

INSPECTION REPORT

ELTHAM CE PRIMARY SCHOOL

Eltham

LEA area: Greenwich

Unique reference number: 100167

Headteacher: Miss M Whitney

Lead inspector: Mr N Hardy

Dates of inspection: 7-10 June 2004

Inspection number: 256060

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:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	282
School address:	Roper Street, Eltham, London, SE9 1TR
Postcode:	
Telephone number:	02088501528
Fax number:	02082940896
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs F Ryans-Smith.
Date of previous inspection:	May 2003

CHARACTERISTICS OF THE SCHOOL

This Church of England aided school is situated in the borough of Greenwich in southeast London. It is larger than many other primary schools. Most pupils are from a white British heritage. However, the proportion from minority ethnic families is higher than typically found. Almost all of these pupils speak English well with only a small minority of pupils who are less experienced in speaking English. There are currently no Traveller pupils attending the school. There are a small number of refugee pupils on the school roll. A broadly average number of pupils are eligible to receive free school meals. The percentage of with special needs is below the national average, as is the number of pupils with statements of special educational needs. A majority of the pupils on the school's list of pupils with special educational needs have speech and communication problems with the remainder experiencing learning difficulties, social, emotional and behavioural difficulties and physical disabilities. Attainment on entry to the Reception class is at broadly expected levels. The school experiences relatively high levels of mobility with pupils moving school at times other than normal times of transfer. This does not significantly affect the performance of the school. The school is involved in the Leadership Development Strategy in Primary Schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
29262	Mr N Hardy	Lead inspector	Mathematics Information and communication technology Art and design Design and technology Physical education
32697	Mr D Smith	Lay inspector	
21103	Mrs V Ives	Team inspector	Foundation Stage Special education needs Science Music
19774	Mrs M Docherty	Team inspector	English English as an additional language Geography History

The inspection contractor was:

PBM Brookbridge & Bedford Ltd
13A Market Place
Uttoxeter
Staffordshire
ST14 8HY

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school that provides a **good** education for pupils and **good** value for money. Children enter the Reception classes with attainment that is at expected levels. Pupils achieve well, particularly in English and mathematics, so that by Year 2 and Year 6 standards are above average. The percentage of pupils exceeding expectations in Year 6 improved in 2003 as a result of the increased levels of challenge in the teaching. Pupils with learning difficulties are well supported, enabling most to achieve well and make similar progress to their peers. Those pupils who speak English as an additional language also make good progress and form a good proportion of the higher ability groups. Almost all pupils are working to their potential.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are above average and pupils achieve well.
- The achievement of pupils with special educational needs and those who speak English as an additional language is good.
- Pupils' attitudes, behaviour and attendance are good.
- The quality of teaching, learning and assessment has been improved and is now good.
- Pupils do not use their information and communication technology skills sufficiently in other lessons.
- Good opportunities are provided for pupils to widen their experiences through out of school activities and sports.
- The governance, leadership and management of the school by the governors, headteacher and senior staff are now good and have helped to raise standards.

Overall, improvement since the last inspection has been satisfactory. The school has tackled the issues for improvement well, with positive developments in the work of the Foundation Stage, improved standards, especially amongst the more able, assessment and analysis of pupils' work and the quality of teaching.

STANDARDS ACHIEVED

Pupils' achievement is **good**. Results in English and mathematics for pupils in Year 6 have risen steadily between 2001 and 2003, largely because of the improved challenge for all pupils and the increased number of pupils who exceed national expectations. Results in science have remained at broadly average levels. When measured against the results achieved by schools taking their pupils from similar backgrounds, pupils' results were well above average in English and above average in mathematics and science. Pupils in Year 6 in 2003 achieved very well when compared with the standards they had achieved previously when in Year 2.

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

*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.*

Standards for pupils who are currently in Year 6 are above average in English and mathematics. They are average in science although improvements have been made to their scientific understanding through the greater development of investigational science. Pupils with special educational needs and those who speak English as an additional language make similar progress to their peers because they are well supported and their progress carefully monitored. Standards in information and communication technology are average in Year 2 and Year 6. However, information

and communication technology is not used extensively in other subjects so standards are not as high as they could be. The quality of pupils' work was sampled in other subjects and evidence indicates that standards are at broadly average. Standards in the Foundation Stage are average. Pupils' attitudes towards their work are good and attendance is above national levels. Pupils' personal development is **good** overall. Although moral development is good and social development very good, improvements are needed in pupils' cultural development, especially in their appreciation of music and art.

QUALITY OF EDUCATION

The quality of education provided is **good**. Teaching is **good** overall with many lessons that were very good. In these lessons the planning was of good quality, the work provided for pupils met their needs very well and the levels of expectation and challenge resulted in pupils learning and achieving well. Teaching in the Foundation Stage has been improved and children achieve well in this age group. Pupils with special educational needs and those who speak English as an additional language are well supported and achieve well. Assessment systems that measure pupils' progress have been developed well. They provide clear evidence of the progress the pupils are making on a termly basis. Teachers use this information well to set targets designed to improve the standard of pupils' work. The curriculum is satisfactory overall. It has been reviewed and timetable arrangements altered to make the most of the time available but further work remains to be done. A good range of extra-curricular activities, particularly in sports, is available and popular with pupils. The accommodation, however, lacks a suitable play area for children in the Reception year. The care support and guidance provided for pupils are good. The partnership with parents is satisfactory as are the links with other schools. Links with the wider community are good.

LEADERSHIP AND MANAGEMENT

The governance of the school has improved since the last inspection. Governors now have a greater understanding of the strengths and weaknesses of the school and are in a good position to influence the direction it takes. The headteacher and governors work well together to develop the direction the school is to take. Areas for development set out in the last report have been successfully addressed and improvements made. Successful strategies, introduced by the headteacher and senior staff have helped to raise standards, particularly in English and mathematics, and to improve the quality of teaching, especially in the Foundation Stage. Effective assessment systems now identify pupils' progress accurately and help in target setting. The administration of the school is efficient and helps the school run smoothly.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are supportive of the school and many provide help with activities in and around the school. A minority express some concern at the level of consultation between themselves and the school. Almost all pupils enjoy school and are keen to attend, enjoying lessons and the additional activities provided.

IMPROVEMENTS NEEDED

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

- Improve standards in science to those seen in English and mathematics.
- Ensure that information and communication technology is used extensively in subjects across the curriculum.
- Rigorously monitor the time spent on each subject and ensure an appropriate balance is provided.
- Improve pupils' cultural awareness through the greater celebration of other cultures through art and music.
- Improve the accommodation that limits children's learning in the Foundation Stage and in physical education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

Children enter the school with broadly expected levels of attainment. They achieve well, particularly in English and mathematics, so that currently standards in Year 2 and Year 6 are above average. Pupils who have special educational need and those who speak English as an additional language also achieve well and make similar progress to other pupils.

Main strengths and weaknesses

- The standards in Year 6 in English and mathematics are above average.
- Pupils with special educational needs achieve well.
- Pupils speaking English as an additional language achieve well and many pupils from ethnic minority groups are represented amongst the higher attaining groups across the school.
- Although the percentage of pupils exceeding national expectations in Year 2 and Year 6 has improved, this needs to improve further.
- Standards in science and information and communication technology are not as high as those in English and mathematics.

Commentary

1. Results achieved by pupils in Year 6 in the 2003 national tests in English and mathematics improved from those seen at the time of the previous inspection and are now above average. Results in science remain average. The number of pupils achieving the more difficult Level 5 in both English and mathematics was above average and indicates that pupils have received a suitable level of challenge for their ability and achieved well. When the school's results are compared with those of schools taking their pupils from similar social backgrounds, results in English were well above average and above average in both mathematics and science. When measured against the levels they attained in 2000 as Year 2 pupils, their achievement is very good in English and mathematics and good in science. Improvements in standards have been at similar levels to those seen in most other schools.
2. Results also rose in 2003 for pupils in Year 2 and were at average levels in reading, writing and mathematics when compared with all schools. However, when compared against similar schools nationally, results in reading were below average levels. In 2002, results in reading had been well below average levels while those in writing and mathematics were below average. A significant factor in these results was the small proportion of pupils who exceeded national expectations. Over the previous five years up to 2003 improvement in the performance of infant age pupils has been less than that seen in many schools.

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

Standards in:	School results	National results
Reading	15.6 (14.7)	15.7 (15.8)
Writing	14.9 (13.9)	14.6 (14.4)
Mathematics	16.5 (15.9)	16.3 (16.5)

There were 42 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.0 (27.4)	26.8 (27.0)
Mathematics	28.1 (26.3)	26.8 (26.7)
Science	29.3 (29.3)	28.6 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year

3. Current inspection evidence indicates that standards in English and mathematics are likely to remain above average in Year 6. Strategies have been put in place to raise standards across all ability groups. Pupils of junior age are taught in sets determined by their prior attainment for both English and mathematics and this is proving effective in helping to raise standards. The level of challenge provided for all pupils has been improved and is leading to an increased number of pupils achieving above the expected Level 4. Most pupils are working to their potential and achieving well.
4. Early indications are that standards in reading and writing have improved in Year 2 and Year 6. Most pupils read fluently for their age and have a wide range of strategies to use when reading unfamiliar texts. Many read with good expression and are able to discuss characters and meaning maturely. Writing skills are increasingly well developed with pupils in Year 2 using a wide range of vocabulary to ensure that the reader fully understands their meaning. In Year 6, pupils are able to write extended pieces of well-punctuated work. Pupils are increasingly using ideas and texts from subjects such as history and geography to develop their writing. Story writing is well developed and pupils write instructional texts well. Most pupils are articulate and speak with confidence. Good opportunities are provided in most lessons to extend these skills in discussions and through providing extended answers on, for example, explaining how to solve a mathematical problem. Good attention is paid to the use of accurate, technical vocabulary. Current standards in mathematics are above average in Years 2 and 6. Pupils confidently complete calculations using their good mental mathematics skills and there is a good focus on all the necessary areas of mathematical development. A good level of challenge is provided that ensures that pupils of all abilities achieve well. Standards in science are expected to remain at broadly average levels. Despite this, improvements have been made to pupils' understanding of scientific principles through a more investigative approach to extending their knowledge. Standards are now average in information and communication technology and have improved since the previous inspection because the full range of skills is now taught. However, information and communication technology is not used extensively in other subjects to enhance pupils' learning and so standards are not as high as they could be.
5. Children in the Foundation Stage achieve well and almost all attain the standards expected for their age. This is particularly so in the areas of communication, language and literacy and mathematical development where there has been a particular focus for improvement.

Pupils' attitudes, values and other personal qualities

Pupils' attendance, attitudes to school and behaviour are good. Their punctuality is satisfactory. There were two exclusions in the last school year. Pupils' personal development is good overall, but with aspects of spiritual and cultural development requiring improvement.

Main strengths and weaknesses

- Pupils are confident and outgoing and enjoy taking part in the various activities provided.
- Pupils like coming to school and are very aware of each other's needs.
- Pupils' social development is very good with a wide range of opportunities to join in out of school activities.

- Relationships between pupils and with adults are good.
- Opportunities to explore other cultures are limited.

Commentary

- Pupils enjoy taking part in a wide range of stimulating activities both during and after school. These include sports such as football and hockey, chess, drama and French. Many of the pupils participate in these activities. Pupils are proud of their school's sporting success and their environmental initiatives, which are celebrated in colourful displays around the school. Residential and other visits broaden the curriculum and develop pupils' confidence very well.
- Pupils are curious about the world around them and are very interested in visitors to their school. Their confident, probing questions show a mature ability to reflect on the lives of others. During discussion, the overwhelming majority agreed that they enjoy coming to school and analysis of their parents' questionnaire endorses this positive view. Pupils are enterprising and raise money for local and national charities. Older pupils have responsibilities such as controlling music or slides during school assemblies. When speaking to inspectors, pupils said that they find their lessons interesting and they enjoy many of their subjects.
- During lessons and at play, pupils behave well. The 'Golden Rules' are widely displayed around the school and pupils are clear on the difference between right and wrong. All members of staff insist on high standards of behaviour and the overwhelming majority of pupils conform to these expectations. Pupils from all ethnic groups get along well with each other and racial incidents are very rare. Relationships between teachers and pupils are warm and characterised by mutual trust, respect and consideration; pupils say that their teachers are kind and approachable. Inspectors agree with these positive comments. The two pupils excluded were successfully re-integrated into the school.

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	212	2	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	12	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	13	0	0

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

9. The school promotes awareness of other cultures during lessons and assemblies. However, the school does not make full use of the musical and artistic backgrounds of the various ethnic minorities represented in school and this limits their awareness of each other's cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.5
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. The quality of teaching is good, especially in English and mathematics. Pupils of lower ability and those who speak English as an additional language are well supported. The overall quality of the curriculum provided is satisfactory and includes a good range of opportunities outside the school day and educational visits. There is a positive ethos towards learning in the school, based on hard work and consideration towards the needs of others. Provision for children in the Foundation Stage has also improved and is now good.

Teaching and learning

The quality of teaching is good throughout the school and pupils learn well. Procedures to assess pupils' progress are good overall.

Main strengths and weaknesses

- Teaching has improved since the last inspection and there are now no unsatisfactory lessons.
- Teachers plan well.
- There are good assessment opportunities in most subjects.
- Teachers ensure that all their pupils take a full part in lessons; they are good at encouraging them and making their lessons interesting.
- Skilled teaching assistants provide good quality help for pupils in lessons.
- Teachers have high expectations of their pupils' behaviour.
- The quality of marking is inconsistent across the school.

Commentary

10. The quality of teaching has improved since the school was last inspected. There is now more good teaching as well as some very good teaching. No unsatisfactory teaching was seen.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	4 (11%)	20 (57%)	11 (31%)	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.

11. The teaching provided for children in the Reception classes has significantly improved since the last inspection. The teachers and teaching assistants work very closely together to provide consistently good quality learning opportunities for the children. They now have a good knowledge of how young children learn. Activities are securely based on good assessment of

what each child can do and, as a result, children are keenly interested in their work and have an appetite for learning.

12. Where teaching is best, teachers make their lessons interesting through their clear explanations and the crisp pace of their dialogue with pupils. For example, in numeracy, with the higher attaining set in Year 5/6, the pupils were well challenged in their ordering of numbers, decimals and fractions, which ensured that they remained attentive. Another important feature of these lessons is the way in which the challenge presented to pupils is gradually increased as the lesson develops.
13. In Years 3 to 6, pupils are effectively grouped into sets in literacy and numeracy. This ensures that the work is well matched to their ability and their needs. In most other lessons, teachers plan thoroughly and are good at ensuring that the wide range of pupils' needs is met. This is achieved through the good quality help provided for lower-attaining pupils by skilled teaching assistants and through the additional challenges prepared for higher attaining pupils.
14. The school is well staffed with teachers who have a range of expertise, and are given opportunities in some subjects to teach to their subject strengths in more than one class. This has clear advantages for pupils' learning. In all lessons, teachers manage their pupils very well and create a good climate for learning. The good learning that takes place is also due to the good behaviour of the pupils and the high quality of the relationships between teachers and pupils. This occurs because the teachers provide good role models, command the respect of their pupils, and know them very well.
15. The school encourages everyone to be fully included in its provision. This is particularly evident in lessons. Teachers are very aware of pupils' responses and ensure that everyone is involved in whole-class sessions. Introductions are relevant to all, as are the concluding plenary sessions, in which learning is usefully reviewed at the end of lessons.
16. The teaching of pupils who have special educational needs is good and all teaching assistants have a considerable influence in guiding the learning of these pupils and make a significant contribution to this provision. Work is well matched to meet pupils' needs, basic skills are well taught and there are appropriate high expectations of what pupils are capable of achieving. Good use is made of individual learning plans to produce short-term targets, which are challenging, but achievable, and these are reviewed regularly. Effective strategies are used to involve the pupils in whole-class sessions and to enable them to succeed.
17. A scrutiny of pupils' written work across subjects indicates that there are inconsistencies of practice in the quality of marking. When the marking is good there is a mixture of encouragement and constructive criticism, together with specific pointers as to what the pupils need to do to improve or identification of the next step. However, this is not general practice.
18. There are good assessment procedures in place that thoroughly measure the level of attainment of the pupils. The school effectively uses computer software designed to track pupils' progress in English and mathematics: targets are set and the class teachers carefully check the pupils' progress towards these targets. In addition, test results are carefully analysed to consider what pupils need to do next to reach a higher level and to identify action to be taken for those pupils who are not making the expected progress or those who are making greater progress than expected.

The curriculum

The school provides a satisfactory curriculum in Years 1 to 6. However, insufficient attention is paid to the overall balance of the curriculum, especially with regard to the time provided for subjects such as art and design, design and technology and music. The curriculum for children in the Foundation Stage is good. The school enriches learning through a good range of extra-curricular activities.

Learning resources are satisfactory overall but some aspects of the accommodation are unsatisfactory and limit pupils learning, for example, in physical education.

Main strengths and weaknesses:

- The curriculum plan has been reviewed to bring more breadth and balance.
- The curriculum meets statutory requirements and includes religious education, personal, social and health education, and citizenship.
- The curriculum is not monitored rigorously enough to ensure that the plan for curriculum balance is achieved.
- The general curriculum is enriched by a range of additional opportunities, particularly in sport.
- Pupils take a full part in the curriculum because pupil assessments for all groups of learners identify targets and teaching priorities for all year groups.
- There are too few resources to reflect the multi-cultural society served by the school, particularly in music and art and design.
- Some aspects of accommodation are unsatisfactory.

Commentary

19. The curriculum for pupils in Years 1 to 6 is satisfactorily planned and it meets statutory requirements. The curriculum framework is planned on a two-year cycle to ensure that pupils develop skills, knowledge and understanding progressively in mixed-age classes. It has recently been remodelled to provide more breadth and balance, based on guidance in the new Primary Strategy and to give more emphasis to other subjects after a period of high focus on English, mathematics and science. Statutory requirements in respect to sex education, relationship education and drugs awareness are met. The National Literacy and Numeracy Strategies are implemented effectively. Subjects are often well linked to enhance pupils' learning, particularly in writing, where opportunities to write at length in other subjects are found.
20. Work in pupils' books indicates that there are inconsistencies in the way subjects are taught and that they are sometimes not taught in sufficient depth. A history lesson in Year 4 provided considerable insight into the reign of Henry VIII and the Tudors, giving pupils the opportunity to empathise with those living at the time. However, a study of the Fire of London in Years 1 and 2 provided little insight into how the people lived or into the long-term results of the fire. This inconsistency also affects the impact of cross-curricular learning on subjects, such as literacy and numeracy. The school does not monitor these inconsistencies rigorously enough.
21. A range of additional opportunities, including residential and other educational visits linked to the topics that pupils are studying, enriches the general curriculum. For example, in the week of inspection, pupils visited a World War II exhibition to help them understand the horror of the blitz, and to an environmental centre as part of their science work. The school has also had a number of opportunities to link with community groups and events. The school welcomes a limited number of visiting artists, writers and musicians, and occasional special events, such as 'Book Week'. There is also a good range of after-school clubs, which pupils appreciate and which give good opportunities for them to extend skills beyond the timetabled curriculum. Opportunities to take part in sport are very good, and pupils do well in competition in a range of school league fixtures. Teachers volunteer to run some of these clubs, for example a bi-lingual member of staff teaches French, which provides a good opportunity for pupils in preparation for secondary education.
22. The Foundation Stage curriculum is well planned, though provision for children to learn through physical activities outdoors is limited because accommodation is unsatisfactory. The school has plans in place to address this shortcoming.
23. All pupils, including those with special educational needs and bilingual pupils, have access to the full curriculum. Initial identification of pupils with special educational needs is accurate and

individual education plans provide a satisfactory guide to special provision. Teaching assistants are effectively deployed to support pupils and most of them are well trained in strategies to boost pupils' performance in literacy and numeracy, and have had a good impact on the school's efforts to raise standards in these areas of learning. On the few occasions where newcomers to English arrive at the school, systems are in place to provide support. Most bilingual pupils are confident users of English and achieve as well as other groups.

24. Accommodation is unsatisfactory because of the small halls and inadequate play area for Reception children. The existing playground, however, has been well designed to make playtimes more interesting, zoned and marked out to allow a range of activities and tabletop games. Good efforts have been made to make classrooms as attractive as possible, including the development of well-planned book-corners, which in some classes offer pupils a real invitation to read. For example, in Year 5 the book-corner is enhanced with pupils' own book reviews and samples of poetry of great topical interest, such as the European football championships. Such strategies are important to engage all pupils, particularly boys who might be at risk of under-achieving in writing.
25. Resources are generally satisfactory in most subjects, but there are gaps. For example, in English in Year 6, pupils read from photocopies of a section of a fictional work. The chapters they read clearly engaged their interest, but there was not a class set of the book for the pupils to read at their own pace and in their own time. Notably, pupils' personal copies were being circulated to friends. Such shortcomings are counter-productive to the school's efforts to engage pupils' interest in reading. There are insufficient resources to reflect the multi-cultural nature of the world. Current resources do not fully reflect the artistic and musical traditions of non-European cultures or the achievement of black and ethnic minority people in history and other areas of learning.

Care, guidance and support

Provision for pupils' care, welfare, health and safety and the support, advice and guidance that pupils receive are good. Involvement through seeking and acting on pupils' views is good.

Main strengths and weaknesses

- The school looks after its pupils well; the health and safety and the child protection procedures are comprehensive and effective.
- The school actively seeks pupils' views and accommodates their suggestions and preferences wherever possible.
- The school has effective monitoring and assessment procedures and these help pupils to make good progress in their work.

Commentary

26. Child protection and health and safety procedures are good and members of staff are fully aware of their individual responsibilities. The school knows its pupils well and this helps teachers to spot any emerging problems at an early stage. Pupils feel the school cares for them and they like and respect the adults in the school. They say that they would feel able to ask for help or advice if they needed it. This puts pupils in a good position to be able to settle down and to concentrate on their work.
27. Pupils are confident that the school listens to their views and takes them seriously and inspectors agree. Although there is no school council, elected class representatives are responsible for gathering pupils' opinions and representing them to the school. As a result, recommendations from this body have brought about several improvements. For example, pupils have chosen additional playground equipment and have made decisions on improvements to the school grounds.

28. During discussions, pupils say they are well supported by their teachers. They receive clear guidance on how well they are doing in their work and how they can improve. This helps them to make the most of their time in lessons and encourages them to work hard and do their very best.

Partnership with parents, other schools and the community

The school has satisfactory links with parents and with other schools and colleges. Links with the community are good.

Main strengths and weaknesses

- The community provides good support to the school.
- Annual reports give parents a clear picture as to how their child is progressing but they do not always include specific targets for improvement.

Commentary

29. Members of the community, parents and former pupils provide good support in the day-to-day life of the school. For example, they visit to tell pupils about their wartime experiences and this helps pupils to explore the school's place in its community. Local businesses also support the school well. Pupils make pizzas at the restaurant of a national chain and a major supermarket hosts a day for pupils to explore the origins of different kinds of fruit. In addition, pupils participate in a number of charitable events such as fundraising for Comic Relief, a local hospice and Book Aid. The support provided by the community enriches the pupils' experience at school.
30. Reports to parents are well structured, succinct and include information on attitude, effort and attendance as well as a subject assessment. However, they lack personal targets. The need for change has been recognised by the school and changes to the reporting format have been included in 2004. This makes it more difficult for parents to support their children in their learning.
31. Pupils benefit from the support of specialist drama and technology teachers who work at the associated secondary schools and several former pupils have returned for work experience. Links with Greenwich College are good and the school regularly provides several placements for trainee teaching assistants.

LEADERSHIP AND MANAGEMENT

The leadership provided by the headteacher and other key staff is good. The management of the school is effective, enabling the school community to run smoothly. The involvement of the governors has improved and is now good.

Main strengths and weaknesses

- The governance of the school has improved and governors now take a full and active part in the management of the school.
- The school's effective development plan sets out clear priorities for areas of improvement.
- The leadership and development of English, mathematics and science have been effective and have resulted in standards rising.
- Effective systems have been put in place to assess and track pupils' progress.

Commentary

32. The governing body is now taking a more active and informed role in the leadership of the school than at the time of the previous inspection. Regular meetings between governors and members of the teaching staff, including visits to lessons, ensure that governors are kept well informed about developments in the school. Presentations to the full governing body on specific areas of subject development provide further information, enabling the governors to make a positive contribution to the decision making process. Additional training to ensure a good understanding of their statutory duties has been undertaken, ensuring that, for example, the necessary information is passed on to parents and that the required health and safety checks are rigorously completed. Governors are becoming increasingly familiar with the statistical evidence that demonstrates the improvements in standards made by the school. The improved involvement and training have ensured that the governors are now in a strong position to know and understand the strengths of the school and to be able to make a positive contribution to its further development.
33. The previous inspection report clearly set out areas for improvement. The headteacher, together with senior teaching staff and governors have developed a comprehensive action plan to tackle each of these and have worked systematically through each area. Specific targets and stringent timescales have been established and rigorously adhered to, enabling the school to meet each target. Teaching and support staff across the school were fully involved in the developments. The main focuses for improvement included the raising of standards in English and mathematics, especially for the most able pupils, the improvement of teaching, the provision for children in the Foundation Stage and the quality and use of assessment information. All these have been achieved within the strict time limits set. Senior staff and subject leaders have played an important role in many of these developments and can take credit for the part they played in the improved standards. Further improvements are contained within the revised school improvement plan and they are enthusiastically supported by teachers and support staff.
34. There are clear expectations that subject co-ordinators will monitor the quality of planning and pupils work. Although some monitoring of the quality of teaching has been completed, this is not found across all subjects. Increasing use is made in other subjects of the skills learned in English and mathematics but there is limited evidence of information and communication technology skills being used. Care has been taken to ensure that the needs of all pupils are being met. A good level of challenge is provided for all pupils. Less able pupils are supported well by the special educational needs teacher and the support staff, and more able pupils receive a good level of challenge, especially in English and mathematics through the effective setting arrangements. Pupils who have English as an additional language are well supported and fully integrated into the life of the school.
35. The management of the school is effective. Good use is made of the information regularly collected on pupils' progress, particularly in English, mathematics and science. This is used to set challenging targets for improvement for each child and in many lessons is referred to by teachers. The induction of new teachers is effectively managed and enables them to quickly adapt to the school's systems and policies. Suitable arrangements are made for additional training for teaching and support staff and their training needs are appropriately linked to teachers' professional needs as well as the priorities set by the school. The subject needs of the school are carefully considered and new appointments to the teaching staff made.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	739,387	Balance from previous year	77,176
Total expenditure	783,602	Balance carried forward to the next	32,961
Expenditure per pupil	2,569		

36. The financial management of the school is good. Priorities for the development of the school, especially the improvement of standards, are identified through the school improvement plan and funding is prioritised to meet this. Careful consideration is given to providing good value for services provided and particular attention is paid to how provision and standards can be improved.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Overall, the provision for children in the Reception classes is good. There have been significant improvements since the time of the previous inspection. For example, there has been considerable improvement in the quality of teaching, the teachers' planning, the curriculum and leadership of the provision.
38. The children in both Reception classes achieve well and make good progress in developing and consolidating their skills in all the six areas of learning. A sizeable minority of children achieve above the levels expected for their age. This is because the members of staff have a secure understanding of how young children learn and as a result the planned activities and the quality of teaching are good. The children are well prepared for the next stage of learning in Year 1 because of the staff's emphasis on the development of their social skills and the promotion of their independence.
39. The Foundation Stage is led and managed well, staff work very well as a team, children are regularly assessed and their progress is carefully monitored. By the time children move from Reception classes to Year 1, standards are in line with the expectations of the national goals for early learning in personal, social and emotional development, communication, language and literacy and mathematical development. Indications are that they are in line in the remaining three areas of learning, but there was insufficient time to inspect these during the inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Clearly planned learning opportunities help to develop children's social skills.
- The stimulating, well-organised and managed environment contributes to children's good achievement.

Commentary

40. The children enter the school with average social skills. The school has good strategies to develop these, and by the end of the Reception year most children attain standards that are in line with what is expected for their age and many exceed them.
41. The overall good teaching in the Reception classes has a clear impact on the children's learning. The children develop a positive attitude to school and make good progress because adults are well organised and plan interesting activities. All staff, including the teaching assistants, create a calm, secure and purposeful learning environment in which the children thrive and become confident learners. New children are settled in thoughtfully and successfully, and are happy to come to school. With helpful encouragement and sensitive handling they begin to form positive relationships with one another and with adults. Good, securely understood routines enable the children to settle down very quickly to their tasks. For example, the children understand the expectations of behaviour when using the information and communication technology suite: they work sensibly in pairs and stop immediately what they are doing on the instructions of the teacher. Good levels of independence are being developed through group work when one group, for example, writes questions for visitors and another group of children share a selection of reading books with each other.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All members of staff ask skilful questions and explain well, helping the children to understand better.
- Resources are well chosen to stimulate interest and motivate learning.
- Handwriting needs improving.

Commentary

42. Children enter the Reception classes with a reasonable ability to communicate. Most achieve well and are on course to reach the goals they are expected to attain by the end of the Reception year because they are well taught. A sizeable minority are expected to achieve above this level. A good emphasis is placed on speaking and listening from an early age and all members of staff, including the teaching assistants, provide ample opportunities for the children to develop these skills. For example, very skilful and clear questioning techniques help the children to think about what they are doing and to talk to each other and to adults. In addition, 'Snack time' is used very significantly to improve the children's listening skills by expecting them to listen to a story while they eat a piece of fruit. These opportunities clearly benefit all the other areas of learning.
43. Activities are well matched to the different needs of the children and resources are carefully chosen to stimulate their interest and encourage learning. Stories are thoughtfully selected to increase the children's literacy skills. For instance, the children enjoyed joining in a story about zoo animals and learned new vocabulary such as ellipsis and exclamation marks. This effectively builds up their vocabulary and reinforces their understanding of the story. They understand that if they write stories then they are known as the authors. The children's handwriting needs improving. The formation of their letters is insecure so that there is, for example, a mixture of capital letters within words and a number of letters that are not always correctly formed.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Overall, teaching is good with some very good aspects.
- Lessons are well planned, with clear aims that are shared with the children.
- Members of staff, including teaching assistants, work well together.

Commentary

44. Children enter the Reception classes with adequate early skills in mathematics. They achieve well, and almost all are in line to achieve the Early Learning Goals in this area by the end of Reception. Teaching in this area of learning is good, with some very good aspects. Adults effectively build on what the children know, and provide many well-planned opportunities to enhance children's learning. Good questioning probes the children's understanding and helps them to think harder as they work out, for example, the order of numbers from 1 to 20. Teaching is clear and precise so that the children know what is expected of them and work is effectively planned to meet the needs of all the children.

45. Learning is effective because the children have many practical opportunities to enhance their understanding and worthwhile challenges to build on what they have learned. For example, they are usefully introduced to predicting the weight of different objects and then use practical resources to stimulate their interest and successfully support their learning. They solve the problem of how to measure a non-straight line by using wool. The good collaboration between the teachers and the teaching assistants effectively reinforce the children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

46. No overall judgement can be made about provision or standards in this area of learning, but teachers' planning, portfolios of work and classroom displays indicate that children are given a good range of carefully planned experiences.
47. In a short lesson observed in the information and communication technology suite, the children were given good opportunities to improve their computer skills. The competent teaching ensured that the children remained focused on the program they were undertaking with enjoyment and increasing understanding.

PHYSICAL DEVELOPMENT

48. No overall judgement can be made about provision or standards in this area of learning, but teachers' planning and classroom displays indicate that the children are given a good range of carefully planned experiences to develop their physical skills.
49. The quality of the provision of the outside area of learning is inadequate and unsatisfactory. There are limited opportunities for climbing, balancing or the use of a variety of surfaces to help the children to develop an understanding of how their body moves and to build up their physical skills through practical activities.

CREATIVE DEVELOPMENT

50. No overall judgement can be made about provision or standards in this area of learning. However, teachers' planning, portfolios of work and the carefully displayed pieces of work in art indicate that children are given a good range of well-planned creative experiences. They use a good number of different techniques, materials and development of art skills. Role-play areas are thoughtfully set up and effectively build on the children's imagination through the good use of, for example, a Vet's surgery.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good. The quality of teaching is consistently good and sometimes better. Standards are above average in Years 2 and 6.

Main strengths and weaknesses:

- Pupils' achievement is good and current standards are above average.
- Teaching is good and sometimes very good in most classes.
- Assessment is good and is used well to check pupils' progress over time and set targets.
- Subject management is effective.

Commentary

51. Standards in the 2003 national tests in Year 2 were average in reading and writing when compared to schools nationally. When compared with similar schools, reading was below average, although writing was average. The number of pupils achieving at better than expected levels was below average. Standards in Year 6 were above average overall when compared with schools nationally and well above when compared with similar schools. The proportion of pupils exceeding these levels was also above average. The school has analysed pupils' performance in Years 2 and 6 in national tests in 2003 and tracked every pupil's achievement to help them plan action to raise standards. This work has had a positive impact. Pupils with English as an additional language achieve well and attain standards similar to those of other pupils in their year groups. Many are represented in the higher attaining groups across the school. Pupils with special educational needs are supported well because of the careful analysis of their progress and achieve well.
52. Early indications of standards in this year's national tests are of improvement from 2003, particularly the percentage of pupils attaining better than expected levels in both reading and writing. The difference between current standards and those in 2003 reflects the improved effectiveness of teaching and assessment and the range of intervention strategies to help those pupils to achieve expected levels in each year group.
53. Current standards in reading and writing are above average in Years 2 and 6. In reading a high percentage of pupils in Year 2 are on course to attain or exceed the nationally expected standard by the end of the school year. Many read with good expression. In Year 6 pupils also achieve high standards in reading, with a significant percentage attaining beyond nationally expected levels. They read widely and can summarise what they are reading, both orally and in writing. They use a range of strategies to tackle unfamiliar words, including from the overall sense of the sentence. Pupils in one class talked together about the word 'conceivably', recognising its function and likely meaning in the sentence with very good judgement.
54. In Year 2 standards in writing are above expected levels. A significant number of pupils are writing well-organised pieces and using interesting vocabulary, including adverbs and adjectives. They punctuate their work carefully. They are proud of their stories and engage interest by summarising what they are about. In Year 6 standards in writing are above average. Sentences are increasing in length and complexity, with pupils demonstrating the ability to use additional well-punctuated clauses to add interest to their writing.
55. Pupils make good progress and achieve well because of the good teaching they receive, most of which is based on the guidance of the National Literacy Strategy. Learning is enhanced by additional opportunities for guided reading and guided writing, which help the pupils to understand meaning in their reading and how to structure sentences and fuller pieces of writing more skilfully. They were encouraged by their teacher to use a range of cues from their reading to arrive at a higher level of understanding. Pupils' achievement in reading and writing is also supported by the opportunity to transfer their linguistic skills to other subjects of the curriculum. Additional opportunities have also been timetabled for extended writing, which allow pupils to use their literacy skills on longer pieces of work with a high focus on appropriate style, accurate punctuation, and the importance of making sense to a reader. In some classes, particularly Years 5 and 6, pupils are given the opportunity to evaluate their own writing, identify a level of attainment and agree with their teacher what they need to do to improve. Such activity allows them to improve on current performance through their own evaluation.
56. Teaching is good, and work in pupils' books indicates that planning ensures most aspects of the curriculum are being covered. Teachers plan to make sure that the work matches the abilities of different pupils, and this means that most groups attain the standards of which they are capable, and achievement is good. There are not enough opportunities, however, for higher attaining pupils to work independently in writing or to use reference books or information and communication technology to explore ideas at a more personally challenging level.

57. Subject management is good overall and the coordinator, absent during the week of inspection, leads very effectively by identifying what needs to be done to raise standards. For example, she has introduced additional time for extended writing and guided reading and writing outside the Literacy Hour. This innovation is helping pupils to achieve higher standards. She has analysed end-of-year test results and other assessment data to identify strengths and weaknesses in pupils' performance and has used this information to identify targets for individuals and groups and to inform planning. Pupils are also now set in groups according to ability and this helps the teachers to target work to support the range of needs more precisely in each class.

Language across the curriculum

58. Curriculum planning includes a good range of speaking and listening opportunities in lessons. Pupils talk together before answering questions or feeding back to the rest of the class. This secures the involvement of all pupils and often refocuses attention to keep pupils highly motivated.
59. There are good opportunities for pupils to write in other subjects of the curriculum, though expectations for presentation, handwriting and spelling are not as clear as in English, and this leads to inconsistencies in the quality of work produced. Teachers are very imaginative in planning opportunities for pupils to practise a range of writing styles for tasks in other subjects. For example, in history pupils write letters as if they were evacuees, compare the modern Olympics to the games of ancient Greece, or details of Henry VIII's court as the newspaper reports in Tudor times. They also write up scientific investigations, evaluations of design and technology projects, and field-study notes from walks in the local environment. Such work helps pupils to understand and use the conventional literary style of particular writing tasks.
60. Pupils, particularly the higher attaining, do not have enough opportunities to work independently, following personal lines of interest or researching topics outside the limits of lessons. They do not use information and communication technology or library resources to help them develop more scholarly skills.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Standards in mathematics for pupils currently in Year 6 and Year 2 are above average.
- Mental mathematics is taught particularly well, resulting in above average standards.
- The percentage of pupils achieving the more difficult Level 5 has risen and strategies to improve results further are in place.
- Good use is made of the school's assessment systems to track all pupils' progress and to ensure that the pupils are provided with good challenge in lessons.
- There is limited evidence of information and communication technology being used to extend pupils' mathematical understanding and skills.
- The newly appointed subject co-ordinator is effective in monitoring and developing the subject.

Commentary

61. Results in mathematics have risen steadily since the last inspection and in 2003 were above national levels. The number of pupils achieving the more difficult Level 5 in Year 6 was also above national levels, indicating that the level of challenge provided for more able pupils was good. However, the girls achieved better results than did the boys in 2003 which is contrary to the national picture. The school's effective assessment and monitoring system has identified this as an issue and strategies have been put in place to rectify this. Overall the results for

2003 show that the pupils in Year 6 made very good progress when compared with the standards they had achieved when in Year 2 in 2000. Pupils in Year 2 recorded results similar to those seen in many other schools in 2003, although a below average number achieved the above average Level 3. Current evidence from the inspection indicates that by both Year 2 and Year 6 pupils have achieved well and that standards are above the levels expected for their age.

62. Evidence from lesson observations and from teachers' planning indicates that mental mathematics is taught well. This results in pupils who confidently handle numbers when asked to complete mental calculations and who are able to explain the methods they use to complete the problems. Searching questioning is a strong feature of the teaching of mathematics throughout the school and enables pupils to regularly consolidate what they have learned. Close attention is paid to all the necessary areas of mathematics and this is effectively monitored by the subject co-ordinator. There is, however, limited evidence of the widespread use of information and communication technology in mathematics. Pupils do use spreadsheets to manage and organise data and create graphs but evidence of this was not seen in the work of all pupils. The school acknowledges this and has plans in place to expand this aspect of the curriculum. Teachers' planning shows that suitable attention is paid to providing good levels of challenge for pupils of differing attainment. Pupils in the junior classes are placed in sets, organised according to how well they achieve in previous assessments. This is proving effective in raising standards and helping pupils with special educational needs. Although current numbers of pupils who are expected to achieve above average levels standards are broadly similar to those seen in other schools, evidence indicates that younger pupils are achieving very well.
63. Good use is being made of the school's assessment and tracking system to raise standards. The achievement of pupils is monitored on a termly basis and progress is measured. Where additional help is required, both teachers and support staff provide effective additional help. Regular meetings between teachers and special educational needs staff are held to identify areas of difficulty and to decide on the level of support needed. Depending on their rates of progress, pupils are able to move from one teaching set to the next, and this provides further incentives to improve. Pupils are familiar with the targets provided to improve the quality of their work and most respond positively to this.
64. Although the subject coordinator has been in post for a relatively short time, she has developed a secure understanding of what is required to improve further. Leadership and management skills are good. Her action plan for the development of the subject is carefully considered and effective and has ensured that there is consistency in the quality of what is provided, for example, in the marking of pupils' work and the quality of comments designed to raise standards. The monitoring of the quality of teaching is beginning to have a positive impact but it does not yet include all teachers on a regular basis.

Mathematics across the curriculum

65. There is a satisfactory element of mathematics in many of the subjects in the curriculum, for example, in history through the use of timelines and in geography through the use of coordinates to locate features on a map. Some use of accurate measuring is made in design and technology when measuring ingredients. Graphs are created using information and communication technology although evidence of this is not extensive.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Standards in Year 6 are average.

- There is effective planning of investigations and experiments in most classes.
- Good deployment of teaching assistants ensures that lower attaining pupils are well supported.
- Marking does not give a clear indication as to how the pupils can improve their work.
- There are good assessment procedures.

Commentary

66. The average standards reported at the last inspection have been maintained, with good improvement in experimental and investigative work, although this positive development has not had sufficient time to fully impact on results. Achievement is satisfactory overall. Further challenges are needed so that more of the higher-attaining pupils gain the subsequent level of attainment.
67. There are a number of strengths that contribute to the pupils' satisfactory achievement. There has been significant improvement since the time of the last full inspection. Overall, the quality of the teaching is good. The pupils' skills of scientific enquiry are effectively developed through well-planned experiments and investigations. Teachers manage pupils well and provide interesting resources for them that stimulate their interest, develop their curiosity and promote discussion about their scientific ideas. This was clearly demonstrated in a Year 1 and Year 2 visit to an environmental centre. The teachers' planning ensures that pupils experience a systematic coverage of all of the scientific knowledge and understanding required. As a result, by Year 6, pupils show good understanding of principles such as predicting the outcome and establishing a 'fair test' of their initial hypotheses when conducting investigations. In the scrutiny of the pupils' past work in Year 6, they clearly describe, for example, why drugs are harmful and other features of materials, forces and living things, using clear diagrams, charts, tables, graphs and illustrations. In a scrutiny of work, pupils in Year 2 work out a fair test for cars travelling on different surfaces and usefully draw pictures on the computer of them flying a kite to show examples of forces. One pupil wrote, *"I made a kite. The wind pulled it."* In lessons, most teachers use skilful questioning to probe the pupils' understanding and make them think carefully. To help lower-attaining pupils, teaching assistants and other adults are effectively deployed to give extra help to those who need it. In addition, the scrutiny of the pupils' past work clearly indicates that teaching is good across the school. However, marking of their work does not always adequately identify pointers on how they can improve.
68. The subject is well led and managed. Teachers are mostly secure in their knowledge and understanding of the curriculum. The scheme of work provides satisfactory coverage of the curriculum. It gives helpful guidance to teachers on the activities to be taught and places suitable emphasis on practical work for pupils so that they learn through experience.
69. There are good assessment procedures in place that effectively measure the level of attainment of the pupils. Test results are carefully analysed to consider what pupils need to do next to reach a higher level and to identify action to be taken for those pupils who are not making the expected progress or those who are making greater progress than expected. The science programme offers effective opportunities to develop both literacy and numeracy skills, through observation, recording practical activities and data display in both tables and graphs. Pupils are effectively learning to evaluate their own learning through, for example, using a list of 'I can' statements at the end of a unit of work to identify levels they have attained. However, information and communication technology is not being utilised fully to support the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is satisfactory.

Main strengths and weaknesses

- Standards in information and communication technology have improved since the previous inspection.
- A suitable range of skills is taught, especially when pupils work in the computer suite.
- Limited evidence of pupils using their skills can be seen in other subjects.
- The subject co-ordinator has a well-developed action plan to improve resources and the uses of information and communication technology in other subjects.

Commentary

70. The last inspection found weaknesses in the provision for information and communication technology in the school. Since then the resources available to teachers have been improved considerably through the provision of a computer suite and an increasingly extensive range of software for most subjects. Training has also been provided for teaching and support staff so that they now teach lessons with increased confidence and knowledge. Standards in both Year 2 and Year 6 are at broadly expected levels and most pupils achieve satisfactorily. However, there remain a small number of gaps in the knowledge of Year 6 pupils because of previously limited resources. These have been identified by the school and efforts made to address them.
71. The quality of teaching in the computer suite is usually good, although on occasions, lacks a suitable challenge, especially for the most able. Instructions are clearly given and demonstration used well so that even the least confident pupils are able to achieve satisfactory results. Lessons move along briskly, questioning is good and challenges pupils. Support is readily available to those requiring it. This results in sustained interest and concentration among pupils and leads to good levels of learning. The school has satisfactory systems in place to monitor the content of internet information when pupils use this facility.
72. Although the skills taught in the timetabled sessions in the computer suite, for example, the creation of a Power Point presentation, are appropriate, there remains little evidence of these skills being used in other subjects. Resources in classrooms are often out-dated. On very few occasions do teachers include information and communication technology in lessons as part of the learning process. Some evidence of a small number of pupils using information and communication technology in lessons was seen but this usually involved the lower attaining pupils. Although the learning of these pupils was enhanced in these lessons, few others were seen extending their learning through information and communication technology in different subjects. However the subject coordinator has identified this development in her detailed action plan and is in the process of building resources to meet the growing need.
73. The need for further training for members of the teaching and support staff have been identified and the subject coordinator, supported by the local education authority, is working to satisfy this need. Systems to monitor pupils' progress, focusing on what pupils know and can do, have been developed and have been successful in identifying where pupils' knowledge is more limited. The subject leadership and management are effective and are helping to improve the resources available to the subject as well as the skills and knowledge of both staff and pupils. The monitoring of the quality of teaching is limited although teachers' planning is regularly scrutinised.

Information and communication technology across the curriculum

74. There is limited evidence of information and communication technology being used to facilitate pupils' learning in other subjects. Although some work in mathematics demonstrating pupils' use of graphs and their understanding of spreadsheets is evident, little other than pupils' word-

processed work was available. This is unsatisfactory. The newly introduced interactive computer whiteboards are however beginning to have a positive impact on pupils learning.

HUMANITIES

75. **Geography** and **history** were not a main focus of the inspection. Only one lesson of history and one geography lesson were seen. Timetables, pupils' written work and subject documentation were studied. Religious education is inspected separately.
76. Evidence from curriculum documentation and work in books indicates that pupils complete two historical and two geographical studies each year. In most classes there is a satisfactory focus on content and also on specific historical and geographical skills, for example the use of primary and secondary sources of evidence in history, and map-work and field-study work in geography.
77. In the two lessons observed in **history**, pupils achieved well. In history in Year 4, pupils came to understand why Henry VIII needed to have a male heir and how this led to a succession of marriages and dramatic changes, particularly in the Church and England's relations with the Pope. They used source material to identify his problems and possible solutions, thereby improving their historical and investigative skills. Similarly, in the one **geography** lesson observed, younger pupils studied a range of information sources, including information and communication technology and maps, to learn about the climate and local amenities of different seaside resorts, to help Barnaby Bear choose a holiday destination. In both lessons teachers used resources well, helping pupils to understand the importance of investigation in posing a series of questions to be answered.
78. A scrutiny of pupils' books indicates considerable variation in the quality of work produced and the depth of study of particular units of work in both history and geography. The school does not monitor the work rigorously enough to eliminate these inconsistencies and bring all standards up to the level of the best.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Limited evidence is available for art and design, design and technology and physical education because these subjects were not the main focus of the inspection. Evidence was gathered, where possible from teachers' planning, a scrutiny of pupils' work, interviews with pupils and a limited number of lessons. It is therefore not possible to make clear judgements on provision in each of them.
80. From the work displayed around the school and from discussions held with pupils, it is apparent that skills in **art and design**, especially in painting and collage are taught and in many cases taught effectively. A good example of this was in a Year 5 class where pupils used considerable skill and patience in designing and making masks using a wide variety of materials. This showed a secure understanding of the design process and suitable skills in choosing, cutting and arranging materials to produce a good quality finished article. In a class in Years 3 and 4, the pupils produced very high quality work when designing and making chairs. These demonstrated a good understanding of the designing and making process and considerable attention to the quality of finish in the product. However, work of this quality is not produced consistently across the school. Much of the work produced is colourful and paint applied with skill and care. Pupils indicate that they use a range of materials in their paintings including charcoal, pastels and paints. There is little evidence that pupils experience a sufficient amount of three-dimensional work such as sculpting or clay work. Pupils also demonstrate a limited understanding of the work of famous artists.
81. An examination of teachers' planning together with discussions with pupils indicates that **design and technology** is appropriately included as part of the curriculum. Pupils in Year 6 report, for example, that they have designed and made slippers as part of a recent project.

These are on display and are of satisfactory quality. However, this work has taken place since the recent national tests and little design and technology work had taken place prior to that time. Pupils had also undertaken a food technology project on bread but this was of limited duration.

82. Pupils take part in a full programme of **physical education** including dance and aspects of outdoor and adventurous activities. A programme of swimming, involving younger junior age pupils ensures that almost all pupils achieve the expected minimum distance of 25 metres by Year 6. Gymnastics is also taught but where lessons take place in the cramped hall, space is very limited and the use of apparatus is severely restricted. Pupils have a wide range of opportunities to be involved in competitive sport, ranging from football with teams for both boys and girls to mini-golf for infants. Coaching for several sports is well organised and involves support from school staff as well as outside coaches. The school has recently been successful in competitions against other local schools, leading to their involvement in a citywide event.
83. A small number of lessons in **physical education** were seen during the inspection. These involved training for athletics. Teaching in these was good overall because planning and organisation were good, pupils were actively involved, teachers were knowledgeable and standards improved. Good use was made of pupils demonstrating, and pupils listened carefully to what was asked of them and tried to carry this out.
84. The school is very aware of the need to provide interesting physical activities for pupils. The playground area has been developed well with a range of games and activities available for pupils to be involved in during playtimes.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision for pupils' personal, social and health education is **good**.

Main strengths and weaknesses

- Pupils have good opportunities to develop socially through sporting activities.
- Pupils feel well supported and enjoy good relationships with other children and adults.

Commentary

85. Pupils enjoy a good range of out-of-school activities that extend their social skills well. Many of these have a sporting focus and include competitive games against other local schools. Good quality coaching is provided, wherever possible by school staff. Younger pupils have opportunities to be involved in their own activities, for example, in Tri-golf.
86. Emphasis is correctly placed by the school on the development of positive relationships. Pupils play well together and co-operate well in discussion sessions in lessons. Good relationships are developed between teachers and pupils, built on respect. Pupils report that there is very little bullying or racial harassment. If an incident does occur it is dealt with quickly and firmly.
87. A suitable sex education programme is in place. Some of this is taught through the science curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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