

INSPECTION REPORT

Charlton Manor Primary School

Charlton

LEA area: Greenwich

Unique reference number: 100164

Headteacher: Ms Margaret Carney

Lead inspector: Dr John Collings

Dates of inspection: 28th June – 1st July 2004

Inspection number: 255759

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	434
School address:	Indus Road London
Postcode:	SE7 7EF
Telephone number:	020 8856 6525
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Jim Draper
Date of previous inspection:	10 th July 2002

CHARACTERISTICS OF THE SCHOOL

Charlton Manor Primary School is a large primary school situated in the London Borough of Greenwich. There are 434 pupils on roll with 195 boys and 219 girls full-time and including 18 boys and 22 girls in the Nursery part-time.

Most pupils come from the immediate locality where many live in overcrowded homes. Nearly half are eligible for free school meals, which is above the national average and one third of pupils have been identified as having special educational needs. Nine have statements of particular special need for social, emotional and behavioural issues, and health. The number of pupils from ethnic minority backgrounds has increased over the last three years. The largest group (46) are black or black British-African, twenty are white non British and 11 are black British or Black British – Caribbean. A number of other ethnic groups are represented including Indian and Pakistani.

One third of pupils have English as an additional language and 65 pupils are at an early stage of English language acquisition. Forty different languages are represented in the school. Currently there are eight pupils from refugee or asylum seeker families in the school. A significant number of pupils enter the school other than at the usual times during the infant stage and junior stages. As a result approximately a third of pupils in Year 6 were not in the school at the end of the infant stage. Attainment on entry to the Nursery is well below that expected.

The school is involved in several local and national initiatives; Excellence in Cities, Sure Start, Sport England and provides out-of-school care for up to one and a half hours each day for 13 children. The school has just been awarded the Inclusion Charter Mark. It has a number of significant partners: These are Place2Be, the Behaviour Improvement Programme, Excellence in Cities Action Zone and links with Thomas Tallis School to raise standards in art and design and information and communication technology, as well as bring about improvements to the playground.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20752	John Collings	Lead inspector	Science, information and communication technology, physical education.
9007	Rafi Salasnik	Lay inspector	
19774	Maura Docherty	Team inspector	English, history, geography, religious education, English as an additional language.
18116	Chris Taylor	Team inspector	Mathematics, art and design, design and technology, music.
22704	Garry Williams	Team inspector	Foundation Stage, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Charlton Manor School provides a **good** standard of education for its pupils. Overall the standards are satisfactory and achievement is good. The headteacher provides very good leadership and management and teaching is good throughout the school. Pupils from all the different ethnic and ability groups are integrated very well. The school is effective and gives good value for money.

The schools strengths and weaknesses:

- Overall, standards achieved are satisfactory and achievement is good in English, mathematics, science and information and communication technology.
- The very good leadership and management of the headteacher and the senior management team are major factors in creating the very good ethos.
- The school includes all its pupils fully in every aspect of school life and has been awarded the Inclusion Charter Mark in recognition of its efforts.
- Information and communication technology is not used sufficiently across the curriculum.
- The governing body do not challenge the headteacher and the senior management team sufficiently about the progress of initiatives in the school development plan.
- The outside area for pupils in Years 3 to 6 is bleak and lacks equipment to stimulate activities and encourage learning.

The effectiveness of the school is good and this is an improvement since the last inspection. It responded well to the key issues raised. At that time, attainment in Year 6 was well below average. Attainment is now below average and showing significant signs of continued improvement. The value the school adds to pupils' education between Years 3 and 6 is good when compared with similar schools. The quality of teaching and learning is now good with many very good features. Marking is satisfactory. The provision for pupils who speak English as an additional language is good. Pupils' attendance has improved, but is still below the national average.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The school faces many barriers to learning. Approximately one third of the pupils have special educational needs, a third of pupils have English as an additional language and one third of the pupils in Year 6 were not in the school in Year 2. Taking these factors into account achievement is **good** across the school including those for whom English is an additional language and for pupils with special educational needs. Inspection evidence shows that children enter the Nursery with attainment that is well below that normally expected for their age. Many children start out with particularly low language and personal and social skills and this slows their progress. Very good provision in the Foundation Stage means over half the children are on course to meet the early learning goals in personal, social and emotional development and physical development. However, many children are unlikely to reach the early learning goals in the other areas of learning by the end of their Reception year. In Year 2, although standards achieved are satisfactory in reading, writing, mathematics and science pupils' attainment is below average. However, pupils have significantly improved their speaking and listening skills and this is the main reason they achieve well. Standards by Year 6 are satisfactory in English, mathematics and science. Although pupils' attainment is below average for these subjects pupils achieve well for their capabilities. Standards are in line with the locally agreed syllabus in religious education for Year 2 and Year 6.

Pupils' attitudes and personal qualities are **very good** and behaviour is good. Their spiritual, moral, social and cultural developments are also good. There are very good relationships between pupils, and teachers and pupils. Attendance is below the national average and punctuality is satisfactory.

QUALITY OF EDUCATION

The school provides a **good** quality of education. The quality of teaching and assessment is **good** across the school with a significant amount of very good teaching, particularly by the advanced skills teachers in the Nursery class and Year 6, which ensures pupils learn well. Good assessments, particularly in English and mathematics, lead to good rates of learning for all pupils including those with English as an additional language and special educational needs. The school meets the requirements of the National Curriculum well. There is very good provision for pupils', personal, social and health education, which makes a significant contribution to their achievements in other areas of the curriculum. All pupils play a full part in lessons and in the good range of extra curricular activities. All pupils are fully included and the school has been awarded the Inclusion Charter Mark in recognition of its efforts. Provision for pupils with special educational needs and for pupils for whom English is an additional language is good. The application and consolidation of information and communication technology skills is not systematically included in all subjects, which result in pupils reaching below average attainment.

The accommodation is satisfactory overall. During the summer break, the school is improving playground facilities in the Year 3 to 6 playground. Some buildings are to be removed and an enclosed area where the pupils can play ball safely is to be added.

The support, advice and guidance given to pupils are very good and pupils are very well cared for. Links with the community are very good. They are good with other schools and satisfactory with the parents. However, more could be done to involve parents in the life of the school. The views of pupils are sought satisfactorily through the school council and questionnaires.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **very good**. The very good leadership and management by the headteacher and the senior management team are significant factors in enabling pupils' good achievements as they create a very good ethos for learning. The headteacher and governing body have a clear understanding of the strengths and weaknesses of the school. Governance of the school is good overall.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are broadly happy with the school. Results from the school's own questionnaire, the questionnaire issued for the inspection and the parents meeting indicate they think their children are taught well, that behaviour is improving, their children are treated fairly but that support for home learning is inconsistent. Pupils like the school, want to learn and work hard.

IMPROVEMENTS NEEDED

- Raise attainment in English, mathematics, science and information and communication technology in Years 2 and 6.
- Increase the use of information and communication technology in subjects across the curriculum.
- Increase the levels of pupils' attendance.
- Encourage greater parental involvement in the life of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall the standards achieved are satisfactory in Year 2 and Year 6 and pupils' achievements are good. Children enter the Foundation Stage with attainments that are well below those normally found for their age. They achieve well, although many are not on course to reach the early learning goals by the end of the Reception year, except in personal, social, emotional and physical developments. Many pupils join and leave the school at other than the usual times. National test results are below the national average overall in English, mathematics and science in Years 2 and 6 but the school is successful in helping all pupils to achieve well.

Main strengths and weaknesses

- The results of national tests are below the national average overall, but achievements are good when pupils' starting points are taken into account.
- Attainment in information and communication technology is below national expectations.
- Standards in religious education are in line with the locally agreed syllabus and this is an improvement since the last inspection.

Commentary

1. Pupils face many barriers to learning. Approximately one third of them have special educational needs or English as an additional language. Nearly one third of the pupils in Year 6 were not in the school in Year 2. The school is determined to overcome these barriers. Good leadership and management have improved teaching, which results in pupils achieving well.

2. Children enter the Nursery with attainment that is well below that expected for their age. Many children start out with language and personal and social skills that are particularly low. Children however display good spatial awareness when running around the outdoor learning environment and their creative development is close to that expected. Although children of all abilities achieve well in the nursery and the remainder of the Foundation Stage and many children meet the Early Learning Goals in personal, social and personal development they do not meet the Early Learning Goals in the other areas. The school concentrates hard on developing pupils speaking and listening skills in all lessons but particularly through circle time to improve pupils' communication skills.

3. Attainment in national tests in Year 2 in 2003 were well below average in reading, writing and mathematics. This was due to the large number of pupils with special educational needs particularly with language related issues and the large number of pupils for whom English is an additional language in the year group. As a result, the school had a significantly lower proportion of pupils gaining the higher than expected Level 3 than in most schools nationally. When compared to schools in similar contexts the picture is brighter as Year 2 results were average in reading but below average in writing and mathematics.

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

Standards in:	School results	National results
Reading	14.0 (14.3)	15.7 (15.8)
Writing	12.5 (12.7)	14.6 (14.4)
Mathematics	14.1 (13.9)	16.3 (16.5)

There were 70 pupils in the year group. Figures in brackets are for the previous year.

4. Inspection evidence shows that currently attainment in Year 2 is improving although it remains below average in reading and writing but average in speaking and listening. Attainment in mathematics

and science has also improved, and are now below average. Pupils' spoken explanations reflect higher standards than their written work.

5. When compared with all schools attainment in national tests in 2003 for pupils in Year 6, were average in English but well below average in mathematics and science. This shows significant improvement in English since 2002 when attainment was well below average. However, attainment in mathematics and science has remained well below average over the last four years. This has been addressed and inspection evidence shows that attainment is now below average in mathematics and science. When compared with schools where pupils had similar attainment in Year 2 in 1999, pupils' attainment was above average in English, average in mathematics and average in science.

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

Standards in:	School results	National results
English	26.7 (24.0)	26.8 (27.0)
Mathematics	24.7 (24.0)	26.8 (26.7)
Science	27.3 (26.6)	28.6 (28.3)

There were 70 pupils in the year group. Figures in brackets are for the previous year.

6. Inspection evidence shows attainment is below average in English, mathematics and science in Year 6. This indicates a dip in attainment in English since 2003 and a rise in mathematics and science. The lower attainment in English is due to the significant number of pupils with special educational needs and the much higher number of pupils for whom English is an additional language in the year group. In addition, one third of the pupils in Year 6 have joined the school over the last two years and a significant number recently.

7. The improvements in mathematics and science this year is largely due to a greater focus on teaching and learning in these subjects and improved assessment procedures to plan work that meets the needs of the range of abilities in classes. School assessment information demonstrates that Year 6 pupils have achieved well during the year, making overall gains in excess of those expected nationally.

8. Achievement in English is good for the vast majority of pupils, including those with special educational needs and also for those for whom English is an additional language. Achievement in speaking and listening is good because of the wide range of opportunities pupils have to discuss their ideas and listen to each other. Pupils' achievement in reading is good because of the good teaching they receive, most of which is based on the National Literacy Strategy. Standards in writing, are improving because of the greater emphasis on speaking and listening, which is improving pupils' use of written and spoken language. They have the chance to think through their ideas before committing them to paper. Pupils in Years 5 and 6 are now making better than expected progress as a result of good teaching in groups organised according to their ability.

9. Attainment in mathematics in Year 2 and Year 6 are below average. Standards overall are satisfactory and pupils achieve well throughout the school. They achieve better in mental and oral mathematics than when having to record their calculations on paper. The school has made good improvement since the last inspection when attainment was well below average for pupils in Year 2 and Year 6. Improvement has been particularly good in the last year indicating a firm rising trend.

10. Inspection evidence shows that although science attainment is below average it is improving. Pupils' achievement is good, largely due to improved teaching and an increasing amount of practical work enabling pupils to apply their knowledge, understanding and skills to a wider variety of experiences. Pupils' oral skills to impart what they know, understand and can do are better than the work they record. Pupils' investigative skills are below average because they have too few opportunities to find answers to questions they have raised.

11. Attainment in information and communication technology is below national expectations across the school, although achievement is satisfactory. Lower than expected attainment is mainly

due to the lack of opportunity for pupils to apply and consolidate the skills learnt in information and communication technology in other areas of the curriculum.

12. Standards in religious education are in line with the locally agreed syllabus by Year 2 and 6 and have improved since the last inspection. Art and design, design and technology, history, geography, music and physical education were sampled and so no overall judgements about standards and provision can be made. There were clear indications of strengths in art and design with pupils using a range of media, including pencil, paint, charcoal, pastel and clay, as well as creating computer images. There were also strengths in singing in assembly and the lesson seen.

13. Pupils with special educational needs achieve well. The good teaching they receive is effective in raising their attainment. The additional good quality of support from teaching assistants in the classroom means that these pupils achieve well. They have confidence to take part in all classroom activities. Good reading and language development helps them to complete tasks in other subjects.

14. The school monitors the attainment of ethnic minority pupils, and pupils for whom learning English as an additional language well. They do this to ensure that they are providing a curriculum that enables these pupils to achieve as well as they can for their capabilities and short time they are in school. They are given additional support as necessary. Assessment data indicates that pupils for whom English as an additional language generally achieve at a level similar to their classmates, and in some instances achieve at a faster rate. This is because teaching supports the acquisition of English well. Teachers use good visual clues and provide practical elements to lessons that also place strong emphasis on small group discussions. Pupils are also often paired with a friend who speaks their own language as well as English so they help each other to learn.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to the school are very good and behaviour is good. Pupils' moral and social development is very good and spiritual and cultural development is good. Attendance is unsatisfactory and punctuality satisfactory.

Main strengths and weaknesses

- Pupils' interest and involvement in school life are very good. They are very confident and mature.
- The school really motivates and encourages pupils to learn and has high expectations of their conduct.
- Relationships between all the pupils are very good.
- Pupils know right from wrong and respect each other and this results in good behaviour and learning in classes.
- Some parents do not encourage good attendance, which results in attendance remaining below the national average and hinders learning.
- Pupils' spiritual, moral, social and cultural developments are good overall.

Commentary

15. Attendance is unsatisfactory because it remains below the national average and results in some pupils not learning as well as they could. The school has worked hard with some success to improve the levels of attendance and punctuality has also shown improvement in recent years. The improvement in attendance and punctuality is due to a more proactive approach by the school such as; the appointment of a Home School Liaison Worker, first day contact where no absence has been reported and the awarding of attendance certificates for good attendance. Many parents are taking their children on extended holidays without seeking the schools' permission.

16. Pupils, who do attend regularly, enjoy coming to school and participating in lessons, outings and extra-curricular activities. This was evident in their interest and behaviour in lessons as well as in their discussions with inspectors about school. They take on responsibilities, such as class monitors,

who return the register to the office and recycling paper. Year 6 pupils have all-school responsibilities, such as helping with the Year 3 to 6 assemblies and some come in early to arrange the distribution of milk. This has improved many pupils' commitment to the school and learning. Year 5 and 6 pupils can also volunteer to act as mediators and 'befrienders' in the playground and this has resulted in improved behaviour in the school particularly in the playgrounds. The school council have representatives from each class and has been instrumental in raising the issue of lack of Year 3 – 6 playground facilities and are involved discussions about its improvement.

17. Relationships with each other and with adults are very good and results in pupils having very good attitudes to learning. This was observed in lessons, around the school and at play including the nursery. Pupils are very confident and happy to express their views in a mature way on a range of subjects, such as the school and themselves. Pupils confidently express ideas and are willing to have their ideas challenged and collaborate well in good group work. This results in pupils being able to refine information and present it clearly. Isolated instances of inappropriate behaviour are dealt with promptly and serious matters reported and recorded according to an agreed policy.

18. Behaviour is good in lessons, around the school and at playtimes. This is a significant improvement since the last inspection and is due to the rigorous implementation of an effective behaviour policy. Pupils who have been in the school since before its introduction said that behaviour had improved significantly. Supporting the policy is a good rewards and sanctions system and various support programmes. These include, "Behaviour in Practice", "Place 2 Be" and "Place 2 Talk" where pupils with behaviour difficulties are helped by trained counsellors. As a result, the number of exclusions has reduced and the atmosphere in which pupils learn has been improved significantly. There has been only one permanent term exclusion in the current academic year.

19. In conversation with pupils and from observations, they have a clear understanding of right and wrong and are aware of the need to respect others. Their social development is very good. This is shown by the way in which they interact with each other during school time, as well as during activities such as inter-school sports.

20. Pupils' spiritual development is good with opportunities in assemblies, personal, social and health education lessons to reflect on what in their life is special and their place in the 'family'. Inspirational messages on displays around the school do much to remind pupils to, for example, behave, listen to and respect others and do their best. Pupils also visit places of worship in the locality. Cultural development is good as pupils are aware of their own cultural traditions as well as those of their classmates.

21. Pupils with special educational needs have positive attitudes to their work as they are supported sensitively and effectively. They behave well at all times, focus on their individual tasks and as a result they are proud of their achievements.

22. Pupils' with English as an additional language also have very good attitudes to learning. They contribute well in lessons and do their best to speak English confidently. They work well in small groups, drawing support from working with more experienced English speakers. In reading they draw on visual clues and a growing awareness of the sounds letters make to help them understand what they are reading.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	3.1
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	195	7	1
White – Irish	1	0	0
White – any other White background	20	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	13	0	0
Asian or Asian British – Indian	13	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	11	0	0
Black or Black British – African	46	1	0
Black or Black British – any other Black background	2	0	0
Any other ethnic group	18	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning, quality of assessment, how well the curriculum meets pupils' needs and the enrichment of the curriculum are all good. Support, advice and guidance for pupils and the school's links with other schools and colleges are also good. Accommodation and resources and the effectiveness of the school's links with parents are satisfactory. Pupils' care, welfare, health and safety, and the quality of the school's links with the community are very good.

Teaching and learning

Teaching and learning and assessment are good overall.

Main strengths and weaknesses

- Very good relationships between pupils and teachers engage and motivate pupils to learn.
- Very good teaching by advanced skills teachers in the Foundation Stage and Year 6 do much to enhance the rate of pupils' achievements.

- Teacher's very high expectations and inclusion of all pupils ensures all pupils achieve well.
- Teacher's good knowledge and understanding of the subjects they teach ensures lessons are challenging and well matched to pupils' age and abilities
- Planning of cross-curricular links enables pupils to apply and consolidate literacy-based learning in subjects, such as history and geography.
- Teachers do not plan sufficiently for cross-curricular links between non-literacy based subjects such as mathematics, science and information and communication technology to enable them to apply and consolidate knowledge, understanding and skills learnt in one subject in another.
- Assessment, and its use in planning, is good overall particularly in English and mathematics.

Commentary

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	18 (31%)	27 (47%)	13 (22%)	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.

23. Teaching is good throughout the school and this is the most significant factor in the pupils' achievements. Good relationships, not only between pupils, but also between teachers and pupils, result in pupils collaborating well and developing increasing independence. All pupils are fully integrated into lessons, which ensures all make good progress. All teachers, from the least to the most experienced, create an ethos for learning where most pupils are keen to come to school, have very good attitudes to learning, behave well and want to learn.

24. There are three advanced skills teachers, one in the Foundation Stage and two in Year 6. These teachers are having a significant effect on raising the profile of teaching and learning. Not only are they very good teachers in their own right, thus raising pupils' achievements in their own classes, they also support other teachers in the school.

25. Pupils in Years 5 and 6 are grouped in classes according to their ability in English, mathematics and science. This enables teachers to provide support at an appropriate level to ensure that pupils make good progress and achieve to their capabilities.

26. Significant features of all the good and very good teaching seen in the school were the high expectations by teachers of all pupils and well planned lessons that ensured all pupils were fully included. For example, in a very good Year 2 English lesson, the teacher ensured the full participation of all the pupils and really challenged their thinking by asking thought provoking open questions. In a very good Year 3 mathematics lesson, pupils with special educational needs were supported well by the classroom assistant who ensured they participated fully and achieved as well as they could.

27. Many lessons include significant opportunities for speaking and listening, which enables pupils, particularly those with English as an additional language to develop their ability to express themselves. This was evident in a good Year 5 science lesson where all pupils were given ample opportunity to discuss the changing times of sunrise and sunset.

28. Teachers' good subject knowledge and understanding are used well to question pupils to establish what they know, understand and can do and then to involve them in further challenges. A good example of this was seen in a very good Year 6 mathematics lesson where good questioning skills involved, motivated and challenged pupils understanding of fractions.

29. The school is developing cross-curricular links to enable pupils to consolidate and apply their knowledge, understanding and skills learned in one subject to another. For example, the good written descriptions of the Fire of London in a Year 2 history lesson were the result of a highly stimulating input from a visiting group of actors. Pupils used their literacy skills well. There are also good links to literacy

through geography. For example, in Year 6, while discussing geographical features of rivers, the teacher also made literacy links to the poetry of Brian Patten.

30. However, there are few links between mathematics, science and design and technology to literacy or other curriculum subjects. In addition, information and communication technology is rarely used across the curriculum to raise standards. For example, the use of spreadsheets to present information in mathematics and science and the greater use of word processing and Power point to present their work.

31. Assessment in English and mathematics is used well to plan appropriate work that is clearly based on pupils' prior attainment and is well matched to individual needs. Assessment in science is not as detailed because the development of pupil's investigative skills is not tracked well enough. The good assessment however is a significant factor in ensuring that all pupils are appropriately challenged. Assessment is developing well in other subjects with new procedures enabling teachers to ensure their lessons are firmly based on pupils' prior achievements. These relatively new procedures however, have not been in place in long enough to have a significant impact on learning.

32. Teachers identify pupils with special educational needs carefully and help them make good progress. Individual education plans are taken into account to match work effectively to needs. Teachers and support-staff make helpful notes as pupils progress to influence new activities.

33. English as an additional language pupils are taught effectively and achieve well because they are often involved in very visual and practical activities, which help them, understand the lesson content. For example, in a very good Year 6 lesson, which focused on a sailing drama, the teacher brought in a safety harness and a copy of a ship's log from her own sailing trips. She gave personal insights on dangers at sea from her own experience as a sailor. The teachers used video clips to demonstrate what a "basking shark", mentioned in the text, looked like as it circled menacingly round the boat. This was very good provision and maximised pupils' understanding of the story. Teachers provide good opportunities for speaking and listening in most lessons; this is important for all pupils, but is particularly useful for those learning English as an additional language. Paired or group discussions allow pupils to rehearse the language they need before feeding back to the whole group or settling to their writing.

The curriculum

The curriculum for pupils in Years 1 to 6, is good, well planned and meets statutory requirements fully. All pupils are included very well. The curriculum for the Foundation Stage in Nursery and Reception is also good. The school enriches learning through a good range of extra-curricular activities. The accommodation and learning resources are satisfactory overall.

Main strengths and weaknesses:

- The curriculum has good breadth and balance and is enhanced by a well-planned programme for personal, social and health education, and citizenship, and additional opportunities for making music.
- Speaking and listening opportunities are built into many lessons. They ensure pupils develop and make good progress in language and communication skills.
- Provision for pupils with special educational needs and English as an additional language is good.
- The school have been awarded the Inclusion Charter Mark in recognition of efforts to ensure all pupils are fully included in all aspects of the curriculum.
- Cross-curricular links, particularly through literacy topics, enhance learning.
- There are too few opportunities for pupils to apply and consolidate the information and communication technology skills across the curriculum.
- Internal accommodation is good but the Year 3 to 6 playground lack facilities and opportunities to stimulate and involve pupils in imaginative play.

Commentary

34. The school provides a broad and balanced curriculum for Years 1 to 6, with a good range of worthwhile and interesting activities, which build up pupils' knowledge and understanding progressively. Teachers work together to plan their work in year groups so that pupils experience a common programme of work. Some teachers are given opportunities to teach their specialist subjects, for example, English and mathematics in more than one class, which benefits a larger number of pupils and enhances overall learning opportunities. Pupils in Years 5 and 6 are grouped in classes according to their ability in English, mathematics and science. This enables teachers to provide support at an appropriate level to ensure that pupils make good progress and achieve to their capabilities.

35. The Foundation Stage curriculum is imaginatively planned and resourced to teach all areas of learning. Work is drawn together under particular themes. For example, in the week of inspection, "The Very Hungry Caterpillar" story, stimulated much of the learning from observing the life-cycle of the butterfly, with live specimens, to experimenting with art and design. The children also enjoyed a "hungry caterpillar fruit salad", which they made, selecting and preparing the fruit.

36. The curriculum provides an interesting range of learning opportunities, such as the drama group's presentation of the Great Fire of London for Year 2 pupils. Good cross-curricular links have been established. The school is following the advice of the nationally approved "Excellence and Enjoyment Primary Strategy" successfully. It plans work across a particular literacy theme, for example producing diary extracts with appropriate informal and "chatty" style to link up with the diary of Samuel Pepys in their study of the Great Fire of London. The cross-curricular links were further developed in Year 1, when pupils studied the story of The Rainbow Fish that arrogantly held on to his beautiful scales and was then persuaded to share his good fortune by handing them over to other sea creatures. In depth studies of this story, contributed significantly to pupils' learning in personal, social and health education, art and design, and information and communication technology.

37. Statutory requirements in respect of sex and relationship education and drug awareness are met through the well-planned personal, social and health education programme. The National Numeracy and Literacy strategies have been implemented effectively and are having a positive effect on standards.

38. A good range of intervention strategies boost achievement and support pupils as they move through the school, for example, the emphasis on the development of speaking and listening in many lessons allows all pupils to develop their confidence, and, for those who have English as an additional language, to make better than expected progress. Eye-catching displays of work indicate the high quality and range of the curriculum for parents, carers and pupils to view. The art displays are particularly good. A good range of additional opportunities enriches the general curriculum. These include residential and other educational visits linked to topics pupils are studying. For example, Year 6 visited the underground caves at Chislehurst, Year 6 visited the Ragged School for Victorian studies and Year 1 to the Museum of Childhood, when studying toys past and present. The school also has a good programme of visiting artists and musicians. For example, in the week of the inspection, the Year 2 history topic was brought alive by a drama group's presentation on the Great Fire of London. The school offers a good range of clubs, including sport, drama, and music. These allow pupils to extend their skills beyond the timetabled curriculum. Some pupils have an opportunity to play a musical instrument, and the school's choir sings for many important school and community events.

39. The school is staffed well, with a good mix of teachers who have a range of expertise in different subject areas. Some staff are given opportunities to teach to their strength in more than one class, and, as the school has three advanced skills teachers, this not only benefits pupils but allows good practice to be shared by joint teaching and demonstration lessons. Because of the large numbers of pupils, governors have provided funds to staff three classes rather than two in two year groups, which means that class sizes are smaller and benefit pupils' learning. Classroom assistants give good general support in class and work effectively with pupils who are learning with special educational need. Some staff have been trained to teach intervention programmes to boost pupils' performance in English, and this support is helping raise standards. Pupils who are learning with English as an additional language benefit from the good teaching generally, but in some classes, where the need is greatest, they have targeted support from the English as an additional language co-ordinator.

40. Resources for teaching and learning are satisfactory and good use is made of all the newly installed interactive white boards in many lessons. However, many of the information and communication technology resources used by the pupils are dated and will soon need to be renewed. The information and communication technology suite is also small and in some classes this requires three pupils to work at one computer, which is unacceptable as it hinders learning.

41. Overall accommodation inside the school is adequate, clean, and well decorated, enhanced by high quality displays of work. The accommodation and resources are good in the nursery and Reception classes. The school benefits from extra features, for example the school-keeper's house, two halls, and a number of additional rooms, which are available for curriculum activities and support for pupils. The playground area in Years 3 to 6 has not been fully exploited to provide exciting playtime possibilities or to contribute to social and extra-curricular learning.

42. The curriculum for pupils with special educational needs is good. The individual education plans are appropriately documented identifying pupils' targets and enable staff to support them to make good progress. Their good achievements stem from very good teaching and effective additional support in lessons and small groups. During these sessions, support staff, challenge pupils through well developed questioning, encouraging them to think and respond appropriately. This results in improved literacy skills as well as promoting self-confidence and self-esteem. Effective use is made of specific targets in pupils' individual education plans to help them develop their own strategies to overcome their difficulties.

Care, guidance and support

The care, welfare, health and safety of pupils are very good. Support, advice and guidance are good. The involvement of pupils in the school's work and development is satisfactory.

Main strengths and weaknesses

- Pupils' welfare is strength of the school. There are many programmes including external counsellors that support pupils who have personal and learning difficulties.
- The school is a safe and secure environment and pupils have a choice of adults to go to if they have concerns.
- The school has been awarded the Inclusion Charter Mark in recognition of its efforts to ensure all pupils are included and supported.
- There is a school council with representatives from all classes from Reception to Year 6 which ensures all pupils are involved in the school as a community and its improvement.

Commentary

43. Health and safety provision, including child protection, is very good. Action related to child protection follows local procedures that are updated regularly in line with current practices. All staff, including non-teaching staff, have received appropriate training. Trained first-aiders, and a nurse who attends weekly add much to the school's provision for the care of the pupils.

44. The school has recently issued its own questionnaire to all pupils for the first time. The results show they enjoy being at the school. Nearly all pupils said that that it is a safe place and that there is an adult they can go to if they have a concern. In addition to class teachers, there are also non-teaching staff and members of the senior management team they can speak to. There are also a number of counsellors who visit the school during the week for the "Behaviour Improvement Programme", "Place 2 Be" and "Place 2 Talk" programmes. The first two take place during lesson time and parental permission is required for pupils to participate. Where this is not forthcoming, pupils who would benefit do not get this opportunity. "Place 2 Talk" is available to pupils during lunch times, and is very successful. There are regular meetings between the school, parents and counsellors to receive feedback and also between all the different projects and the school to ensure issues are coordinated effectively. The very recently appointed home school link worker is starting to play a key role in pupil and family support.

45. Because of the very good leadership of the headteacher in seeking the views of pupils in the life of the school, the school council re-established this year and includes representatives from all classes who seek the views of their classmates. Conversations with pupils indicate that they value the opportunity to make a contribution to the running of the school.

46. Induction arrangements for pupils joining the Nursery and Reception, as well as those joining mid-term and mid-phase, are very good. For younger pupils home visits take place. A new Mother and Toddlers group is helping introduce future pupils and their parents to the school. The school is very supportive of new parents, especially those who are unfamiliar with the education system and unaware of the network of facilities available, for example, for the parents of pupils for whom English is an additional language and refugee and asylum seekers.

47. Pupils with special educational needs are identified at an early stage and well supported enabling all pupils to make good progress in relation to their prior attainment. The special educational needs coordinator uses a range of assessment procedures to do this. Targets are drawn up and individual education plans are compiled in close collaboration between the teacher and special educational needs coordinator. These are subject to frequent reviews to ensure they remain appropriate.

48. The school is a harmonious and educationally inclusive environment, supported by its race-equality policy and a very good social and personal programme, which raises the confidence and self-esteem of all pupils. The opportunities to learn about the achievement of black and ethnic minority pupils in all areas of learning, for example, history, geography and art could be further extended.

Partnership with parents, other schools and the community

Links with parents are satisfactory, with other schools good and with the community very good.

Main strengths and weaknesses

- Reports to parents on pupils' progress are very good.
- Despite the school's best efforts, while some parents are supportive, many are fairly passive and provide little support.
- The school has appointed a home school link worker to increase parental involvement in their children's education.
- Staff make home visits and give educational and non-educational support.
- There are good links with secondary schools including teaching and extra curricular activities.

Commentary

49. Annual reports to parents about their child's progress are unique to the child. They are informative and state what the child knows, understands and can do in the each subject. Targets for improvement are set in English, mathematics and science. The school has introduced short end of term reports for the autumn and spring terms. This resulted from discussion with parents. They consist of a single page about a child's strengths in literacy, numeracy and science, areas for development and targets for improvement. These are a very useful means for giving ongoing feedback to parents. There are good links with parents of pupils with special educational needs. They are kept fully informed of the progress of their children and invited to frequent reviews of targets set in individual education plans.

50. Information about what their child will be studying is given orally at parents' meetings and interpreted when necessary. As few parents are active participants in their children's education, the absence of written information for each parent limits their involvement. The school recently conducted its own first parental survey, which was largely supportive of the school. Few parents help out in the school.

51. All staff meet with parents regularly. Where parents have concerns about their children's progress or other issues these are dealt with appropriately and as quickly as possible. Regular parents' meetings about pupils' progress are held and interpreters are provided. Attractive, but brief monthly newsletters inform parents of forthcoming events. Staff help parents not only with educational issues but also offer advice on where families can get assistance. The recent appointment of a home school link worker is already helping to improve communications between school and parents.

52. There are very good links with the community. For example, the school is involved in Charlton Athletic Race Equality programme, an arts initiative supported by Charlton Athletic football club, Greenwich borough and local businesses. The school also has sporting links with the football club. The school benefits from the help of a fundraiser who is actively seeking financial support for a variety of projects such as, a new parents' room, garden and refugee family service. The school has very good links with the secondary schools to which most of its pupils go, helping the transition from Year 6 to Year 7. In addition, it has developed educational and extra-curricular links in drama with one the schools and is developing links to teach French with another.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good** overall with very good leadership and management by the headteacher and senior management team. The headteacher has secured improvements in the quality of teaching and learning in recent years, and this has lead to rising standards. Governance is good.

Main strengths and weaknesses

- The leadership of the headteacher is very good because she provides a sense of vision and strategic direction for development of the school and has unified the staff.
- The senior management team provides very good direction and support for the school and subject leadership is strong.
- The management of the school is very good overall and standards are rising and pupils have very good attitudes to learning.
- The opportunities for professional development of staff are excellent resulting in committed knowledgeable staff dedicated to improving pupils' learning.
- There is scope for the governors to challenge the senior managers of the school more on the ongoing progress of initiatives taken.

Commentary

53. The leadership, management and governance of the school have improved significantly since the last inspection. In the time she has been in post, the head teacher has established a clear vision for the school. The staff have been united into an effective and dynamic team, with the senior management team playing a leading role. This successfully focuses on improving the quality of teaching, which has brought about improvements in pupils' achievements. The school improvement plan, professional development of staff and performance management systems successfully underpin this improved performance. There is a clear view among the staff and governors of the need to ensure pupils achieve as well as they can.

54. The head teacher and governors have a strong relationship and understanding about the strengths and weaknesses of the school. The governing body provide good financial support to implement the initiatives agreed through the school development plan, for example, the creation of three classes in two year groups rather than two. However, they do not monitor the progress of such initiatives sufficiently by challenging the senior management about the effectiveness of such initiatives. Although many of the governors are new to their role, they are succeeding in getting a grip on the strengths and weaknesses of the school. They are helping to provide a direction for future developments. They work closely to drive developments forward positively. They use their expertise to benefit the school and its children. Together with the head teacher and staff, they make a contribution to the school development plan to shape the vision and direction of the school. However, there is scope for them to challenge the head teacher and senior management team further about the effectiveness of the initiatives identified in the school development plan. All statutory requirements are fulfilled.

55. The school has introduced effective assessment systems to track pupils' progress, particularly in English, mathematics and science and this has resulted in improving pupils' achievements through greater focus on, for example, speaking and listening. The teaching staff have ensured that pupils experience a broad and varied curriculum and good quality teaching. It has developed an extended curriculum to provide a good range of learning activities beyond the subject curriculum. Together these have successfully motivated the vast majority pupils to come to school and learn in a stimulating environment. The school has successfully gained the Inclusion Charter Mark, which represents its commitment to including all pupils.

56. There are excellent opportunities for staff development, which help to improve the quality of teaching. Expertise within the school is utilised fully, and staff responsibilities are allocated accordingly. The teaching assistants play a full part in this. The effective teaching enables pupils to succeed in a range of subject areas, for instance through learning to play musical instruments or create works of art. This makes them confident and helps them achieve more in other areas of the curriculum. The school's aids to learning include: dedicated staff; effective planning and assessment systems; and pupils who enjoy what they do. Where teachers have subject responsibility they are given time to monitor the quality of teaching and learning in those areas. Because of the commitment to developing the staff, recruitment is not a significant issue, and the school participates in a good range of initial teacher training programmes. The management of special educational needs is good.

57. The governors and headteacher ensure that the budget reflects the school's educational priorities. The school's administration of finance is very efficient. There are very successful procedures in place for long term strategic planning, which are linked to expenditure. The finance committee ensures very good financial procedures are in place. The school has enhanced the number of teachers in the school by using its funding well. The principles of best value are successfully applied to all aspects of the school. This has resulted in good standards of achievement, a good curriculum, good teaching and successful leadership and management. Because of pupils' good achievement and effective leadership and management, the school provides good value for money.

58. The school has appointed a very effective part-time co-ordinator, who is responsible for monitoring the progress of ethnic minority pupils and for providing in-class support to help them work at an appropriate intellectual level. Given that almost half of the pupils are from ethnic minority backgrounds, with a high percentage learning English as an additional language, the school does not give high enough status to this work in the management structure.

59. The English as an additional language co-ordinator supports learning in two year groups where need is most acute. Her role is two-fold: to support pupils and to offer a model for ways of working for non-specialist teachers to follow. In this way good practice is shared.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

60. As at the time of the previous inspection, the school makes good provision for children in the Foundation Stage, enabling them to have a secure and happy start to their education and to make good progress. The majority of children enter the Nursery with attainment that is well below that expected. They achieve well and as they enter the Reception classes their attainments are below those normally found. Although there are exceptions, many children start out with very limited language, and personal and social skills.

61. The Foundation Stage is well led and managed by the Foundation Stage co-ordinator. During her time as co-ordinator, a good balance between learning through play and more formal activities has been achieved. Teaching is very good overall in both Nursery and Reception classes. The curriculum gives good coverage of all areas of learning and is carefully planned in line with national requirements. It provides a good balance between adult-initiated and child-initiated activities and good links are made between areas of learning. Staff know individual children very well and assessments are used effectively to monitor children's progress towards the Early Learning Goals. Provision for children with special educational needs and English as an additional language is very good. Support staff work very well with them to ensure that they have equal access to all the learning experiences offered. There are two Nursery classes sharing equal access to the well resourced outside area. The two Reception classes are housed in separate classrooms with a shared outside area. The current situation does not, therefore, afford the same access opportunities that exist in the Nursery, which considerably reduces interaction between the Reception classes. However, this situation is likely to be addressed and remedied very shortly.

62. Although children of all abilities achieve well, only half are likely to achieve the Early Learning Goals in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good and very good teaching ensures that more than half of the children are likely to achieve the Early Learning Goals by the end of the Reception year.
- Teachers emphasise the development of self-motivation and independence so that children make good progress in this area of learning.
- Most children concentrate well for extended periods in self-chosen activities and most display a good attention span during more formal situations.
- The way that Nursery and Reception class staff work together ensures that all Foundation Stage children have similar opportunities to develop their personal, social and emotional skills.
- Assessment information is always used successfully to match work to individual needs within groups. Children with special educational needs and English as an additional language are given good support and records show very clearly what they can do and still need to do to improve.

Commentary

63. Good attention is paid to promoting children's personal, social and emotional development. Children are provided with good opportunities to make choices, to play together and to develop their skills of co-operation and they are, therefore, learning to take turns and share equipment. Children play harmoniously together. Relationships between staff and children are warm and teachers set consistent parameters for the children so that they know what is expected of them. A secure atmosphere for learning is established so that children are keen to participate in activities provided.

The school day is particularly well-organised and regular routines, which are consistent throughout both classes, enable children to understand how to behave and respond to the various interesting challenges offered. The good ratio of staff to children means they are supervised well. Children are eager to please and enjoy the relevant and interesting activities offered. Children's opinions are valued and they learn to listen and answer politely, respecting others and taking turns. Children make good progress in their personal, social and emotional development because of the very good teaching they receive, but many may not attain the Early Learning Goals by the end of the Reception year because these skills are under-developed on entry to Nursery and there is a lot of ground to make up.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good and very good teaching enriches children's understanding and use of language so that they make good progress, but attainment is well below that expected for their age.
- Teachers provide a good range of experiences in literacy. Children are learning well through initiatives, such as the teaching of phonics.
- All Foundation Stage staff work well together to ensure that teaching and learning offer continuity. Assessment information is clear, well documented and gives objective analysis for identifying targets for improvement.
- Children have good experiences of role-play activities that are relevant to their learning.

Commentary

64. Most children enter the Nursery classes with speaking and listening skills that are very limited. They make good progress but still enter the Reception year with speaking and listening skills that are below expectations. They are provided with good opportunities to communicate their thoughts and feelings so that they are beginning to develop confidence in expressing their ideas. Good use is made of role-play to encourage speaking and listening to develop communication. They are learning, with well-directed support, to take turns and listen to one another. Teachers take every opportunity to introduce new vocabulary and encourage children to use a wider range of vocabulary themselves. Children enjoy listening to teachers' lively presentations of stories. Opportunities for children to read and write in play situations are well catered for, especially in the 'cafeteria experience'. Through shared reading and writing and other literacy activities, teachers effectively reinforce children's knowledge of letters and their related sounds. Children of all abilities are developing their knowledge of letters and sounds well, although many of them find it difficult to apply this knowledge to work out unfamiliar words when they are reading.

65. Teachers encourage children to write independently and higher attaining children are encouraged to write short sentences, which communicate meaning and they are beginning to use punctuation. Most, however, are still at the stage of copying letters or simple statements that have been written for them. Children make good progress but the majority do not attain the Early Learning Goals by the time they enter Year 1 because of their low starting point. Staff extend the children's speaking and communication skills through their own careful use of language and probing, skilful questioning although opportunities for reading and writing in play situations are sometimes missed. Planning includes the language focus of the main activities, which enables all adults to work together with maximum effect. The large amount of assessment data collected about children's progress is always used successfully in identifying specific learning needs for all individuals, which then informs future teaching and planning.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teachers make good use of a variety of techniques for engaging children's interest in mathematics and developing their understanding.
- Skilled questioning helps focus children's attention on mathematical ideas.
- Children are achieving well and many are likely to achieve the goals they are expected to reach by the end of Reception year.

Commentary

66. Teachers provide a good range of well-designed practical activities, games and opportunities to develop counting and calculating skills in a meaningful context. Daily reinforcement, such as counting the number of children in class during registration and singing 'ten green bottles' denoting the number left with their fingers, helps children to remember the order of numbers. Most children recognise numbers to 10 and some recognise and can count numbers to 20. They are beginning to understand the processes of addition and subtraction. Many children have a good understanding of the meaning of 'one less than' and 'one more than' a given number, although some are still developing this understanding, partly because of their low starting point and partly because they find it difficult to concentrate for a good length of time.

67. Teachers use games, puppets and other visual aids very effectively. This, coupled with skilful questioning during practical activities, develops children's understanding of shapes and measures. Many children can order three objects by size and weight and have a good understanding of 'heavy' and 'light' as was observed in one Reception class when they were estimating the weight of different size bears. They make good progress from Nursery to Reception, which continues through the Reception year. However, the attainment of many children does not match the nationally defined goals at the end of the Reception year. Children are extending their understanding of mathematical terms due to constant repetition and reinforcement by the adults working with them in both Nursery and Reception classes. There is an expectation of children to use appropriate vocabulary, which they respond to confidently. Learning takes place through relevant play and games and this makes the children want to participate.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good overall and children achieve well and about half are likely to reach the early learning goals by the end of the Reception year.
- Teachers provide good opportunities for children to learn about the world around them.
- Structured play activities give children a wide range of opportunities to experiment with paint and make moving toys using split pins.

Commentary

68. Children's knowledge and understanding of the world in which they live is below the expected level at the end of the Reception year because few of them have experiences of life beyond the immediate area in which they live. Children of all abilities achieve well because the classes have good resources and teachers plan activities that extend their experiences and offer opportunities for problem solving. Support staff are effectively deployed to develop children's understanding. Good teaching enables children to begin to understand what plants need to live, allowing them to observe the growth of tomato plants and sweet peas planted in their outdoor play area.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Good provision in this area of learning, enables children to attain expectations which are broadly in line for their gross motor skills but below for their fine motor skills.
- Children demonstrate good levels of control when moving over, under or through apparatus in the outdoor play area.
- Children display good spatial awareness when running around the outdoor learning environment.

Commentary

69. Good provision for children's physical development enables them to achieve well so that many attain the Early Learning Goals by the time they leave the Reception classes. They demonstrate good control of their bodies during physical activities, particularly when playing outside on the stimulating range of equipment available. Teaching is good and sometimes very good. Children showed appropriate awareness of space, themselves and one another and moved enthusiastically but also safely. Regular handwriting practice helps children to develop pencil control and they use tools such as scissors appropriately, though some of them need help in using them. This is the less secure area of their physical development.

CREATIVE DEVELOPMENT

Provision for creative development is **good** overall.

Main strengths and weaknesses

- Teaching is good overall, pupils achieve well and a significant number are likely to reach the early goals by the end of the Reception classes.
- There is good provision for children's imaginative play and musical development.
- Children engage in a satisfactory range of art and design and craft activities.

Commentary

70. Children enjoy the opportunities offered to use their imagination in role-play activities linked to the class theme. For example, in the 'cafeteria experience' children assume the roles of waiters and waitresses. They display remarkable creativity when putting together meals using different meat, vegetables and dairy products. Throughout the observation of this session, children showed remarkable imagination in their role-play activities. The provision by teachers of versatile props in Nursery and Reception classes augments their ability to take on the roles they play. Children make good progress in their appreciation and performance of music and clearly enjoy music making which offers a good contribution to their musical experience. Teaching is good and often very good. Together with the Nursery nurses teachers continually provide opportunities for children in Nursery and Reception classes to respond creatively and imaginatively in a range of contexts.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Although standards are satisfactory overall attainment is below those found in schools nationally in Years 2 and 6.
- Standards in speaking and listening are high because good opportunities to practise these skills are planned into each lesson.
- Achievement is good overall, including that of pupils with special educational needs or English as an additional language.
- Subject leadership and management are effective and action is being taken to raise attainment.
- Expected levels of attainment are achieved in Years 1 and 2 and indicate that standards are improving.
- Information and communication technology is not used sufficiently to support the subject.

Commentary

71. In the national tests in 2003, attainment in Year 2 was well below those found in all schools nationally in reading and writing. When compared to similar schools, national tests results were average in reading, but below average in writing. In Year 6, in 2003, results in English were average against the national picture and well above average when compared to similar schools. This indicates significant improvement from well below average results in 2002 when the school was last inspected. Inspection evidence indicates that attainment is below average overall resulting from, high pupil mobility and the high number of pupils identified as having special educational needs in the year group.

72. Achievement in English is good for the majority of pupils, including those with special educational needs and also pupils learning English as an additional language. Achievement in speaking and listening is good. Pupils are given a wide range of opportunities to speak and listen in English and other subjects. Such support allows all pupils to develop their confidence, and, for those who have English as an additional language, to make better than expected progress. This is because teachers identify clear targets for speaking and listening and group work, allow bi-lingual and those pupils who have special educational needs, to work at their appropriate intellectual level.

73. The vast majority of pupils make good progress and achieve well in reading because of the good teaching they receive, most of which is based on the National Literacy Strategy. The work in pupils' books indicates that they are covering the curriculum satisfactorily and are being taught important skills when tackling unfamiliar words. In Year 6, pupils can summarise well what they are reading, recognise stylistic features like the use of a narrator, and can make very good attempts at unfamiliar words and phrases because of their overall understanding of the sentence.

74. In writing, standards are improving. Higher and lower attaining pupils in the Year 5 and 6 classes are now making the progress of which they are capable. This is because they are being set in particular groups according to their current ability. For example, pupils are writing sentences of increasing length and complexity, demonstrating a range of ways to add interest to their writing. They are adopting techniques to build up drama, for example writing words in bold and using punctuation effectively. They are writing for a broad range of purposes, for example, to argue a case in defence of Goldilocks' behaviour, writing imaginative tales about waking up in a classroom a hundred years ago, and presenting a balanced argument about whether pupils should take or not take national tests in Year 6.

75. In lessons observed, teaching was generally good and sometimes very good. Teachers plan using the National Literacy Strategy teaching framework, with additional support provided for lower attaining pupils through the deployment of teaching assistants. Teachers' planning indicates an appropriate focus on word level work, for example in spelling and phonics, the grammatical structure of

sentences, and the appropriate and often conventional ways of organising longer pieces of writing. Pupils are taught, for example, in correspondence that letters need to be set out in a conventional way and that any dialogue in their story-writing needs to be carefully punctuated. Pupils know that in writing for different purposes, for example presenting a balanced argument or writing a report, there are conventional approaches and literary devices which can be used to good effect. Most teachers provide good prompts around the walls to support pupils' writing, along with key vocabulary and self-evaluation criteria, which are gradually building up pupils' confidence and skills as writers. In Years 1 and 2 pupils are taught early literary skills well, including, in Year 2, how the choice of words and arrangement of adjectives can enhance the overall impression of a piece of writing and also bring layers of additional meaning to interest readers. Pupils were inspired to write poetically about the treasures found in the teachers' magic boxes. By looking at real objects as they emerged from a box, the meaning of specific adjectives was clearer and understood by all pupils, including those with special educational needs or English as an additional language.

76. Effective action is being taken to raise standards. Teachers' planning and pupils' work are checked regularly to ensure that agreed teaching and learning methods are put into practice. End-of-year results are analysed and new targets for improvement set. Pupils not making the progress they should are given additional support. Pupils in Years 5 and 6 are now taught in groups based on ability, and this is leading to better levels of challenge for the more able pupils and better support for those experiencing difficulty. Years 3 and 5 classes have large numbers. The governing body made the decision to appoint additional teachers so having three rather than two classes in these year groups in order to reduce class sizes. This allows extra support to be provided where it is needed and where it will have the greatest impact on raising standards. The governors' commitment to this key task is evident through their financing of the additional staffing.

77. Teacher assistants support pupils with special educational need in class well. Many pupils who are on the threshold of the next level of achievement are given additional support by an effective and well-trained teaching assistant who follows nationally approved guidance. She plans carefully with class teachers so that general lesson targets can be incorporated into her work. For example, one group worked to achieve complex sentences without an over-use of "and", and another to produce regular past tenses with "-ed" endings so are achieving better than they would unsupported.

78. Pupils with English as an additional language are given extra support by the co-ordinator, who targets particular year groups. Given the English as an additional language profile of the school and standards achieved, this support could be extended.

79. The generally good class teaching, with its emphasis on speaking and listening and the use of visual prompts, also supports bi-lingual pupils well. There was evidence during inspection that some bi-lingual pupils who are fairly fluent are making errors in their writing because of over-generalised grammatical rules and lack of development in their inference skills. The school has implemented nationally approved strategies such as "guided reading" and "guided writing", which help pupils build up skills in understanding meaning as they read, and in structuring sentences and fuller pieces of writing. Such work has already had an impact on pupils' achievement. More of this good practice would enhance the provision particularly for those pupils whose English language experience is not advanced enough to understand the more literary forms or the cultural references, which are embedded in much of the reading they encounter.

80. Information and communication technology and library resources are not fully exploited to allow pupils to research a topic or to pursue a line of enquiry independently.

MATHEMATICS

Provision in mathematics is **good**.

Main Strengths and weaknesses

- Teaching is good overall and as a result, pupils achieve well in mathematics.
- Although standards are satisfactory attainment in mathematics is below average, but is improving.
- The application of mathematics in other areas of the curriculum is not sufficient to consolidate and apply mathematics in the real World.

81. Attainment in Year 2 and Year 6 is below average, although standards are satisfactory and pupils achieve well throughout the school. Pupils' skills are better in mental and oral work rather than when they have to write on paper. At the time of the last inspection, attainment was well below average for pupils in these year groups but the school has made good improvements in provision since then.

82. The teaching of mathematics is good overall with some very good teaching. They have good subject knowledge and the National Numeracy Strategy is well integrated into their teaching. Work is generally planned to fit with the pupils' attainment, however, in a few cases work was not sufficiently adapted to fully cater for the needs of less able pupils. Teachers know their pupils well and have good relationships with them. Teachers use appropriate strategies to help them learn and give good support and guidance to individuals. Pupils have the chance to explain and demonstrate their mathematical strategies to the rest of the class. Their work is assessed regularly and they undertake the statutory tests in Years 2 and 6, with optional tests in Years 3, 4 and 5. The results of these are used to group pupils to ensure work is challenging and matched to their age and ability. Where teaching assistants or other helpers are used, they are briefed effectively to support the groups they are working with. In the best lessons, the pace is good and the children's interest is maintained. Work is well matched to the needs of the pupils. In a few lessons, the pace was slower, work was not so well matched to needs and pupils had opportunities to drift off task. Pupils with special educational needs are well supported and make good progress in the subject. Pupils with English as an additional language are supported in class and also achieve well.

83. Good opportunities are provided for pupils to apply their mathematical skills to solve problems and undertake investigations. In some cases, teachers to illustrate mathematical ideas use the interactive whiteboards very well. However, there are few opportunities for pupils to use information and communication technology to develop their mathematical skills.

84. Pupils' attitudes to mathematics are good overall across the school. They enjoy lessons and sustain concentration well. Teachers have good relationships with their pupils and use good strategies to keep them interested. Good behaviour is generally maintained throughout because pupils are interested in what they do and enjoy their lessons. Pupils are all included well in mathematics lessons and none get preferential treatment.

85. The subject is effectively led and managed. The subject leader is enthusiastic and has the vision to take the subject forward. She has had opportunities to monitor some lessons, teacher's planning and work undertaken in the subject. There are adequate resources available for delivery of the subject. Teachers assess pupils' work well and the information gained is used to support pupils and inform future planning.

Mathematics across the curriculum

86. There is relatively little use of mathematics within other curriculum areas, although in information and communication technology there is some work on direction and in science, graphs are drawn and used.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Although standards are satisfactory and pupils achieve well.
- Attainment by Year 2 and 6 is below average.
- Pupils' investigative skills in Years 1 and 2 are not as good as their knowledge in other parts of the science curriculum.
- In Years 3 - 6 pupils do not raise their own questions for enquiry well enough.
- Assessment procedures in science are satisfactory but do not monitor the development of pupils' skills in investigation sufficiently.
- The use of information and communication technology is underdeveloped.

Commentary

87. Teacher assessments in 2003 show that attainment was well below average by the end of Year 2. Inspection evidence indicates that overall attainment is below average by the end of Year 2 because, although pupils' ability to communicate their knowledge and understanding and skills through writing is well below that expected, they are more proficient orally. Attainment in Year 6 have improved since 2002. In national tests in 2003 they were well below average. School data and inspection evidence indicates that attainment is now below average but standards are satisfactory and pupils achieve well. In both infant and junior pupils, investigative skills are not as well developed as other parts of the science curriculum.

88. As a direct result of good teaching, pupils achieve well across the school. All teachers plan and manage their classes well. They involve their pupils through challenging discussions and effective questioning, as well as giving them opportunities to collaborate and carry out practical work. Lessons have a brisk pace and all pupils are fully involved. In a good Year 2 science lesson, pupils were challenged well to make careful observations of the differences between the features of two different plants. In discussion with inspectors Year 2 pupils also described how they investigated the rate of melting of ice in different situations. They also described how to create a simple circuit and how, if there is a break in the circuit, the bulb will not work.

89. Teachers' questioning encourages pupils to think for themselves, give reasons for answers and to use their previous knowledge, understanding and skills and apply them to new areas of learning. This was evident in a very good Year 6 science lesson where the teacher's very good questioning developed pupils' investigative skills, such as identifying the dependent and independent variables and the need to repeat measurements to ensure they were reliable. However, in discussion, Year 6 pupils fully understand fair testing and can explain investigations they have carried out, they are less skilled in devising investigations to answer questions they have raised for themselves. In all the lessons seen good classroom management ensured very good pupil attitudes and behaviour.

90. Overall, there are satisfactory assessment procedures. However, while pupils' knowledge and understanding of 'Living Things', 'Materials' and 'Physical Processes' are well monitored, pupils' developing skills in scientific investigations are less well monitored. The school is aware of this and is reviewing its procedures to ensure the development of pupil's investigative skills are more closely monitored to ensure pupils develop greater independence in creating their own procedures to answer questions they have raised.

91. Information and communication technology is being used in science, for example, using a data logger to record temperature changes over time. Other opportunities however are not fully exploited, for example using; a word processor to record science work, a digital camera and a multimedia program to present work done in science, or spreadsheets to record results.

92. Leadership and management are satisfactory. There is an appropriate action plan to address the issues identified during the inspection. The school is increasing its use of cross-curricular opportunities to enable teachers to apply and consolidate work from one area of the curriculum in

another. An example was the good use of vocabulary and the emphasis on speaking and listening to support literacy in a good Year 5 science lesson. The possible links between, for example, mathematics and design and technology are not sufficiently exploited.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Attainment is below national expectations for pupils in Year 2 and 6, although standards are satisfactory and achievement is good.
- The use of information and communication technology to support other subjects in the curriculum is underdeveloped.
- Assessment procedures have been put in place recently but are not yet impacting sufficiently on planning for the full range of abilities in classes.

Commentary

93. Attainment in the lessons seen was broadly average. Discussions with pupils and a review of their work, however, show that attainment by the end of Year 2 and Year 6 are below national expectations but achievement is good as pupils enter school with very limited skills.

94. Four lessons were seen, two in each of the infant and the junior stages, and overall teaching was judged to be satisfactory. In a good Year 2 lesson, pupils were introduced to sorting information by answering simple questions with 'yes' or 'no'. For example, the teacher displayed a picture of an animal and asked 'does this animal have a beak?'. This was extended using more pictures of animals and a greater range of characteristics, which developed good practical first hand experience, before being introduced to computer based databases.

95. Very good teaching was seen in Year 6 where pupils achieved very well and created good PowerPoint presentations to support a geography topic on mountains. Very good knowledge and understanding of the teacher, high expectations and good pace ensured pupils learnt very well. In all the lessons seen good classroom management ensured very good pupil attitudes and behaviour.

96. Good use is made of links with the City Learning College. Pupils in Year 5 visit the college and use its computer facilities to create control programs to control robots. In the past they have programmed a screen 'turtle' to create complex repeating patterns.

97. Leadership and management of the subject are satisfactory. The school has an action plan to improve teaching and learning but does not sufficiently focus on the use of assessment to raise attainment by ensuring planning is firmly based on pupils' prior achievement.

98. Accommodation and resources are adequate. The computer suite however is small and requires, on occasions, three pupils to work on one computer, which is unsatisfactory. The computers are outdated but currently there are no plans to replace them.

Information and communication technology across the curriculum

99. While pupils use the Internet to research work on the Egyptians and Victorians to support history and on mountains to support geography there is insufficient use of information and communication technology in other subjects. The knowledge and understanding, and skills learnt in information and communication technology are not sufficiently applied and consolidated in other areas of the curriculum.

HUMANITIES

100. There is not enough evidence to report fully on geography or history as they were not foci of the inspection. No lessons were observed in geography and only two in history. The curriculum plan and pupils' written work, show that both subjects are taught across the school. Conversations with pupils in Years 2 and 6 indicate good knowledge and understanding of the topics covered and a particularly strong interest in history.

101. Teachers' planning documentation and time-tables indicate that an appropriate curriculum is in place for **geography**. A good range of educational visits enhances it. For example, Year 6 went to Chislehurst Caves during their project on "water". They talked with great enthusiasm about going underground with hurricane lamps to see the caves. Discussions with Years 2 and 6 about what they had been studying demonstrated good attitudes and satisfactory knowledge about work covered. Pupils in Year 6 are given good opportunities to study topics in depth, for example, in their river study they considered the course of the river from its mountain source to its mouth at the coast. Good links were made with other areas of the curriculum, for example through the study of Brian Patton's poem, "The River Story", and a historical time-line showing the changes in life along a river. In Year 2 pupils studied an island community in their work on the isle of Struay, and this was linked to one of their core books about Katie Morag, one of the island's residents. They also studied the seaside environment, linking it to historical changes in seaside holidays over the last 100 years. They were particularly amused by the way Edwardian bathers over-dressed to go into the sea because of contemporary standards of modesty.

102. In a Year 3 **history** lesson pupils studied the Vikings and came to understand that their successful invasions were possible because they had good ships and were excellent sailors. Pupils are beginning to sequence historical events and to identify causes for them. They make comparisons between life in earlier times and their own time, for example, the conditions in the field hospitals of the Crimea in Queen Victoria's reign compared to the standard of treatment in hospital today.

103. Conversations with Years 2 and 6 indicate pupils' great interest in history. For example, Year 2 talked about the Great Fire of London with enthusiasm and knowledge. They knew why so few people had died and why the fire swept through the city's wood and thatch buildings. They knew the importance of the diary of Samuel Pepys as an eye-witness testimony and consequently a primary source of information about the events. Teachers are aware of the importance of helping pupils learn historical facts and how to interpret them from such sources. In some work insufficient support is given to pupils who need extra help in understanding key concepts and vocabulary, for example "Ancient Greek", "Acropolis", "democracy", and the idea of "waging war".

Religious education.

Provision in religious education is **good**.

Main strengths and weaknesses

- Good planning ensures good subject coverage and progression of skills in line with the locally agreed syllabus.
- Pupils in upper juniors say the year groups are able to state the importance of roles, beliefs and responsibilities associated with different religious faiths.
- By Year 6, pupils have a good understanding of the teachings of Jesus and other religious leaders, such as Buddha and relate them to every day life, particularly in making choices and decisions.
- Teaching is good overall.
- Assessment, an area of concern in the previous inspection is secure.
- More use could be made of information and communication technology to research information.

Commentary

104. Evidence of attainment was gathered from various sources, including lesson observations, scrutiny of work and discussions with pupils. By the end of Year 6 attainment is in line with those expected in the locally agreed syllabus. In order to assess pupils' attainment, the subject leader interviews pupils and samples work to judge standards, achievement, progression and continuity. It also indicates a continuous upward trend in achievement by all pupils, including those with special educational needs or English as an additional language. Pupils appreciate how important religion is to different faith groups and understand that people from different cultures follow rules determined by their own faiths. Planning is thorough and clearly identifies the key objectives of the lesson, which are shared and discussed with and by the pupils. They understand the importance of the roles of religious leaders to promote an understanding of their faith and support their followers to achieve this. They know that in all faiths people have to make decisions and how important it is to make the right choices.

105. Teaching is good. Teachers use a wide range of learning strategies to develop pupils' ideas encouraging different forms. Pupils listen to stories of different religious teachings, sing and pray as a whole community. Relationships between staff and pupils are very good and this contributes very positively to pupils' learning as well as achieving very positive attitudes to their work and respect for each other. However, information and communication technology to research information is not making an effective contribution to religious education.

106. The achievement of all pupils is good and the learning of those pupils with special educational needs or English as an additional language is supported in well planned lessons and the effective use of teaching assistants. Subject leadership is good and teachers promote the use of cross-curricular work well, which also assists in raising standards in other areas, such as literacy. Resources overall are satisfactory. Monitoring of planning, teaching, learning and standards is developing well and the use of marking to support assessment is positive and gives good guidance to help pupils improve.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in music, none in art and design and two in design and technology. No judgement can be made about overall provision. However, planning was examined, work was scrutinised, and discussions were held with children and teachers.

107. Pupils enjoy music lessons and behave well. In the one Year 4 seen, pupils sang in tune whilst clapping a pulse and talked about the elements of musical compositions and the moods music can represent. The teacher had planned the lesson well and had good relationships with the pupils. The pupils responded well and listened intently to a piece of music. They were then able to talk about pitch, dynamics, tempo, structure and the mood of the music. Their listening and appraisal skills were good. They could sing aspects of the piece of music heard and subsequently used aspects of it to create a composition.

108. Pupils have the opportunity to learn to play instruments, including recorders, guitars, steel drums, keyboards, African drums and violin. There are opportunities to sing in a choir and pupils perform for local community events. The school has good resources for music including a range of tuned and untuned instruments and recorded music. The children are introduced to music from cultures other than their own. Pupils sing enthusiastically in assemblies. Performance is an important part of the work of the school. During the inspection, pupils in Year 6 were rehearsing an enjoyable performance including singing and dancing.

109. Art and design work seen on display indicated attainment is above average. In the work on display, pupils have created some imaginative and exciting images. They know about the pop art style of painting and have used digital photographs to create pictures in the style of Andy Warhol. All pupils achieve well in the subject, including those with special educational needs. They have the chance to work in a range of media, including pencil, paint, charcoal, pastel and clay as well as creating computer images.

110. Art and design is used effectively for display across the school and as a medium for exploring other subjects. In science, pupils undertook drawings of trees and flowers and painted high quality

pictures of the inside of sweet peppers. The subject leader has an enthusiasm and vision for the subject and has helped to develop it successfully.

111. Design and technology work seen on display indicates attainment in the subject to be at least average, with some aspects above. By Year 6, most children can enthusiastically create effective artefacts. In the work on display, pupils have created slippers, moving vehicles and chairs. They have worked with a good range of materials, for example, wood, textiles, card, paper and food. They know about how to design models, create lists of materials and evaluate their work. In some cases, information and communication technology is used to create designs. In the lessons seen, pupils were enjoying the work a great deal designing and making monsters using pneumatic devices. They had great fun investigating the devices and deciding how to use them. All pupils achieve well in the subject, including those with special educational needs.

112. Design and technology is used to link with other subjects. Pupils learn science when using pneumatic systems to make moving models, and art when designing. The school is adequately resourced to deliver the curriculum.

113. The subject leader has only recently been appointed but is enthusiastic and has a range of good ideas to develop the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal social, health education and citizenship is **very good**.

Main strengths and weaknesses:

- A very well planned curriculum which covers all aspects, including a strong element of sex and relationship education to meet the developing needs of pupils in each year group.
- There is strong and effective leadership and management of the subject.
- Good and sometimes very good teaching.

Commentary

114. The personal, social and health education curriculum is very well planned. The subject leader has drawn together elements of the subject, which are taught in discrete lessons or as class projects. This work under-pins the school's determination to build up pupils' confidence as learners and to help them become successful members of the school community. Teaching observed was good and sometimes very good. In Year 3, teachers focus on personal characteristics and what is special about oneself, and in Year 5 teachers consider issues relating to growing up and developing skills and responsibilities. Work in books matches the curriculum plan and indicates very thorough teaching of this subject.

115. The subject leader is a member of the senior management team and is an advanced skills teacher. This places her in a very influential position and ensures that this element of the curriculum is central in teachers' planning. She gives strong leadership, which, along with good subject knowledge, is building up the confidence of teachers to implement the subject well. With support teachers handle many difficult issues sensitively. Much work is characterised by discussion about particular topics, drawing on pupils' own experience and helping them understand their world through sharing ideas with their friends and teachers. Pupils discuss friendship, the impact of their actions on others, and how to handle disappointment and exclusion. The school council provides a good forum for pupils to develop social and democratic awareness and to make a contribution to the life and work of the school. "circle time", which is a carefully structured talk forum, allow pupils to contribute effectively to class discussions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	2
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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