

# INSPECTION REPORT

## **BROCKLEY PRIMARY SCHOOL**

Brockley, London SE4

LEA area: Lewisham

URN: 100674

Headteacher: Shirley Patterson

Lead inspector: Juliet Winstanley

Dates of inspection: 26 – 28 April 2004

Inspection number: 255626

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 years  
Gender of pupils: Mixed  
Number on roll: 274

School address: Brockley Road  
Brockley  
Postcode: SE4 2BT

Telephone number: 020 8692 2762  
Fax number: 020 8694 9976

Appropriate authority: Governing Body  
Name of chair of governors: Marion Levine

Date of previous inspection: 17 – 20 June 2002

## CHARACTERISTICS OF THE SCHOOL

Brockley is a large primary school with 258 pupils on roll. They are organised mainly in single age classes from Reception up to Year 6 with one mixed-age class of Year 1 and Year 2 pupils. In addition 32 children attend the Nursery class on a part-time basis. There are slightly more boys than girls on roll. Most pupils are drawn from the immediate locality in Brockley. The proportion of pupils known to be eligible for free school meals is above the national average. Pupils come from a range of cultural backgrounds with the largest groups being White British, Black African and Caribbean. Other pupils come from as far afield as the Indian sub-continent and China. Over one third of pupils come from homes where the mother tongue is not English and 103 are in the early stages of learning English. Eight pupils are from refugee or asylum seeking families. The proportion of pupils with special educational needs is very high. These include specific learning needs and those arising from social, emotional and behavioural or speech and communication difficulties. There is a wide range of attainment when children enter the Nursery, but it is generally well below average. The movement of pupils joining or leaving the school, other than at the normal times, is very high. The school has received two achievement awards and is involved in a number of initiatives including one focused on creative arts and a Behaviour Improvement Programme that entitles the school to receive additional funding to implement projects to improve pupils' behaviour. The school is under-subscribed and governors, having considered the school's context very carefully, have requested that the school size be reduced to one form of entry from September 2005.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19006	Juliet Winstanley	Lead inspector	Mathematics
9977	Fran Luke	Lay inspector	
2705	Pat Holwill	Team inspector	English, History, Geography
32357	Kath Keeper	Team inspector	The Foundation Stage, Science, Art and design, Physical education
18116	Chris Taylor	Team inspector	Information and communication technology, Design and technology, Music, Special educational needs
1395	Pauline Hoey	Team inspector	English as an additional language

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>32</b>

## PART A: SUMMARY OF THE REPORT

### Overall evaluation

Brockley Primary is a **satisfactory** school. Given the challenges it faces, it is now providing a satisfactory standard of education for all pupils. The school's results in national tests for pupils in Year 6 have improved and are in line with those in schools with children from similar backgrounds but well below when compared to those in all schools nationally. The very good leadership of the headteacher has created a satisfactory learning environment in which there is a strong commitment to raising standards and decisive action to bring about the required changes. The quality of teaching and learning are improving. The school now provides satisfactory value for money.

The school's main strengths and weaknesses are:

- the headteacher has a clear vision for the future development of the school and is well supported by the deputy headteacher and governing body;
- provision for children in the Nursery and the Reception class is good;
- standards are well below average in Year 2 and Year 6 but achievement is satisfactory. This is as a result of the improved quality of teaching and learning, which is satisfactory overall;
- pupils with English as an additional language generally achieve appropriately. However, the progress made by pupils who have acquired some fluency is limited due to insufficient support;
- assessment procedures are not used effectively to check how well pupils are doing;
- the school provides a caring, safe environment and a good range of after-school activities;
- pupils' behaviour is good;
- poor attendance and lateness for school in the morning has an adverse effect on learning.

The school's improvement since the last inspection in June 2002 is satisfactory. It no longer has serious weaknesses. Standards in English, mathematics and science observed during the inspection, although still below average, are showing improvement. The quality of teaching and learning is satisfactory in Years 1 and 2. Pupils with special educational needs now make sound progress due to the better provision provided by the school. Provision for infant and junior pupils in all curriculum subjects is satisfactory.

### Standards achieved

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievement is **satisfactory** overall, despite the considerable barriers that pupils face in their learning. Some have special educational needs or do not attend school regularly. Others are learning English as an additional language and many pupils leave or join the school throughout the year. These factors impact on standards adversely overall. When children start in the Nursery their attainment is generally well below average. Although they achieve well in the Foundation Stage, very few reach the goals they are expected to reach at the end of the Reception year. Inspection findings confirm that standards in reading, writing, mathematics and science remain below those expected for pupils in Year 2. Standards reached in Year 6 are improving but still below those expected in science, English and mathematics. However, they show an improving trend over the past two years. Pupils with special educational needs are achieving satisfactorily for their capabilities. The achievement of pupils with English as an additional language is generally satisfactory, although their

learning needs are not always thoroughly identified or supported. Pupils' competence in information and communication technology is below average. However, standards are rising due to improved provision.

Pupils' personal development is **satisfactory**. Most pupils like school. Relationships and behaviour are good in lessons and around the school. Pupils' spiritual, moral and social development is satisfactory overall; their cultural development is good. In spite of the school's best efforts, pupils' attendance, although improving, is still poor because some parents do not make enough effort to ensure their children attend regularly or arrive at school on time.

### **Quality of education**

The quality of education is **satisfactory**. Teaching and learning are **satisfactory**. They are good in the Nursery and the Reception classes where teachers plan activities well to provide good learning opportunities for all pupils. Pupils with special educational needs receive appropriate support. However, pupils with English as an additional language, particularly those who have learned some English, receive insufficient support to enable them to access the more complex aspects of the curriculum. More able pupils do not always receive work that is sufficiently challenging. Pupils' achievement is monitored in English and mathematics but this information is not used fully to identify what pupils need to learn next. Teachers' marking is inconsistent and does not indicate to pupils what they need to do to improve their work.

The curriculum is satisfactory overall and meets statutory requirements. A good range of extra-curricular activities and visits and visitors enrich the curriculum. The school looks after its pupils well. Relationships with parents and the local community are sound.

### **Leadership and management**

The leadership and management of the school are **good** overall. The headteacher leads the school very well with effective support from the deputy headteacher. She has high expectations of what the pupils can achieve and a good understanding of where further improvement is necessary. There is a sense of optimism about the school's future development. Action taken now to bring about positive improvements is having a beneficial impact on the school's effectiveness. The governance of the school is good. Governors fulfil their statutory duties well.

### **Parents' and pupils' views of the school**

Parents and carers have positive views of the school. They feel that the school is well run and that they receive sufficient information about what is happening in the school. Pupils like school and feel that teachers value their opinions and listen to them.

### **Improvements needed**

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

- raise standards in all subjects throughout the school;
- improve the quality of teaching to a consistently good level so that all pupils learn well;
- strengthen the co-ordination of, and provide more support for, pupils learning English as an additional language; especially those who are becoming more fluent English speakers;
- use assessment procedures more effectively to check pupils' progress and plan work to meet their needs, especially those of the more able;
- work with parents to make them more aware of the importance of their children attending school regularly.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Inspection findings show that overall standards are below average. However, pupils work hard and from their low starting points are achieving satisfactorily. The trend in improvement in national test results over time is broadly in line with that found in other school in the junior stage. A significant number of pupils leave or join classes across the year groups during each school year and this impacts adversely on standards overall.

#### Main strengths and weaknesses

- The school faces many challenges in overcoming the barriers to pupils' learning. It is successful in helping them to achieve satisfactorily when their low starting points are taken into account.
- Standards reached by pupils in Year 6 in English, mathematics and science are rising although more able pupils are not achieving as well as they should.
- Most pupils who attend the school from the Nursery and Reception through to Year 6 reach the levels expected for their age.
- Children in the Nursery and the Reception class do well in aspects of their personal, social, emotional, creative and physical development.
- Standards in Year 1 and Year 2 are rising and pupils' achievement is better because the quality of teaching has improved.
- Pupils with English as an additional language generally achieve appropriately. However, the progress made by pupils who have acquired some fluency in English is limited due to insufficient support in some classes.

#### Commentary

1. Provision is good in the Nursery and the Reception class. As a result, most children do well relative to their starting point although a limited vocabulary hampers progress for some children in communication, language and literacy, knowledge and understanding of the world and in their mathematical development. Attainment upon entry to the Nursery is variable but overall it is below that usually expected for their age. When they reach the end of Reception their overall attainment has risen but is still below the goals that children are normally expected to reach in these areas. Personal, social and emotional development is a key focus when children start school and, as a result, children do well so that most are on course to meet the early learning goals in this aspect by the time they get to the end of their Reception year. Children experience a good range of opportunities to develop their physical and creative skills and many are also set to reach the expected goals in these two areas.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Results in National Curriculum tests at the end of Year 2, compared with:	School results	National results
reading	11.4 (11.1)	15.7 (15.8)
writing	9.6 (10.2)	14.6 (14.4)
mathematics	10.9 (13.2)	16.3 (16.5)

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

2. In Year 1 and Year 2, pupils' knowledge and skills are developing satisfactorily due to the improved quality of teaching over the last year. The general standard of work seen in lessons in English, mathematics and science is below that typical for pupils in Year 2. However, it represents



an improvement on the very low National Curriculum results in 2002 and 2003. The school has identified the need to improve standards in literacy and numeracy as a key priority. Every effort is now being made to help pupils reduce the gaps in their learning.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	25.1 (23.1)	26.8 (27)
mathematics	25 (23)	26.8 (26.7)
science	26.1 (25.6)	28.6 (28.3)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

3. Since the last inspection, standards at the end of Year 6, although still well below the national average, have continued to rise. This improvement is due to the better quality of teaching in junior classes, which has enabled pupils to learn more effectively and catch up on what they have failed to learn in previous years. However, more able pupils are not always challenged as well as they should be. In addition, high numbers of pupils leave and join the school other than at normal entry and transfer times and this slows their progress. The school’s results show that achievement is satisfactory for most pupils who remain at the school for a substantial period of time and the number of pupils in Year 6 who achieve Level 4 in the national test results is increasing each year. Targets set for 2003 in English and mathematics were not achieved mainly because of the very high number of pupil starting and leaving the school. Inspection evidence indicates that, given the context of the school, it is unlikely that the targets for 2004 will be met as they are much higher and very challenging.

4. In information and communication technology and physical education, standards are below those expected for pupils in Year 2 and Year 6. However, provision in both subjects has improved over the past two years and inspection evidence indicates that standards in these two subjects are rising. In religious education, pupils’ standards broadly meet the requirements of the locally agreed syllabus.

5. Pupils with special educational needs achieve satisfactorily. This is because their needs are assessed promptly so that they receive sound support from teaching assistants and class teachers who plan work at an appropriate level. Pupils with English as an additional language generally achieve appropriately, particularly those at the early stages of learning English as a result of sound support given to newly arrived families. However, the progress made by pupils who have acquired some fluency is less marked because the support given is less intensive. That said pupils develop sufficient basic language to communicate effectively in class and to access the curriculum. They do not have sufficient language skills to bring about a deeper understanding in their writing and other subjects.

**Pupils’ attitudes, values and other personal qualities**

Pupils’ attitudes to school and their learning are satisfactory. Behaviour is good in and around school. Pupils’ attendance is poor and their punctuality is unsatisfactory.

**Main strengths and weaknesses**

- Pupils’ attendance is poor and a significant minority are late for school which impacts adversely on their learning.
- The school has good procedures in place to promote and to monitor attendance.
- Pupils’ enjoy good relationships with each other and staff leading to a harmonious community where pupils of different cultures and beliefs relate well to each other.
- The school council has a positive effect on the running of the school.

- The school ensures that pupils are free from bullying and harassment.

6. Pupils' attitudes to work are satisfactory. In lessons, they are generally engaged in activities and willing to take turns and share with each other. They concentrate well and listen to their teachers. Many pupils attend the good range of after-school clubs available to them.

7. Behaviour is good. In lessons, and when they are together for assemblies, pupils behave well. On the playground they play together sensibly. Incidents of bullying are rare and both pupils and parents are confident that the school deals with any incidents quickly and effectively. Pupils know and understand the school rules and respond to them. Good behaviour is encouraged effectively by staff and rewarded in achievement assemblies each week. There were two fixed period exclusions in the school year prior to the inspection.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year 2002/2003*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	48	1	0
White – Irish	1	0	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	18	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	69	1	0
Black or Black British – African	40	0	0
Black or Black British – any other Black background	16	0	0
Chinese	3	0	0
Any other ethnic group	11	0	0
No ethnic group recorded	1	0	0

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

8. The school promotes good relationships. As a result, there is racial harmony. Pupils show respect for each other including their beliefs and values. Expectations of staff ensure that there is a feeling of harmony and a sense of community throughout the school. The school council has a good level of impact on the life of the school. For example, extra equipment for pupils to use at playtime was provided as a result of discussions with the school council. They are consulted and express their views on a range of issues; they feel valued and listened to. There are some opportunities for pupils to take on additional responsibility, such as "buddying" new children to the school, looking after the friendship stop on the playground and looking after the playground equipment. Pupils in Year 5

act as mentors to the younger pupils through the “helicopter” project run by the Education Action Zone coordinator to help younger pupils build up their confidence in speaking and listening.

9. Provision for children’s personal, social and emotional development in the Nursery and the Reception class is good. Regular routines and good classroom management ensure that children have plenty of opportunities to develop their social skills by playing and working together.

10. Pupils’ spiritual, moral, social and cultural developments are satisfactory overall and their cultural development is good. Assemblies, religious education and personal, health and social education all contribute to pupils’ sound spiritual development. In addition, some examples of spiritual development were seen in an English lesson when pupils listened, enraptured, by a poem about a magic box. In assemblies, they show a high level of respect when asked to reflect and be silent for one minute. However, opportunities for pupils to develop spirituality in other subjects are sometimes missed. Pupils are developing sound moral attitudes and social skills. They have an understanding about what is right and wrong and learn to consider the feelings of others and to respect individual and cultural differences. There is a growing awareness of what it means to live in a community and teachers’ good behaviour management in lessons encourages pupils to work together collaboratively. Pupils play well together at play and lunch times. They also raise money for a number of charities each year.

11. Pupils’ cultural development is good. They are aware of what it means to live in a diverse community. For example, Year 6 pupils are working with a local organisation on a living history project that involves pupils recording their family history on a website using different information and communication technology programmes. One girl has recorded her mother’s experience of being a child in Saigon at the beginning of the Vietnam war, whilst another pupil has recorded his journey with his family from Somali to Norway and then to England.

**Attendance**

12. Attendance is very low compared with other schools. However, there are good procedures to promote better rates of attendance which are beginning to have a positive impact. Good attendance is rewarded with individual and class certificates which are given a high profile in assembly and displayed prominently in classrooms. Information for parents about the importance of getting children to school on time is sent out in the weekly school newsletter. However, each week too many pupils are absent, sometimes for inappropriate reasons. In addition, a significant number of pupils arrive late causing a disrupted start to the school day. Procedures to monitor attendance are thorough and rigorous. Any pupil whose attendance gives cause for concern is quickly identified and monitored closely.

**Attendance in the latest complete reporting year 2002/03 (89%)**

Authorised absence	
School data	6.7
National data	5.4

Unauthorised absence	
School data	4.3
National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory. Teaching and learning are satisfactory overall but good in the Nursery and the Reception class. Pupils with English as an additional language who are becoming more proficient in speaking English are not always supported appropriately to enable them to learn effectively. Teaching for pupils with special educational needs is satisfactory leading to sound achievement. Systems to check how well pupils are achieving are not used sufficiently well to identify what they need to learn next. The school offers a satisfactory curriculum supported by a good range of visits and extra-curricular activities. The school looks after its pupils well and takes

account of their views. There is an improving ethos and climate for learning which accounts for the good levels of behaviour, good relationships between adults and children and harmony throughout the school. The school has satisfactory links with parents.

## Teaching and learning

The quality of teaching and learning is satisfactory. Assessment systems to check how well pupils are doing are unsatisfactory.

### Main strengths and weaknesses

- Teaching and learning in Years 1 and 2 have improved and are now satisfactory.
- Teachers manage pupils' behaviour effectively so that teaching time is not lost dealing with misbehaviour.
- Relationships between pupils and teachers are good.
- Teaching and learning in the Nursery and the Reception class are good.
- Teachers provide good opportunities for pupils to work together co-operatively.
- Teachers do not use the information they have gathered about pupils' achievements well enough to show them how to improve.
- Pupils with English as an additional language who are becoming more fluent are not always supported effectively to enable them to achieve appropriately.
- Teachers' expectations of the quality and amount of work that pupils should complete are inconsistent.

## Commentary

### Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	1 (2%)	22 (50%)	21 (48%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

13. Teaching is satisfactory overall. A significant proportion of good teaching was observed, particularly in the junior classes. This means that pupils' learning and achievement is increasing at a faster rate in these classes because they are more challenged by what they are doing. In the Nursery and the Reception class, teaching has remained as good as it was in the last inspection. It is underpinned by the good use of resources and interesting activities that build well on children's everyday experiences. This is an improvement since the last inspection when, although teaching was satisfactory overall, considerable weaknesses were identified in teaching for pupils in Years 1 and 2. This is no longer the case.

14. Overall, pupils benefit from the teachers' effective use of different teaching methods. In many of the lessons seen, teachers gave pupils opportunities to discuss their work with a partner or to work on particular aspects of lessons in twos or threes. For example, in a Year 5 mathematics lesson, pupils worked together to solve mathematical problems, and in a Year 6 science lesson pupils worked in groups of four to test the density of different objects in water. As a result, pupils are helping each other and developing their social skills. Planning for most lessons is clear and pupils are told the focus for learning at the start of each lesson. Many teachers manage their lessons at a good pace that maintains pupils' interests so that they learn effectively. This was seen in a Year 4 mathematics lesson and a Year 1 physical education lesson where pupils were fully engaged in the lesson and made good progress. However, in a few lessons time is wasted because teachers do not make it clear what pupils are expected to have completed by the end of the lesson. Consequently, some do not concentrate on the task in hand and are easily distracted. Relationships

between pupils and staff are good, which helps pupils to feel safe and cared for, enabling them to relax and become more focused on their learning. Most teachers manage pupils' behaviour very well in all lessons and use resources effectively to make lessons interesting and help pupils learn.

15. The quality of teaching for pupils with English as an additional language is satisfactory. In some lessons, the needs of these pupils are clearly targeted through the use of a range of practical and interesting activities with good visual resources. Teachers respond well when pupils need help and raise questions to clarify meaning or give examples as additional support. However, this does not happen consistently in all lessons where the demands of the activities are sometimes too difficult for pupils who have little understanding of English or have not achieved sufficient fluency in English. This is because planning does not always take account of their learning needs and they do not always receive appropriate support from teachers and teaching assistants to help them understand the lesson. For example in a minority of lessons, pupils are offered whole-class activities followed by worksheets setting the same task for all pupils irrespective of their ability or understanding of English.

16. At the last inspection, the provision for pupils with special educational needs was unsatisfactory. The school has taken effective steps to address this problem. Pupils with special educational needs receive appropriate support from well trained teaching assistants and teachers who plan work at an appropriate level based on clear and attainable targets in the pupils' individual education plans. Provision for these pupils is satisfactory.

17. The quality of systems to check how well pupils are learning varies from class to class but is unsatisfactory overall because insufficient use is made of the information to plan what pupils need to learn next. Teachers' marking of pupils' work is inconsistent. In some books work is left unchecked or marked in a way which does little to help pupils understand how to improve.

## **The curriculum**

The curriculum offered by the school is satisfactory and meets statutory requirements. A good range of out-of-school activities, visits and visitors enrich the curriculum. The accommodation and resources for learning are satisfactory and are used appropriately to help pupils learn.

## **Main strengths and weaknesses**

- The curriculum for children in the Nursery and the Reception class is good, with very good provision for outdoor play.
- Provision for pupils' personal, social and health education is good.
- The National Literacy and Numeracy Strategies have been implemented effectively.
- A good range of extra-curricular clubs, visits and sporting activities help to enrich the curriculum.

## **Commentary**

18. The school is providing a satisfactory curriculum, which has some good features and complies with statutory requirements for all National Curriculum subjects and the locally agreed syllabus for religious education. Schemes of work for each subject based on national guidelines are in place. Senior staff monitor teachers' planning effectively and a sound framework exists for curriculum development within the school. Curriculum provision in the Nursery and the Reception class is good overall with very good provision made for outdoor play. The limited space available outside the Nursery and the Reception class has been developed imaginatively to provide a very good range of climbing, building and bike riding areas and activities that are used effectively to support children's physical development. Children are provided with a wide range of well-planned activities across all areas of learning. There is also good provision for out-of-school activities and a planned programme of visits and visitors to enhance the curriculum. A particular strength of the curriculum is the way history and geography are used to reinforce pupils' pride in their cultural identity. Pupils are encouraged to learn more about their 'home' countries and share this with others.

19. All pupils have equal access to all aspects of learning and curriculum provision. Planned work for pupils with special educational needs, particularly in English and mathematics, is appropriately linked to the targets in their individual education plans and is designed to help them make sound progress. These pupils sometimes work outside the classroom with teaching assistants so, where possible, the work they are given is similar to that taking place in class. Teachers ensure that they do not miss any important learning opportunities, by recapping what the class had been learning during their absence. Boys and girls have the same opportunities. Pupils with English as an additional language are provided with opportunities to enable them to participate fully, although those who speak English more fluently do not always receive sufficient support to help them understand the more difficult aspects of the curriculum. More able pupils are not always sufficiently challenged because work is not always planned to extend their knowledge and skills. This is also reflected in too few pupils gaining higher levels in the National Curriculum tests.

20. The National Literacy and Numeracy Strategies have been introduced satisfactorily across the school and contribute significantly to improving standards, particularly in Years 3 to 6. A great deal of emphasis has been directed at improving the curriculum in English, mathematics, science and information and communication technology. However, the use of information and communication technology in different subjects remains a weakness. The school is aware that concentration on literacy and numeracy has meant that other subjects have been neglected. The work in pupils' books and discussions with key staff indicate that curriculum planning in some of the foundation subjects needs to be reviewed to ensure that all aspects of the curriculum are covered in sufficient depth.

21. The school makes good provision for pupils' personal, social and health education. Assemblies are used to raise pupils' self-esteem and celebrate their successes in all aspects of their lives. For example, pupils who had attended a holiday music course played the tunes they had learned for the whole school. Pupils are awarded certificates for improvements in their learning, their behaviour and for helping others. Their personal development is also addressed through timetabled 'circle time' sessions in every class which gives pupils time to reflect on their actions and how they affect others. The curriculum reflects the many cultures and faiths represented in the school.

22. The school makes good provision for activities outside lessons. Pupils in Year 6 experience a residential trip every year and learn much about living in a community away from home. All classes make visits to places of interest each term. These are planned carefully to support their studies in curriculum areas such as history and geography. For example, recent visits include the British Museum, the National Maritime Museum and the Globe Theatre. A good range of activities organised before and after school, such as the breakfast, football, drama, samba, art, spelling and homework clubs add much to pupils' education. The school has good links with the local football club, which provides coaching for older pupils and some Year 6 pupils attend courses on literacy, numeracy and information and communication technology in the study support centre. There are good links with the local church.

23. There are sufficient teachers and support staff to teach the curriculum. The school's accommodation is satisfactory and used appropriately to teach the curriculum. It includes two halls which are used well for assemblies and indoor physical education. The school's buildings are clean and well maintained. Displays in the main areas and classrooms reflect the children's learning and create a colourful learning environment. Although there is limited space outside the Nursery and the Reception class, it has been used well to provide an imaginative range of exciting and interesting features and activities to enrich the quality of learning for the youngest pupils. There is an adequate range of learning resources to support teaching in all subject areas. Resources for pupils with special educational needs or with English as an additional language are used appropriately to support pupils' learning.

## Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The monitoring of pupils' personal development is good. The involvement of pupils through seeking and acting on their views is also good.

### Main strengths and weaknesses

- There are good procedures for health and safety, child protection and first aid.
- Adults know pupils well and provide good levels of care for all their needs.
- Pupils feel well supported by all staff in the school.
- The involvement of pupils in the school's work and development is good.
- The induction arrangements for pupils when they enter the school are good.

### Commentary

24. The school has good health and safety procedures. The site is checked daily to ensure the buildings and grounds are safe. The headteacher carries out regular health and safety checks along with risk assessments that are reported regularly to governors. The headteacher is the nominated officer for child protection and all staff have been trained in the procedures. Arrangements for the administration of first aid and for the care of children who are unwell, or who have specific medical needs, are effective and help them to feel safe and secure at school.

25. Staff have good relationships with pupils and are good role models which has a positive impact on pupils' behaviour. The procedures for monitoring pupils' personal development are good. Pupils say they are confident that staff are always available for them to turn to for support and advice. Parents also confirmed that they are confident that pupils are well cared for. There are good opportunities for pupils to offer their views which they feel are taken into account through the school council. During the inspection, members of the school council met with the chair of governors who reported back to the council on an issue they identified: the improvements needed to the pupils' toilets.

26. There are good induction arrangements for pupils, both when they enter the school in the Nursery as well as later on in the school. Procedures are well set out. Pupils are paired with new entrants and asked to 'buddy' them until they have settled in. This helps pupils to feel welcome in school, settle well and have a good start to their school life. In their responses to the pre-inspection questionnaire, parents overwhelmingly said that they felt these arrangements were good.

## Partnership with parents, other schools and the community

Partnerships with parents are satisfactory. Links with the community and other schools are also satisfactory.

### Main strengths and weaknesses

- Regular weekly newsletters provide parents with a range of information about what is happening in school.
- There is a small, active group of parents who support the school to raise funds through the Friends Association.
- The school works hard to respond to any parental concerns.

### Commentary

27. Parents and carers have positive views of the school. They are encouraged to help their children with homework and many support the school through the Friends of Brockley Association

which has raised additional funds for learning resources. To offer further support, the school runs a well-attended homework club for older pupils.

28. Regular newsletters are welcomed by parents who state that they keep them informed fully about events and initiatives. Information about the topics planned for each class is sent out at the end of each term. These letters are not translated into community languages, but the school makes appropriate arrangements for interpreters to be present during meetings or discussions when possible. The school has consulted parents on a range of issues, such as homework, and works hard to address all issues raised by parents.

29. There are appropriate opportunities for parents to meet staff formally and informally to discuss how well their children are doing. Written annual reports for parents about their children's progress are satisfactory. They inform parents of what their children have covered in the curriculum and some identify areas for development. However, this is not consistent across all classes as some describe learning activities rather than report on how well pupils are doing in each subject.

30. There are appropriate links with other schools to assist with the transfer of pupils at age eleven. The school receives good support, particularly for art projects, through a local Education Action Zone when co-ordinators meet regularly to develop joint initiatives and training. There are effective links with two local Beacon Schools to support improvements in the curriculum.

31. There are satisfactory links with the community. The local police come and talk to the children about 'stranger danger' and pupils in the school visit a local care home for the elderly regularly. The school supports a number of charities each year and arrangements are made for representatives of these organisations to come and talk to the children about their work. Appropriate use is made of local facilities for football and tennis which enriches the physical education curriculum taught to pupils.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are good. The headteacher provides very strong, decisive leadership with committed and effective support from the deputy headteacher. Subject co-ordinators carry out their roles appropriately. The school is under-subscribed and governors, having considered the school's context very carefully, have requested that the school size be reduced to one form of entry from September 2005.

### **Main strengths and weaknesses**

- The headteacher is a very good leader who has a clear vision for the school's continuing development.
- The headteacher is developing good systems to show how the school is improving and identify areas that are in need of development to which all staff, governors and pupils are encouraged to contribute.
- Governors work closely with the school and are now fully involved in its development.
- Some subject co-ordinators are new in post and in these cases direct monitoring of teaching is not in place.

### **Commentary**

32. The headteacher provides very good leadership. Since her appointment less than three years ago, the headteacher has been successful in leading the school through a turbulent period of time and in taking very effective action to address considerable problems with pupils' behaviour, staff morale and the quality of teaching and learning. She has achieved much with the support of governors and key staff despite a high turnover of pupils and teachers. She has a clear vision for improvement which is reflected in the comprehensive school improvement plan where priorities are clearly focused on improving the quality of education, teaching and learning in order to raise



standards of achievement. The deputy headteacher has equally high expectations and works in partnership with the headteacher giving her strong and much-valued advice and support. The school has a very calm, caring ethos. Pupils co-operate with each other in lessons and in the playground where there is racial tolerance and harmony. There is a sense of optimism in the air with the school now well poised to build upon the improvements it has achieved since the last inspection.

33. A very experienced chair of governors leads the governing body effectively. She knows the school well and is committed to supporting the drive to raise standards and improving the quality of education for all pupils. Over the past two years, governors have become better organised. Through their sub-committees they take a keen interest in the school's activities and standards. They use training sessions well to improve their knowledge and understanding of the school's strengths and weaknesses and take into careful consideration the consequences of any decision they make on the quality of teaching and learning in the school. In order to gain a greater awareness of standards and achievement, some governors visit the school to monitor and contribute to aspects of its development. For example, during the inspection, the chair of governors met with the school council to discuss the refurbishment of the toilets and another governor, the local vicar, led an assembly for junior pupils. Governors are beginning to play a more proactive role in the strategic planning of the school and they are confident enough to challenge the school in order to secure an improved quality of education. They have a good understanding of their monitoring role and carefully review progress made towards achieving the priorities in the school improvement plan. All statutory requirements are met.

34. Management is good overall. Performance management systems are fully established and there is a good programme of training and support for all teaching and support staff. Procedures for inducting new staff are sound. The headteacher and members of the senior management team carry out classroom observations and offer feedback to teachers on a regular basis. Some teachers are now sufficiently confident to engage in classroom observation and this is having a positive impact on improving the quality of teaching.

35. The Foundation Stage is well led and managed with all adults working well as a team to develop a good curriculum and maintain standards of teaching and learning that are consistently good. The special needs coordinator provides appropriate advice and support to teachers maintaining an overview of the quality of provision and pupils' achievement through regular reviews of individual education plans. All other subjects are led and managed appropriately. The co-ordinators for science, art and design, information and communication technology, physical education and geography are new to their role and are well supported.

36. The co-ordination of provision for pupils with English as an additional language is unsatisfactory and requires further attention to meet the school's aims. Considering the number of pupils who join the school other than in the Nursery or the Reception class, there is not enough emphasis on tracking and analysing their achievement at classroom level. The administrative staff are very efficient. They ensure that parents and visitors are made very welcome and help with the smooth running of the school.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	1,081,634
Total expenditure	1,157,982
Expenditure per pupil	3,585

Balances (£)	
Balance from previous year	48,917
Balance carried forward to the next	-27,431

37. The school's administration of finance is satisfactory with good procedures in place for long term strategic planning. The budget is carefully linked to the priorities in the school improvement

plan. The finance committee ensures that good financial procedures are in place and that there is careful monitoring of the financial position across the year. The school's administrator, together with the headteacher keeps good control of finances. The school has requested, and been granted, a licensed deficit of £30,000 to be paid back over three years to enable them to fund additional resources for learning. However, as a result of prudent spending they are confident that this will be paid back sooner.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

38. At the time of the last inspection, there were two Reception classes. Since then, the number of children starting at the school has fallen and there is now a Nursery and one Reception class. All nursery children attend part-time for either morning or afternoon sessions. Standards of teaching and learning in the Foundation Stage have been maintained since the last inspection ensuring that children receive a good start to their education. Not all children in the Nursery attend the Reception class. The number of children entering and leaving the school during the Foundation Stage is having a growing impact on standards at the end of the Reception year. When they start in the Nursery, children's attainment is variable but well below average overall. By the end of Reception year, although some children have made good progress, not all are on course to reach the expected goals. This is especially so in the areas of communication, language, and literacy, mathematical development and knowledge and understanding of the world. However, they are achieving well in relation to their starting points. In the areas of creative, physical and personal development, progress is good with children on course to reach the expected goals in these areas. Children with special educational needs and those with English as an additional language are supported well.

39. Teachers visit the homes of families before children start school, which ensures learning needs are identified early. As a result, teachers plan activities to address the children's needs as soon as they enter the Nursery. Effective planning is in place for each area of learning in both the Reception class and the Nursery. Teachers and Nursery nurses use the observations of children engaged in activities appropriately to check on what they are learning. Teaching is good as staff have a clear understanding of the curriculum for young children and planning provides a similar programme in both the Reception classes and the Nursery. The management of the Foundation Stage is good. Staff work together well to ensure that children achieve well in their learning. Links with parents are positively encouraged, which is a strong feature of the provision. They are invited to share books and read stories with their children on a regular basis. Simple targets are set and agreed with parents so that learning is supported effectively at home.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Teaching is good.
- Adults provide good role models and promote good relationships.

#### **Commentary**

40. Teachers in both the Nursery and the Reception classes establish a warm and secure environment in which children become confident. Those who have particular special educational needs or speak English as an additional language are supported well. Good routines provide children with opportunities for cooperative play and working together. Children know how to sit quietly when the register is taken and respond sensibly when their names are called. Good classroom management ensures that children have a mixture of adult-led and child-initiated activities and play. In the outdoor area, children from the Nursery and the Reception class play together pleasantly and share resources well. For example, when two children were washing the furniture from the house they took turns to wash with soapy water and rinse with clean water. Boys and girls play together happily. They engage their imagination confidently in their play, although sometimes this is limited by their speaking skills. Staff encourage children to clear materials away tidily and to treat equipment with care. Teaching and learning are good overall and children achieve well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children have well planned opportunities to develop their communication skills.
- Children learn to listen well.

### **Commentary**

41. Many of the children have poor speaking and listening skills when they start in the Nursery. A good range of activities promote speaking and listening skills so they gain confidence. However, not all the children take turns when speaking and often speak over each other. Adults provide good role models using a good range of vocabulary and they encourage politeness. Adults plan activities that extend the children's speaking skills well. Children enjoy listening to stories and become engrossed, showing enthusiasm for books. Many speak about some of the events and characters they have heard about in stories. However, some cannot express their views clearly. In Reception, children enjoy sharing books with other children and adults, and persevere with their reading. They are encouraged to write and make marks to represent writing and enjoy using the 'message board' in the imaginative play 'office' to display words they have copied and written. Children are learning and achieving well as a result of good teaching.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers insist on the correct use of mathematical language.
- Children are actively engaged in their learning.

### **Commentary**

42. Mathematical development is well below that usually found when the children enter the Nursery. Teachers work hard to reinforce early number and counting skills and children become engrossed in the activities provided. Teaching is good. It supports children's mathematical development effectively. Teachers check how well the children are learning regularly and plan work accordingly. Many children use mathematical vocabulary such as big and small, long and short correctly, and children in Reception measure by comparing strings of beads of different lengths for bracelets and necklaces. Some children recognise simple shapes and speak about their properties. Opportunities for simple counting and calculations are incorporated into the everyday routines of both the Nursery and Reception classes. Displays of numbers and number work around the classrooms promote children's interest in this area. Children have experience of using coins and in the Nursery the 'restaurant' provides them with opportunities to use money as they would in real situations. By the end of the Reception year, some will attain the expected learning goals, but the majority are unlikely to reach them because of their well below average starting points.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Children apply themselves well to their learning.
- Good quality equipment has a positive impact on children's learning.

### Commentary

43. Overall children make good progress as teaching is good. However, most are unlikely to achieve the goals they are expected to reach by the end of the Reception year. Children have good opportunities to plant and grow seeds and bulbs and know what plants need to grow. There was great excitement when worms and insects were found in the outdoor play area. Children handled these creatures with care whilst examining them closely. In addition, they build walls and buildings well with small and large construction blocks and have good opportunities to explore the properties of water and sand on a daily basis. Children develop their understanding of the days of the week through good routines during registration. Information and communication technology is used well, with children in Reception able to use the mouse to operate a simple computer programme. Some can change the colour on the screen independently although most cannot print their own work without the support of an adult. There are suitable resources and programs available to help them in their learning.

## PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

### Main strengths and weaknesses

- Outdoor provision is very good.
- Children are encouraged to select equipment and understand the need for sensible and safe play.

### Commentary

44. Children enter the Nursery with skills that are better developed than in most other areas. They achieve well so that by the end of the Reception year most children are likely to reach the expected early learning goals. Children use the outdoor provision well demonstrating a growing awareness of the need to use space carefully and considerately. The good range of outdoor equipment allows them to develop their ability to climb, balance and jump. Bicycles, scooters and wheeled toys are manoeuvred skilfully and considerately allowing children to develop their strength and coordination. Teachers and other staff provide good, thoughtful support and supervision that helps them to play constructively and ensures a good level of safety. Children are encouraged to develop their manipulation skills by handling small equipment. They show developing skills of hand-eye coordination when building with bricks and pouring water through funnels and into containers. In addition, they put on gloves for gardening without help and use trowels carefully.

## CREATIVE DEVELOPMENT

Provision for creative development is **good**.

### Main strengths and weaknesses

- Many and varied opportunities are provided for creative work.

- Children work hard and are proud of their efforts.

### **Commentary**

45. Teachers ensure that there is a good range of materials to promote children's development and this has a positive impact on their learning. Good opportunities are provided for them to develop their creative skills and experience a wide range of exciting activities through role play and art. A variety of resources including paint and play-dough are used well to make pictures and models. Children recognise colours and experiment with brushes to produce paintings. On other occasions, they select their own materials such as coloured paper, sequins, and foil when decorating items, such as a bed for a teddy bear. They use scissors and glue sticks carefully to make their models. Imaginative role play is very well developed including an 'office' and 'restaurant' along with 'the builder's yard' in the outdoor area. Children make good use of these resources and become fully engrossed in imaginative play, as was seen when one child insisted that a hard hat must be worn to keep everyone safe in the 'builders yard'. In music, children join in with simple songs enthusiastically. Achievement is very good and many are on course to reach the expected goals by the end of the Reception year.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision for English is **satisfactory**.

#### Main strengths and weaknesses

- Improving standards of attainment in Years 2 and 6.
- Good achievement in many lessons.
- There is strong leadership of the subject.
- The lack of some pupils' fluency in English is not always taken into account when planning lessons.
- Systems used to check how well pupils are doing are not used appropriately to identify what pupils need to learn next.

#### Commentary

46. Standards achieved in the 2003 tests in Years 2 and 6 were well below those expected for the pupils' ages. This was also the case at the time of the last inspection. However, results at the end of Year 6 have improved since 2002 and are continuing on an upward trend, although they are still below those expected for pupils in Year 6. When pupils enter Year 1, standards in communication, language and literacy are low. Although standards are still below expected levels in Year 2, pupils achieve well from starting points that are below those in most other schools because of the high number of pupils who have special education needs or are at an early stage of learning to speak English. Additionally class numbers keep changing as pupils enter or leave the school at different times during the year. The school has already identified the need to ensure a smoother transition between Reception and Year 1 so that the pupils are better prepared for literacy lessons.

47. Inspection evidence suggests that standards for pupils currently in Year 6 indicate an improved picture, with a higher percentage of pupils likely to achieve the challenging targets set for them. The main reason for the improvements is the determination shown by teachers to raise the quality of teaching and learning for all pupils and so raise standards.

48. Pupils with English as an additional language generally make satisfactory progress. Assessment of their fluency in English is made but not used well enough to determine the precise level of support that is needed to enable them to make better progress in their learning. Pupils with special educational needs make sound progress in English due to the coordinated support they receive which has a positive impact on their learning.

49. In all classes, pupils listen carefully to teachers' instructions and to each other. Teachers constantly encourage pupils to use 'good listening' skills to ensure they concentrate effectively and take in the main lesson points. However, pupils' speaking skills are underdeveloped. In lessons, pupils are encouraged to answer the teachers' questions and to talk with a partner about their ideas, but they find it hard to express these and their opinions, or to explain their thinking to other pupils in a larger class group. They lack confidence when discussing issues in lessons, or in using the conventional language of argument and challenging opposing views with good judgement when speaking to the whole class. Most pupils respond willingly to questions but many have difficulty in answering those which require more than a basic understanding of a written text.

50. Standards in reading at the end of Year 2 are below average but improving. Most pupils use their knowledge of letter sounds to tackle unfamiliar words, and read simple texts with reasonable understanding. They enjoy listening to stories and generally make sound progress in their reading. However, many find it difficult to answer questions that require even a basic understanding of what they have read. Some use a range of strategies to help them read new words and teachers often use stories with repetitive phrases well to encourage pupils to join in with familiar words. By the end

of Year 2, some pupils read simple texts fluently, but others struggle because their knowledge of letter sounds is limited and they make unrelated guesses at new words.

51. In Years 3 to 6, pupils are more confident and use a range of techniques to help them read more fluently and remember what they have read. Most have a sound understanding of character and plot, and some more able pupils can predict story outcomes. By the time they are in Year 6, most pupils read short passages with reasonable accuracy and an understanding of the main points. They confidently refer to the text to answer straightforward questions about their reading, but find it harder to deduce implied meanings. As a result, standards in reading are still below average at the end of Year 6. This is an aspect already identified by the coordinator as needing improvement and the school is addressing this through well-planned reading sessions. By Year 6, many pupils can locate words in a thesaurus or dictionary quickly. For example, they used these skills well in a Year 4 class to find alternative words for 'lovely' when writing their own poems based on the poem "The Magic Box". They use index and contents pages in books and older pupils know how to use a glossary for explanations of word meanings. Younger pupils take a reading diary home and all pupils change their library books on a regular basis. Older pupils write the title and short reviews of the books they have read.

52. In writing, standards are below expected levels in Years 2 and 6. In Year 2 most pupils sequence their ideas sensibly when they write. They produce very short sentences and use some basic punctuation in their writing, although their vocabulary choices are often limited. Some more able pupils write short stories, employing a variety of punctuation and imaginative vocabulary. They spell simple words correctly and by the time they are in Year 6, more able pupils show a sound grasp of grammar, spelling and punctuation. However, evidence from lessons and work in their books, show a continuing weakness in pupils' spelling skills with the majority making frequent errors and displaying a limited understanding of punctuation. There are insufficient opportunities for pupils with English as an additional language to rehearse what they are going to write prior to starting their work.

53. The quality of teaching is satisfactory overall. It is sometimes good, and in Year 6 very good. In the good lessons, explanations are clear and specific and work is pitched so that more able pupils are sufficiently challenged. Pupils with special educational needs are also given appropriate work to meet their individual needs. Teachers' expectations generally are high, the lessons move along at a motivating rate and new learning is linked to what pupils already know. In the otherwise satisfactory lessons, more able pupils are not always given enough opportunity to try harder work. For example, pupils are not using the library or information and communication technology for independent learning and the inappropriate use of commercially produced work sheets restricts learning for many pupils. In some classes, pupils enjoy working with partners to discuss ideas. Behaviour is good. Children respect the views of others and are keen to help their classmates. Teachers draw on guidance from the National Literacy Strategy to plan lessons and provide additional opportunities for pupils to practise their literacy skills. The strategy has been implemented successfully across the school.

54. Since the last inspection the school has made sound improvement in its provision for English and all recommendations have been addressed. Leadership and management of the subject are good. The coordinator uses the data from tests to check how well pupils are achieving, although this is at an early stage of development and as yet is not linked tightly enough to classroom practice. Currently pupils are not always sure about the targets they have to meet. Teachers' marking is variable and does not always follow the agreed school format. It does not help pupils understand what they are doing well and what they need to do to improve their work.

### **Language and literacy across the curriculum**

55. Literacy is not developed as well as it could be across the curriculum. Pupils are encouraged to develop their speaking and listening skills but opportunities for them to practise and develop their written abilities are restricted by the use of inappropriate worksheets in some lessons. As a result, presentation and handwriting are often untidy.



## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Although the National Numeracy Strategy is implemented fully, particularly in mental arithmetic, overall standards are below average throughout the school.
- Pupils are keen to learn and behave well in mathematics lessons.
- Marking of pupils' work is inconsistent and does not sufficiently support improvement in work.
- Little use is made of information and communication technology skills to extend learning.

### Commentary

56. In the latest national tests, pupils in Year 2 reached standards that were low compared to those expected for their age and pupils in Year 6 achieved standards that were well below those expected. However, lesson observations and an analysis of pupils' most recent work indicate that while standards are currently still below average they are improving.

57. Overall, pupils' achievement is satisfactory in relation to their low starting points because they apply themselves well in lessons. In all year groups, a significant number of pupils start and others leave the school during the year. This mobility factor creates a noticeable degree of instability, with many pupils joining their class not having mastered some of the basic skills in numeracy. The school's improving climate for learning ensures that pupils use their time in school productively. Pupils with special educational needs are largely supported appropriately and make the same progress as their peers. Provision for these pupils has been reviewed and is now better organised with classroom assistants providing suitable support. In the best lessons they sit with pupils to explain what the teacher is saying and what is expected of them. They then support groups of pupils appropriately to complete the work set by the teacher. Boys and girls are currently making similar progress. Pupils with English as an additional language sometimes have difficulty understanding instructions and explanations which impacts adversely on their achievement, particularly when solving mathematical problems.

58. The school is very focused on raising standards in mathematics and has introduced a range of initiatives to help pupils improve their learning. For example, Year 2 pupils are put into two ability groups for mathematics which has resulted in more targeted teaching that provides well for different abilities and extends more able pupils. The introduction of "Springboard", a catch up programme for pupils in junior classes, has resulted in more effective smaller group teaching and greater pupil confidence in their ability to succeed. These initiatives are too recent to have had a full impact on standards but lesson observations show that pupils are benefiting from these initiatives and that their achievement and the quality of their work is improving. The school's predicted targets for pupils at the end of both Years 2 and 6 indicate that standards by then may be closer to the national average, with some pupils achieving levels higher than those normally expected. The targets are ambitious, but the inspection finds that they are unlikely to be achieved. However, the school is realistic to predict an improvement compared to last year as the quality of teaching and learning is now satisfactory overall and sometimes good.

59. By the time children leave the school, most have a sound understanding of how to use a variety of mental and written methods to calculate answers in straightforward addition, subtraction and multiplication sums. Some can convert fractions into decimals and vice versa, using terms such as perimeter correctly. More able pupils convert fractions to a common denominator and order them according to size. However, many have difficulties with calculations that involve using multiplication and division methods to solve problems.

60. Teaching is satisfactory overall with instances of good teaching. The National Numeracy Strategy is fully in place. Teachers give good guidance and support to help pupils achieve the aim of each lesson. The beginning of lessons consist of clear explanations of mental strategies and good

questioning. Good behaviour and suitable levels of enthusiasm and interest contribute to effective learning. Most teachers have secure subject knowledge, which they use effectively in lessons. Teaching of mental mathematics is good in nearly all lessons and this is reflected in the pupils' improving knowledge of numbers. However, in some lessons it is not made sufficiently clear to pupils what they need to achieve because teachers' expectations of the amount and quality of work are inconsistent across the school. All lessons start briskly but on some occasions the pace slows because teachers' explanations are too long and drawn out. This leaves pupils with insufficient time to complete the work that has been set for them.

61. Relationships between teachers and pupils are good and several opportunities were seen where pupils were encouraged to work together, as in the Year 5 lesson where pupils worked in pairs to solve problems using addition and subtraction. Teachers' marking of pupils' work does not always provide sufficient guidance to show them what they need to do to improve. Limited use of information and communication technology to enhance learning in mathematics was seen during the inspection. Teachers' expertise in using the interactive whiteboard to support their teaching is developing but this resource is only available currently to Year 4 and Year 6. Pupils with English as an additional language do not always receive sufficient support or clear explanations to enable them to complete the more complex tasks set for them.

62. The mathematics coordinator provides sound leadership. There is a clear action plan that forms part of the comprehensive school improvement plan. The subject leader has recently begun a monitoring programme which is beginning to have a positive impact on the quality of mathematics teaching throughout the school.

### **Mathematics across the curriculum**

63. Scrutiny of work indicates that pupils' mathematical skills are not used often enough in other subjects. Most teachers are not yet using cross-curricular approaches sufficiently in their work. Limited examples were seen in science where older pupils used tables to record data and in design and technology where pupils were required to use accurate measurements.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- Improved planning now includes increased opportunities for the pupils to carry out investigations.
- There are sufficient good quality resources to support science investigations.
- Standards in Year 2 and Year 6 are well below expectations for pupils' ages.
- Systems to check pupils' progress are insufficiently developed.
- Marking is inconsistent and does not help pupils improve their work.

64. During the inspection four lessons were observed in the junior classes, none were seen in the infants. Lesson observations and work in the pupils' books indicates that standards are below those expected for seven and eleven year olds. However, improved teaching is ensuring that standards in science are rising and most pupils are now beginning to achieving appropriately.

65. The quality of teaching is satisfactory overall and in some lessons it is good. Teachers set clear learning objectives and provide appropriate tasks to help pupils understand what they are going to learn so they can make sound progress. Effective use is made of science resources which make lessons more exciting. There is a positive atmosphere in lessons and some excitement as pupils make discoveries and discuss their findings. They work well in pairs and groups talking about their work purposefully. For example in Year 4, pupils worked in groups to test which materials would make the best helter skelter mat. They used a stopwatch to time the materials sliding down a slope and then recorded their results on a chart. Most understand the need to ensure testing is fair and

explain why results are sometimes different, as in the Year 3 class where pupils were investigating what plants needed to make them grow. However, opportunities to select their own equipment, make decisions on how to record their investigations and evaluate their findings more clearly are limited.

66. Teachers insist on pupils using correct technical vocabulary and good questioning allows pupils to explain what they have learnt. In a Year 6 class, pupils learning about Newton meters extended their understanding of forces. They carried out relevant investigations as to why some objects weighed less when placed in water and recorded their results well. They answered questions clearly, explaining their thinking and ideas well. However, weak literacy skills limit the ability of some pupils, particularly those with English as an additional language, to record their findings clearly and accurately. Some teachers rely too heavily on worksheets which limit the opportunities for more able pupils to be challenged by extending their knowledge and understanding.

67. Assessment is unsatisfactory because it does not identify weaknesses in pupils' learning and what needs to be done to address them. Marking is inconsistent and does not support pupils in identifying how they might improve.

68. Leadership and management of the subject is satisfactory. The new subject coordinator has recently introduced systems to improve planning and assessment. Science resources are appropriate and have been updated.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- There has been a good improvement in resources and staff expertise.
- Procedures for checking pupils' progress are being established.
- Information and communication technology is not used fully to support other subjects.
- The use of information and communication technology to support pupils with special educational needs or those with English as an additional language is limited.

### **Commentary**

69. Many pupils have limited experience of all forms of technology before they enter the school. The last inspection found that standards in information and communication technology for pupils in Year 2 and Year 6 were below those expected for their age. This is still the case although most pupils achieve appropriately in relation to their starting point. A broad, improved programme of study is now in place that is having a positive impact right across the school. A computer teaching room has been set up. New projection facilities and an interactive whiteboard have been installed in one room that is used effectively by teachers in Year 4 and Year 6. These allow full classes to be taught more easily because teachers' demonstrations can be seen clearly on the large screens.

70. In Year 6, most pupils can manipulate a program to set up systems to control equipment remotely. In one lesson, they were learning to program a level crossing so that the barrier came down as a train approached. Pupils can navigate a word processing programme independently, modifying and editing text as they wish and adding pictures. They know how to obtain information from the Internet, although subsequent use of it is limited. They can enter data into a database and search for information. Some use spreadsheets to draw graphs and calculate lists of numbers. By the end of Year 2, pupils confidently log onto the computers and load software. They can use simple paint or word processing programs and create simple graphs. Computers are placed in every classroom to enable pupils to practise skills between lessons and to use them to learn in other subjects. They are not used by all teachers to do this.

71. In lessons where information and communication technology is used, pupils learn well because good teaching ensures that they progress as fast as they can. Teachers have good

relationships with their pupils, have good subject knowledge and use effective teaching strategies. However, on occasions, teachers tend to spend too long talking and demonstrating programmes. All pupils are fully included in lessons. Pupils with special educational needs and those with English as an additional language generally achieve well when they are supported either by a teaching assistant or another pupil but this does not always happen. For example, a Year 4 pupil who had little fluency in English spent a whole lesson playing a simple computer game on his own with no support or interaction with anyone else.

72. A good, enthusiastic subject coordinator has recently been appointed. He has a vision for the subject and the drive to succeed. There is an appropriate scheme of work and policy to support teachers' planning. An assessment system is been introduced for the subject but this has yet to have an impact on improving pupils' achievement. Teaching and learning in information and communication technology have not yet been monitored although teachers' planning and pupils' work has been scrutinised to ensure that the subject is being covered appropriately. Teachers have been trained to use the equipment and this is helping to raise confidence levels and skills. Support and technical help is provided for teachers. The school is appropriately resourced in this area and has a suitable range of software to deliver the curriculum.

### **Information and communication technology across the curriculum**

73. Teachers use information and communication technology in some lessons but it is not used extensively across the curriculum. For example, in one lesson, geographical data on rivers was entered into a database. In another in Year 4 and one in Year 6 teachers used information and communication technology effectively to enhance skills in mathematics, using appropriate interactive programmes and a data projector. Information and communication technology is used to a limited extent, to support pupils with special educational needs or English as an additional language.

### **HUMANITIES**

74. Two lessons were observed in history, one in geography and none in religious education. Therefore it is not possible to report on the quality of provision and standards. However, inspectors looked at pupils' work, displays around the school, analysed teachers' plans and met subject coordinators.

75. In **religious education** pupils are gaining a good understanding of major world faiths. Examination of pupils' work indicates that standards broadly meet the requirements of the locally agreed syllabus ensuring that a good range of faiths are studied. Where possible, members of local churches are used to give first hand explanations of their beliefs. Pupils in Year 2 have learned about and compared aspects of Christianity, Judaism and Islam. In Year 6, they have learned about the five pillars of Islam, the beliefs of Buddhists and listened to stories about Christianity. Links with local churches are strong and this enhances the programme of study on Christianity.

76. Work in pupils' books is satisfactory. The books are generally well cared for with a suitable range of tasks and activities used to add variety to learning in this subject. However, not all the work in the books seen had been marked.

77. The teacher with responsibility for this subject is very committed to the role. The coordinator has a thorough understanding of the work and has helped the school to make sound progress in this area. Teachers' planning and pupils' work has been monitored, but the coordinator has yet to observe teaching and learning. There is a detailed scheme of work that identifies key learning objectives for a range of themes with a policy to support it. An assessment scheme has been devised, but has not yet been implemented. Resources are appropriate and used well within lessons and for displays to promote interest among pupils.

78. In **history**, Year 6 pupils are studying the Tudors where they compare different representations of Henry VIII. In discussion they describe the way the king looks, but in the lesson observed took the images of Henry VIII at face value rather than asking questions about the reliability

of the evidence presented to them. In the two lessons seen, the teachers' enthusiasm was infectious and pupils were inspired by this to work hard at their tasks. They worked responsibly in pairs and small groups, listening carefully to each other's opinions, even when they did not agree. Some pupils find difficulty in expressing their ideas and views in an articulate way. They have too few opportunities to search for information using the library or the Internet.

79. The history policy and scheme of work emphasise the use of visits and visitors to bring topics to life. This enriches the curriculum by giving pupils a deeper insight into what life was really like in the past. The effective use of photographs and historical artefacts supports pupils' learning well and is particularly helpful for pupils with special educational needs and those with English as an additional language, who respond well to visual information. Displays around the school act as reminders to the pupils of what they have already learnt and also as valuable sources of further information. Timelines in the classrooms also help them to develop their understanding of the sequence of important historical events.

80. The work in pupils' books and displays around the school indicates that pupils receive an appropriate curriculum in **geography**. Classroom resources are readily available so that pupils can refer to maps and atlases easily. Teachers plan interesting activities. For example, in Year 1, pupils used a variety of sources, including maps and pictures in preparation for their visit to the seaside. In Year 4, pupils used maps of the playground to mark puddles and drains to see how quickly rainwater evaporates.

81. Leadership of history and geography is satisfactory and the coordinator has worked very hard to raise standards in the school since taking responsibility for geography a short time ago. Planning emphasises practical experiences and cross-curricular links. A particular strength of both subjects is the degree to which history and geography are used to reinforce pupils' pride in their cultural identity. Alongside the study of the history and geography of Britain, pupils are also encouraged to learn more about their 'home' countries and share this with others. Good use is made of visits to give children first hand experience. For example, pupils visited Horton Kirby as a contrasting locality for learning mapping skills and carrying out a pollution study. The assessment of pupils' learning in both subjects is limited and teachers' marking rarely provides any real feedback to help the pupils improve their work further.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

82. Pupils' work was sampled in art and design, music and design technology. One lesson was seen in music and design technology and two art and design lessons were observed. As a result, there is insufficient evidence to make overall judgements on pupils' standards or achievements. No judgement about the quality of provision can be made in these subjects.

83. In the one **music** lesson seen, pupils enjoyed making music and behaved well. The activity was planned appropriately so that they could compose sounds imaginatively to illustrate a story. Pupils sing enthusiastically in assemblies. They also have the opportunity to learn a range of instruments, including guitar, percussion and woodwind. Music is used to enhance performances in school. Visiting musicians are invited to play to demonstrate good role models and enhance pupils' cultural development. Songs and other musical materials are used well to reflect the multicultural nature of the school. The subject is led effectively. Consequently, the skills of teachers, and their ability to teach music, have improved.

84. In the one **design and technology** lesson seen, teaching and learning were good. Pupils evaluated a range of slippers well before preparing to design and make their own. Examples of work around the school and in books indicate that the design and technology curriculum is taught fully. Displays show artefacts that have been designed, made and evaluated well by pupils. For example, one class made mechanical devices that they designed and then tested to see if they worked effectively and Year 6 pupils made lifting bridges similar to Tower Bridge. In Year 2, pupils made good quality puppets from felt. A good range of materials is available which includes food, textiles, wood and card. Design and technology is also used well in other subjects. For example, pupils made

Greek Amphorae and Roman houses linked to their history topics. The enthusiastic coordinator leads the subject well and has had a positive impact on the quality of the work produced, as shown by the range of work on display. There is an appropriate policy and scheme of work based on national guidelines for the subject.

85. Work seen around the school in displays shows a developing emphasis on **art and design**. Significant work has been undertaken developing the multicultural and three-dimensional aspects of art to address the issues from the last inspection. This could be seen in, for example, the Greek clay pots and batik displays. Art work on display around the school includes many pictures by different artists from all over the world including Africa, Asia and the Caribbean, which helps to generate interest in the subject.

86. In the two lessons seen, the quality of teaching was satisfactory. Good relationships between teachers and the pupils ensure good behaviour so that pupils can concentrate on their work. Teachers encourage pupils take a full part in the lessons and use opportunities to link art with other subjects, as in history when Year 5 designed patterns in the style of William Morris. In these lessons pupils develop their drawing skills and appreciate the work of a famous designer. Pupils speak about their work enthusiastically and take pride in their efforts.

87. The subject is led appropriately. The new subject coordinator has improved the opportunities for learning in art and design for the pupils. An art club and visits to art galleries are now in place. This area of the curriculum is also developing through the school's membership of the local Education Action Zone which provided funding for a project that resulted in pupils' art work being displayed in the local town hall.

## **PHYSICAL EDUCATION**

Provision for physical education is **satisfactory**.

### **Main strengths and weaknesses**

- the pupils have positive attitudes and show a willingness to work hard;
- there is a range of out of school activities provided by the school;
- there is a need to share good practice by monitoring and evaluating teaching;
- there is a lack of consistent assessment to inform planning.

### **Commentary**

88. Three lessons were seen during the inspection; two in the infant classes and one in a junior class. There has been significant improvement in physical education since the last inspection which means that pupils now have better learning opportunities. However, standards overall do not meet national expectations. This is because there is a lack of challenge in the tasks set and the pace of lessons is sometimes slow which prevents pupils from making appropriate progress and benefiting from the physical activity.

89. The quality of teaching is satisfactory overall with good relationships between teachers and the pupils which impacts on the good behaviour seen in lessons. In a good Year 1 dance lesson, pupils worked with a partner and followed instructions to enable them to dance the heel toe polka successfully. They managed to keep in time with the music while successfully completing a range of dance movements with their partner. Teachers are enthusiastic and encourage pupils take a full part in the session, as seen in Year 5 where pupils kept score in a games lesson and encouraged others sensibly whilst waiting for their turn. Older pupils explain and describe correct throwing and fielding skills. However, opportunities for pupils to demonstrate their work and think about how they might make improvements are limited.

90. Pupils behave well and apply themselves with a positive attitude to learning. They work well in pairs and in teams, showing consideration and support for others. They move safely over

apparatus and are beginning to link actions together. Pupils are encouraged to use and move apparatus sensibly and safely.

91. Leadership and management of the subject are satisfactory and the new co-ordinator has made significant changes to lesson planning as well as improving the resources for physical education. Opportunities are available for pupils to take part in community initiatives, such as football training supported by the local football club and a sports day using local facilities. The coordinator has yet to monitor the quality of teaching and learning and their impact on pupils' achievement.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

92. No overall judgement of provision is possible as only one lesson was seen during the inspection. However, planning shows that pupils are given the opportunity to discuss their ideas and feelings about relationships with their classmates and problems they may be facing in school. Good provision is made for sex education and drugs awareness. Circle time is used to deal with and talk through issues, such as raising self-esteem and confidence, friendships, bullying and decision-making. This has had a positive impact on pupils' attitudes and behaviour. Pupils' personal development has a high profile and the school actively seeks their views and acts upon them. The school council makes a significant contribution to the school's work in this area.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<b>Grade</b>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
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).*