their planning in the light of what pupils had achieved or had difficulties with. The quality of differentiation varies between teachers - generally tasks are differentiated by outcomes rather than by design. This sometimes restricts opportunities for more able pupils to achieve even better results, for example, through independent enquiry.

82. There have been good improvements since the last inspection. These include:
- good improvement in pupils' achievement and progress over time;
 - improvements in the co-ordination of the subject; the analysis of statutory test results to identify strengths and weaknesses, and to take necessary action;
 - end of unit sampling of pupils' work, and the assessment of achievement;
 - more balanced curriculum in science;
83. The school recognises that there are some areas for development. Assessment procedures are not sufficiently precise for the experimenting strand of the subject, to help teachers have a clearer view of the pupils' attainment in this important element of the curriculum. The management of the subject is good, although monitoring is not sufficiently focused on the standards attained by pupils in different year groups across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good** and a strength

Main strengths and weaknesses

- There have been very good improvements in resources and staff expertise.
- Procedures for monitoring and evaluating provision and standards in ICT are good.
- The creative use of the accommodation and resources helps to strengthen the provision
- Direct teaching of ICT skills is good.
- ICT is used consistently well to support learning in other subjects.
- Extra-curricular provision is strengthened through the Puzzle Club
- The use of ongoing assessment by pupils and teachers could be strengthened to further improve individual progress

Commentary

84. By Year 6, pupils' ICT skills are above average. In the direct teaching sessions seen in Year 6, very good teaching enabled pupils to make rapid progress and achieve well in their use of a spreadsheet to explore mathematical models. Pupils are able to input data, sort it in ascending order, use the 'Count' formulae to calculate frequency and create a grouped bar chart. Examples of pupils' work show that they are confident in accessing the Internet for their research. Good teaching was seen in Year 5. Pupils worked well on their laptop as well as on the computer, with a partner, to explore the local and national weather. Pupils were able to record with ease the local weather - pollution index, sunrise, sunset, sun index and temperature - and compared it with another locality, finding similar details. They save and retrieve information they have collected. Pupils in Year 4 confidently change the size, colour and style of the fonts to suit different purposes. They learn to complete the 'Victorian timeline' in different styles, and reorder events in a chronological order. They use 'cut and paste' methods to get the desired results. No direct teaching of ICT was seen in other classes. Examples of pupils' work showed that they are learning to use ICT for word processing, graphics, the Internet and data handling as well as control, monitoring and modelling.

85. By Year 2, pupils' standards are slightly above those expected nationally. Through discussions and direct observation of a group of Year 2 pupils, it became clear that average and above average pupils are able to programme the roamer, a robotic toy, so that it can change directions, miss an obstacle and draw a square. Pupils pre-programmed the roamer to follow a path through a set of instructions; when this does not work, they make necessary changes and improve at successive attempts. Pupils are able to use a word processor to write their poems and know how to change a letter if they make a mistake.
86. Since the last inspection, increased national funding has meant that the resources for the subject have been improved, as well as staff confidence and expertise through training. The acquisition of laptops for teachers' own use at home and in school has meant an increased use of ICT in planning and teaching. The use of the nationally recommended schemes as the basis for planning ensures that all pupils experience the expected subject strands.
87. The quality of teaching is good at least, often better. In the lessons seen, the teachers' own specialist subject knowledge was generally strong and used well to give clear explanations and demonstrations, using the interactive white board. Good use of questioning maximised teacher-pupil interaction. The direct teaching sessions yield quick results and enable pupils to make rapid gains in their ICT skills. In a mathematics lesson seen, for example, pupils' ICT skills were extended and reinforced by the use of spreadsheet program to analyse and present data in tables and bar charts.
88. Pupils with special educational needs make good progress in relation to their prior learning. Special programs are devised to meet their individual needs. Support staff make significant contribution in providing targeted support for pupils who need individual attention. Progress is satisfactory in ICT for pupils with EAL. They are making steady progress and increasing in confidence. Pupils are enthusiastic about the use of ICT, clearly enjoy their lessons and work well with a partner or as a group to achieve well. Most pupils have access to a computer at home; those who do not have this facility are offered additional time on the computer to learn 'touch-typing'.
89. Monitoring of teaching and learning in the subject is developing well to ensure that best use is made of the accommodation and resources, and teachers make maximum use of ICT in teaching. Teachers who are new or have missed the initial opportunity for training are being supported well through in-house training. Some of the subject leader's time is currently taken in resolving technical problems. There is a plan to join other schools in the local cluster to share the use of a qualified technician, which is good. Assessment procedures have been revised. The new end-of-unit assessments provide a good overview of coverage and indicate how well pupils are achieving in relation to what is expected. More could be done, however, to strengthen assessment further and to make better use of assessment, in order to extend individual pupils. Although pupils' samples of work are collected and displayed on walls, a portfolio of pupils' work in different strands of the subject could be assembled to provide all teachers with clear exemplification of standards.
90. There have been very good improvements since the last inspection. These include:
- a good improvement in standards and progress over time;
 - improvements in the leadership and management of the subject - evident through the strategic action planning and evaluation;
 - staff expertise has increased significantly and there are support structures in place to help new staff who have missed the initial training
 - the quality of teaching and learning has improved significantly;
 - assessment and recording procedures have improved, to help monitor pupil progress;
 - the use of ICT has improved in data handling and for control purposes;
 - provision has improved overall and now fully meets the statutory requirements;
 - there are many examples of the use of ICT to support pupils' work in other subjects, including mathematics, science, geography, art and history.

91. The school has benefited from the high profile that is given presently to ICT, along with the core subjects of English, mathematics and science.

Information and communication technology across the curriculum

92. During the inspection many examples were seen of ICT being used in other subjects outside the direct teaching sessions. Pupils use computers well to complete programs that consolidate numeracy skills in mathematics, for writing purposes in English, to record science investigations, and to access the Internet for research. During inspection, some pupils in Year 2 were seen using the computer independently to play mathematical games, to draw and paint pictures, and to practise word-processing skills, learned earlier. There is easy access to the computers for pupils of all ages, as creative use is made of the corridor space across the school to make this possible. The use of the computer areas is timetabled and is monitored. Cross-curricular use of ICT is now a regular and consistent feature of teaching. The use of the school website by pupils, teachers and the school community is a strong feature of the provision. Extra-curricular activities include the use of games through the 'Puzzle Club', led well by the subject leader. Members of the Club are able to have a dialogue with the teacher, using the electronic mail.

HUMANITIES

93. In humanities, work was sampled in history and geography across year groups, but only two discrete lessons were seen in each subject. There is every indication from the pupils' work sampled, and lessons seen, that standards are at least average, and in some respects better. Both standards of pupils' work and the quality of teaching have improved since the last inspection.
94. An appropriate range of topics is covered within each subject and pupils have good opportunities to develop the relevant knowledge, skills and understanding. A range of visits has played an important part in making the work more interesting and relevant. In history, for example, a visit to a 'Ragged School' has left a lasting impression on pupils in Year 4 about the effect of schooling during Victorian Britain, and how schools have changed since then and compare with their own school. In geography, a visit to a field in Horton Kirby was useful in discussing how the local area had been polluted and had become dangerous for both humans and animals, enabling pupils in Year 5 to understand how and why people may improve the environment.
95. In the lessons seen, teaching is at least satisfactory, and often good in both geography and history. In a lesson seen in Year 5, very good use was made of the interactive whiteboard, the video and the computer, to discuss terms, such as what causes air pollution, what is meant by 'acid rain', 'global warming', and 'the green house effect'. Pupils explored the local and national weather on the Internet, made a 5-day forecast of weather in Deptford and compared this with Glasgow. They recorded information on a graph and interrogated the data they had collected. The use of the local area and other fieldwork continues to be one of the strengths of the subject, as in the last inspection. Pupils in Year 4 use aerial photographs to identify human and physical features, and study the land use and direction. Good use is made of the Internet to teach mapping skills. For example, pupils are taught to plan a route to a distant place using the route planner. Very good teaching was seen in a Year 6 history lesson, where the topic of study was Martin Luther King. The lesson was successful in generating a high level of interest amongst pupils and a whole class discussion on the theme of 'equal rights'. Pupils were able to express their own ideas and feelings about 'inequalities' and 'racism' suffered by black people. Pupils have developed a good understanding of the importance of the famous 'March on Washington' and the 'I Have a Dream' speech. They make good use of the Internet and other reference materials, for example, to find out about 'The Black Presence in Britain'.

96. The responsibility for co-ordinating geography and history is shared between two teachers. There are informal arrangements for managing the subjects, but these work satisfactorily. However, there are no clear plans for the future development. Schemes of work have been adapted well to suit the needs of the school and to meet the National Curriculum requirements although there is no written policy for the two subjects - as was the case in the last inspection. Planning is monitored by senior managers and has improved since the last inspection. Pupils' work is sampled using the end of unit assessments, which gives the co-ordinators some indication of standards pupils have achieved and areas that have been covered. The monitoring of teaching through direct lesson observation is not yet a standard practice, although teaching and learning are observed informally to evaluate the effectiveness of the provision.

RELIGIOUS EDUCATION

Religious education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- School incorporates aspects of citizenship into the Agreed Syllabus where appropriate.
- Pupils develop knowledge about religions but are unsure about the significance of religions to different people.

Commentary

97. Inspection evidence, based on interviews with teachers and pupils and work seen around the school, shows that standards in religious education are satisfactory. This was the case at the time of the last inspection.
98. The school uses the locally agreed syllabus to ensure that all pupils are taught all the elements within the curriculum. This includes the major world faiths, elements of which the pupils know and recall. However, whilst they have some knowledge, the level of understanding is not well developed so they are unable to identify common factors in these faiths or describe the significant differences.
99. Pupils are encouraged to think carefully about religious ideas. For example, pupils in Year 6 had thought carefully about the character of Jesus' disciples and how they could apply these features to their lives today.
100. The school uses resources, such as videos, to support the teaching and encourages pupils to use the Internet to find information. It makes use of the local parish church as a source of visits and visitors but learning about other faiths is enriched solely by using parents' expertise.
101. Some support for the development of pupils' understanding of world faiths and differing beliefs is provided during assemblies and collective worship. Through stories and the celebration of experiences and successes, pupils' understanding of different cultures is developed effectively and their moral and social development well supported but the lack of a planned sequence of themes for these times restricts the impact that they have upon pupils' religious and spiritual understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

102. No lessons were seen in art and design, design and technology or music during the inspection, and only one lesson was seen in physical education. It is not possible therefore to make a firm judgement about provision, although the limited evidence available indicates that it is at least satisfactory in all four subjects. Inspectors reviewed teachers' planning and looked at pupils' work on display and in pupils' books and spoke with pupils about their work in art and in design and technology.
103. Planning indicates that pupils cover the necessary curriculum in these subjects. Evidence from pupils' recent work in art and design shows that they use a range of media appropriately in producing paintings of natural objects and more abstract designs. Their observational skills, demonstrated in sketches, show an appropriately developed use of pencils and crayons.
104. In design and technology, discussion with pupils showed that they are gaining experience of a range of materials and techniques and developing the expected skills through designing and making a range of products. Pupils in Year 3 were enthusiastic about their sandwich creations using a range of fillings. It is clear from discussion that pupils have some opportunities to evaluate their work although evidence of careful design was limited.
105. Planning for physical education ensures that pupils experience a broad range of activities including dance. Swimming is taught in Year 4, so most pupils can swim by the time they leave the school. All pupils take part in a variety of games activities and a range of sports clubs enriches the subject after school. The school makes good use of its limited facilities. Pupils say that they learn a good range of sports and enjoy the activities that are planned.
106. The school provides a good range of experiences to support its pupils' musical development. During the inspection, members of the Royal Philharmonic Orchestra worked with pupils in Key Stage 2 in exploring different rhythms linked with movement. Pupils enjoyed these sessions and were seen to be responding well to the lead given by the musicians. Instrumental tuition is provided and a positive impact on the standards achieved by pupils taking part.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this area of the school's work so it is not possible to make a secure judgement about provision.

Commentary

107. The school sees pupils' personal development as very important in its work. There is a good programme of activities including work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy life style, gain confidence and interact with others. It is well supported by visits, including one at the end of the inspection to take part in a safety awareness event organised by local services. There is no school council at present, although plans are being drawn up, led by the deputy headteacher, to provide pupils with opportunities to take an active part in the organisation of the school and to feel that they can "make a difference". Pupils appreciate that their views are taken into account on an informal level.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).