

# INSPECTION REPORT

## **IVYDALE PRIMARY SCHOOL**

Nunhead

LEA area: Southwark

Unique reference number: 100796

Headteacher: Karen McBride

Lead inspector: George Derby

Dates of inspection: 17 – 19 November 2003

Inspection number: 256551

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	332
School address:	Ivydale Road Nunhead
Postcode:	SE15 3BU
Telephone number:	020 7639 2702
Fax number:	020 7635 8218
Appropriate authority:	The governing body
Name of chair of governors:	Susan Kane

Date of previous inspection: 29 October 2001

## CHARACTERISTICS OF THE SCHOOL

Ivydale is a large primary school drawing its pupils from the local area. At the time of the inspection it had 332 pupils on roll, including 44 part-time pupils in the Nursery. Over recent years the school's roll has reduced and there has been a considerable amount of mobility by families. The number of refugees has increased and there are currently 11 in the school. Just under a half of the pupils are of white British origin. The remainder of pupils represent nearly all ethnic groups, with those of black British, African or Caribbean origin forming the largest groups in the school. Eight per cent of pupils are at the early stages of learning English and just under 30 per cent of the pupils are entitled to free school meals. Pupils who enter or leave the school at times other than usual, amount to nearly 18 per cent of the school's roll and less than a half of the pupils in Year 6 in 2003 were on the roll of the school in 1999 when they were in Year 2. These are very high percentages. The number of pupils identified with special educational needs (SEN) is average but the number with Statements of Special Educational Need is above average. In addition, there are high numbers of pupils the school is currently concerned about who are being closely monitored.

The school currently has a full complement of teaching staff; one is temporary, however, and two are due to leave in the near future. Over the past two years, staff turnover has been considerable with a half of all the teachers being new to the school in that time.

The school's Nursery takes children who are three years of age during the school year and these are taught on a part time basis in two groups, one attending for morning sessions and another in the afternoon. They transfer to the Reception class at either the September or January in the school year in which they will be five years old. Most of the children in the Nursery usually transfer to the school's reception class. The attainment of children entering the school in the Nursery is below that of children of similar ages.

The school was designated as having serious weaknesses in 2001 when pupils did not make sufficient progress, behaviour around the school was inconsistent and teaching in Years 3-5 was unsatisfactory. Leadership and management were unsatisfactory.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25349	George Derby	Lead inspector	Science Information and communication technology Art and design Design and technology Music English as an additional language
1165	Peter Dannheisser	Lay inspector	
10099	Sue Lewis	Team inspector	English Geography History Special educational needs
16886	Richard Moseley	Team inspector	Mathematics Personal social and health education Physical education Religious education Foundation Stage

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Ivydale is a sound and improving school.** It has a strong commitment to meeting the needs of all pupils, especially in relation to their personal achievement. It is well led and managed and staff have worked very hard to improve provision during a period of considerable difficulty. The school has a strong ethos of celebrating and valuing pupils' achievements and supports their personal development well. As a result, pupils' attitudes to their work are very good and they try very hard. Standards, by the time the pupils leave the school, have been low (mainly because of high levels of mobility). However, pupils' achievement is currently good overall and standards are improving across the school. Teaching is good overall. The school regards all pupils as part of its family and successfully includes all. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' standards and achievements in music and art are very high; the school excels in providing pupils with opportunities to learn in these subjects.
- The opportunities to learn outside lessons are very strong.
- Standards in information and communication technology (ICT) are in line with what they should be for pupils' ages and pupils achieve well; there is limited use of ICT to support learning in subjects, however.
- Pupil's achievements in English, mathematics and in personal, social and health education (PSHE) are good.
- The pupils' attitudes to their work are very good, their behaviour in lessons and around the school is good and relationships are very strong; staff insist on high standards of behaviour and the work of the learning mentor has significantly improved pupils' behaviour and attendance.
- Teaching is good overall and there is a high degree of encouragement given to pupils; however recent weaknesses in Reception are being rigorously tackled and support provided.
- The school is well led and managed; commitment to improvement is high, but planning for future development (although satisfactory) needs to encompass a wider range of the school's work.
- Attendance and punctuality were poor last year; they have shown significant improvement in recent months; currently attendance is in line with the national figures.

The school has improved well since it was designated as having serious weaknesses in 2001. Standards in English, mathematics and science are still lower than they should be, although achievement overall is now good. The school has been transformed into an ordered place of learning with high standards of discipline and effective pupil management. Leadership is decisive and teaching has improved through rigorous monitoring and support. The curriculum, especially in Years 3 to 6, and the assessment of pupils' learning, are now good.

### STANDARDS ACHIEVED

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

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

**Pupils achieve well.** Children enter the school with attainment below that of other children of their age. They make sound progress in the Nursery. Progress is currently limited in Reception, however, but records show this to have been at least sound, previously. Standards are below average overall, but are best in Years 1 and 2, where the school's population is more stable;

compared with similar schools, their standards in the Year 2 national tests in 2003 were above average. Standards judged during the inspection are also below the national average in Years 3-6, although improved. Significant numbers of pupils who have a Statement of Special Educational Needs (SEN) and those learning English as an additional language (EAL) do well because of the personal support they get and the modified work provided. The achievement of pupils from all minority ethnic groups is closely matched.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development is strongly promoted.** There is a strong commitment to celebration with spiritual values fostered through this and reflection; moral and cultural values are promoted very well. Pupils are enthusiastic learners, motivated and eager to learn. Behaviour in school is good. Attendance has been well below average but has shown recent improvement. Punctuality is unsatisfactory, however.

## **QUALITY OF EDUCATION**

**The school provides a good quality education for its pupils.** This is because teaching is **good** overall and staff provide good care for the pupils and know them well. They plan interesting and exciting lessons, which ensure pupils' interest and involvement. As a result, they work very productively and collaborate well with each other. However, ICT is used little to support learning in other subjects. Teaching in the Reception class has weaknesses mainly because of difficulties with pupil management and the amount of challenge in lessons. Standards are rising in other parts of the school because of the school's good monitoring and assessment of its pupils and of where help for pupils needs to be targeted the most. Overall the school offers a good programme of work to help pupils' learn and very good opportunities to enrich their learning through art, sport, drama and music. Links with parents are good and there are very strong partnerships with the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good.** The headteacher provides strong leadership and has very good support from the governing body; the school's work and staff's performance are now rigorously monitored and improvements made, as a result. The school has extended its previous action plan to continue the improvement planned over the last two years, but not all the school needs to do is contained in this document. For instance, possible scenarios for addressing the school's considerable deficit are not mentioned. Leadership and management by the 'leadership team' and by co-ordinators are good, although some staff are new to their roles. There is a very strong, shared vision and a great determination to improve standards.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are pleased to send their children to Ivydale. There has been some concern over bullying but this relates mainly to past experiences. Pupils in Year 6, as well as others spoken to, feel that the school is good, and they are positive about the staff and clubs.

## **IMPROVEMENTS NEEDED**

In order to raise standards further, the most important things the school should do are:

- improve the school improvement plan so that it covers all the school's priorities over the forthcoming years;
- improve the quality of teaching in the Reception class and strengthen provision in the Foundation Stage overall to raise standards further;
- increase the use of ICT to support learning in all subjects;
- continue to improve pupils' attendance.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' attainment in the Year 2 and Year 6 national tests in the past few years has generally been well below average. However, these were above average in relation to similar schools for Year 2 pupils last year. Standards are improving. The standards reached by pupils in the current Year 2 are below average overall but are approaching the average in science and mathematics. In Year 6, the pupils' standards are below average. Pupils achieve well across the school because of good teaching and teachers' knowledge of where pupils' strengths and weaknesses lie. Achievement is satisfactory in the Nursery but limited in Reception. Achievement in Years 1 to 6 is good.

#### Main strengths and weaknesses

- The headteacher and staff are working hard to improve standards; pupils' mobility is a major factor for why standards are low.
- The quality of teaching in the Reception class limits children's progress; more could be done to collect information on children's skills on entry to the Nursery to plan work and help to raise their attainment.
- Although standards are below average by the time the pupils leave the school in English and mathematics, and closer to the average in science, they achieve well overall.
- In ICT, standards are at the level expected for pupils' ages; in some areas they are slightly higher and overall pupils achieve well in ICT.
- Standards in music and art are high.
- Pupils with SEN and those with EAL achieve well.

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

Standards in:	School results	National results
Reading	15.0 (14.2)	15.9 (15.8)
Writing	14.7 (12.8)	14.8 (14.4)
Mathematics	16.0 (16.4)	16.5 (16.5)

*There were 46 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	24.5 (22.6)	26.8 (27.0)
Mathematics	23.5 (21.9)	26.8 (26.7)
Science	27.0 (23.3)	28.6 (28.3)

*There were 56 pupils in the year group. Figures in brackets are for the previous year.*

#### Commentary

1. The headteacher has worked hard to raise standards. A competent leadership team and very good support by governors has led to rigorous monitoring of the school's work to identify why standards are as they are and how the school's provision can improve. The work by co-ordinators is having a positive effect, although some are new to their roles and have undertaken little monitoring as yet. Better planning and improved challenge for pupils has resulted, but this has not yet had a full impact on the oldest pupils. Pupils' achievement is



good, despite many coming from difficult circumstances and backgrounds. The pupils' personal development is very good, and is supported by the school's good ethos of care and concern for all pupils.

2. The school's results in the national tests at the end of Year 2 show an improving picture of standards in reading, writing and mathematics since 2001. The school's monitoring shows, that from their starting points, these pupils made good progress overall. Results in national tests at the end of Year 6 show standards had declined since 1999 but have risen over the last two years. The major factor for this has been the extremely high level of pupil mobility the school has encountered over past three years. The school's data show that, over this time, mobility in Years 3 to 6 has risen significantly and over half of the pupils in Year 6 in 2003 were not present in the school in Year 2. Families move in and out of the area regularly, often with a view to staying a few years and then transferring to a 'better' area or to locate a secondary school further afield. The number of families with refugee status is relatively small, although this is rising.
3. The school monitors pupils' progress well and responds positively to their individual needs. It largely knows where they need help and keeps a careful check on the achievements of the different groups of pupils. The school's data, confirmed by inspection evidence, show that the achievement of the majority of pupils is good. Pupils with SEN are well supported by teaching assistants with work that is well matched to their particular levels. Individual education plans are of good quality and are taken account of well in teachers' planning. This helps the pupils make the best progress they can and to achieve well.
4. The children entering the school are well supported by the caring Nursery staff. The children's induction to school is managed well and their personal development emphasised well. Close liaison with parents helps relieve anxieties. However, the school does not take the full advantage of this link to obtain information about children's development, to help get them off to a flying start when admitted to Nursery.
5. The teacher and assistant in the Reception class have tried to build on the children's experiences in Nursery but there have been problems in the way the children respond to the rules and expectations. These are inconsistently applied and children (mostly of whom have the potential to do well) take advantage of the situation. Work is insufficiently matched to children's needs.
6. Pupils' achievement in English is good. Language and literacy are strongly promoted. The high level of support by staff for reading and speaking has a significantly positive impact on pupils' attitudes to English. Children with EAL do well due to the strong personal support for their needs in class. Writing is well promoted. Spelling is weak, however. Pupils' achievement in mathematics is good because of good teaching. Pupils' achievement in science is good in Years 1 and 2 because of very good attention to practical work and to pupils' interpreting what they see in a scientific way.
7. The school has improved its provision for ICT since the last inspection. It now provides pupils with generally good quality teaching and regular access to computers. Pupils achieve well and reach standards in line with those expected for their age. In graphics and word-processing the skills tend to be at a higher level and Year 6 pupils show good understanding of the use and application of ICT. Pupils' learning is sometimes restricted by too few computers and opportunities to practise their skills in other subjects.
8. Pupils excel in music because of the comprehensive programme of work provided which starts very early on in school life. Work is co-ordinated by a highly competent subject leader who works together with other subject leaders to often provide an integrated programme of art, music, drama and dance. Pupils are taught instruments by experts who know how to make the work interesting and who inspire them. Similarly in art, the high degree of subject knowledge by staff is a major influence on the development of pupils' skills knowledge and understanding.

## **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes are very good and behaviour is generally good. The pupils' personal development, including their spiritual, moral, social and cultural development is also very good. Attendance is unsatisfactory. Although pupils' attendance and punctuality were poor last year but these have recently improved thanks to the good efforts by the school and parents.

## **Main strengths and weaknesses**

- The caring ethos of the school permeates all activities, and helps to promote pupils' very good relationships, attitudes and personal development.
- The very good role models of the staff ensure that pupils quickly know the difference between right and wrong and behave well.
- Pupils' moral, and cultural development are very good and their social and spiritual development good.
- The actions taken by staff, and especially the learning mentor, to improve attendance and punctuality are good and are having a successful effect.

## **Commentary**

9. The majority of pupils are well behaved. They respond very well to the caring ethos of the school and enjoy school life. This is a much-improved picture compared with the previous inspection. When given opportunities to work independently, in groups or in pairs, pupils work co-operatively, sharing and valuing ideas, and concentrating well on the task. Working collaboratively and supporting one another are promoted very well. Staff work well together as a team to reinforce good behaviour. Pupils with emotional and behavioural difficulties are supported very well in class and do not disrupt the work of others.
10. Pupils say that they enjoy school, and show a considerable pride in being members of the school community. They showed pleasure and pride at a celebration assembly for younger pupils. Not only were the recipients of the certificates and medals pleased but also the onlookers were smiling and applauding during this warm occasion. Pupils said they enjoy the many extra activities which the majority take part in. Many musical activities involve large numbers of pupils and are spread well beyond the school. This gives so many pupils a sense of living in, and contributing to, a wider community.
11. Pupils' behaviour in lessons and around the school is good overall. In general, staff deal quickly and effectively with incidents of inappropriate behaviour that occur. No incidents of bullying were seen during the inspection. However, both pupils and parents say that there are such incidents although their definition of 'bullying' varies widely and includes one-off incidents. The school acknowledges that there was a spate of inappropriate behaviour during previous school years but there is evidence that in the current autumn term the situation is much improved. The school took determined action, including using exclusion, and this has paid off. There are very few racist incidents; any that do occur are logged and treated very seriously.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	126	5	0
White – Irish	1	2	0
Mixed – White and Black Caribbean	19	4	0
Black or Black British – Caribbean	48	7	1
Black or Black British – African	31	1	0

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

12. Pupils' relationships with adults and each other are very good; they are promoted very well by staff and the school's ethos, in general. Pupils are supportive of each other and their teachers. They are happy and secure, and enjoy school life in an atmosphere where all are valued. Pupils respond well to the help provided, and enjoy the praise that is often given. Boys and girls and pupils from different heritages mix well at playtime and lunchtime, and pupils with special educational needs take a full and active part in lessons and activities at playtimes.
13. Pupils have a very good understanding of right and wrong, which is promoted from a very early age. They benefit from the very good role models set by the adults. All pupils contribute to and are reminded frequently of school rules. This helps the school to be a very orderly community. Important values are strongly promoted through the school's programme for personal, social and health education, where a developing sense of citizenship is encouraged through the whole-class discussion periods known as 'circle time'. There are good opportunities for pupils to enhance their social development, through taking responsibility, which they do with commitment and pride. The School Council meets regularly, supported by the learning mentor. Council members are formally elected following stringent voting procedures. In addition, a group 'buddies' have applied for their 'jobs' and enjoy their roles as support for younger pupils in the playground. The newly formed *Ivy Angels* are also chosen after a rigorous selection interviews. Their task is to help sort support good behaviour in the playground.
14. Pupils are encouraged, through all school activities, to be honest, trustworthy, and well mannered. There are many different clubs available in the school and pupil show great enthusiasm. They take them very seriously and these help to encourage a sense of self-worth and responsibility. A large number come to school for breakfast club. Many also stay on after school and enjoy a structured series of activities. Experiences that are 'spiritual' occur frequently within lessons, although they are mostly unplanned. For example, in one lesson pupils were able to feel how life must have been for poor Victorian children. Moments such as these also occur as a result of visits and activities outside school, especially in music and art.
15. Pupils are provided with a curriculum that promotes a very good understanding of culture in subjects such as history, art and design, music, and English. Pupils' understanding of different cultures is promoted through religious education in which pupils learn about the major world faiths. There have also been several visiting artists, poets, musicians and writers. Pupils make very good use of the capital city, going on a very a wide range visit to places of interest, museums, and exhibitions. Many multicultural displays are evident.
16. Attendance in 2002/3 was well below the national average. The proportion of absences for which there was no satisfactory explanation was far higher than the national average. Significant numbers of pupils often arrive too late for registration. Figures for the current year

to date indicate that attendance figures have recently improved, as a result of the school's own actions. The work of the learning mentor is effective in monitoring and reducing absence. She keeps records of late comers and carefully analyses all registers daily. She immediately contacts families where the school is unaware of why the pupils are absent and those whose children are regularly away from school with no good reason. There is close co-operation with the education welfare officer who can now come in to school weekly.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.7	School data	2.6
National data	5.4	National data	0.5

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. Teaching is strong and programmes of work are well established in all areas of the curriculum. The strong ethos of care and concern and the lively teaching ensures that pupils develop very positive attitudes to learning and make good progress. Parents value very much what has been achieved with their children.

**Teaching and learning**

Teaching and learning are good. Teaching is strong in Years 1 to 6. There are weaknesses in the teaching in the Foundation Stage for Reception children. Assessment is good.

**Main strengths and weaknesses**

- Teachers' very good relationships and their very good management of pupils' behaviour promote pupils' very good attitudes to learning and high degree of involvement in lessons.
- The very good commitment of all teachers to improving standards within the school is reflected in the way in which they thoroughly plan lessons and reflect on their own teaching.
- Teaching and learning are very good in music; it is good in English, mathematics, science and ICT and good with very good features in PSHE.
- The needs of pupils with SEN are met well, as are those of pupils with EAL, both in-class and in withdrawal sessions.
- Teachers generally plan well to meet the needs of children with different abilities, although identifying clearly what the different groups of pupils should learn (as well as do) could sharpen the practice.
- Although ICT is beginning to be used to support learning, its use is currently limited and it could be used considerably more.
- Weaknesses occur in teaching in the Reception class.
- Assessment is used well to identify pupils' individual needs and to monitor the progress of all pupils in English and mathematics and science; the information gained could be used even more effectively in other subjects.

**Commentary**

17. Teaching and learning are good and sometimes very good in Years 1 to 6, because the teachers make their lessons 'fun', use role-play and drama well and offer many opportunities for pupils to work together and share ideas.
18. Teaching and learning in the Reception class are unsatisfactory, but this is not at all typical of the rest of the teaching in the Foundation stage or in the rest of the school. The unsatisfactory teaching in that class means that the children do not learn enough in lessons and do not

maintain the sound and often good progress they have made in the Nursery. Problems in the lessons have concerned the management of children, the ways in which lessons progressed smoothly from one teaching point to another and the degree of challenge in the work for children. The headteacher has already identified these issues and is providing much additional support for the very newly qualified teacher to ensure that the children make the progress that they should.

19. In the rest of the school there has been a considerable improvement in all aspects of teaching since the last inspection. Teachers have high expectations for pupils and use time very effectively. This better teaching has already begun to raise standards in English, mathematics, science and ICT and results in very positive pupils' attitudes and responses. Pupils' learning in lessons is strong. They work very hard and are developing very good independent work habits.
20. Teaching is very strong in music because of the enthusiasm, commitment and high degree of expertise of the specialist teacher and the team she has gathered to support the subject. In English, mathematics, science, ICT it is good (and with very good features in PSHE) and is supported by teachers' strong delivery and understanding of the national strategies and use of drama, role-play and games. Teachers have strong subject knowledge and their enthusiasm inspires pupils. Teachers share lesson objectives with pupils; they remind them of the group targets and give clear explanations that support the pupils' understanding of key subject vocabulary and ideas very well. This means that pupils are very conscious of what they are learning and are keen to try the activities out. Pupils expect that they will learn something worthwhile, know that their ideas are valued and try their best.
21. Teaching and learning has been well supported by the strengthening of the co-ordination of subjects and stronger assessment and monitoring procedures. Most teachers take good account of SEN pupils' individual education plan targets in planning their lessons and learning support assistants work very well with groups of and individual pupils. Similarly, the support for pupils with EAL is good. Although, work is generally planned well to meet the needs of the different pupils in the class, often there is only one class objective for what the pupils should learn. Separate targets are best used in English and mathematics, but are seen little in the planning for other subjects. Teachers are, however, careful to include all pupils in their lessons and are quick to notice any pupil that is not attending or contributing. As a result, all groups are equally involved and their ideas valued.
22. A particularly strong part of teaching is the planned opportunities for collaboration and discussion in groups or with 'response partners'. These support pupils' valuing of each other, their spoken language and their thinking skills very effectively. Most teachers also provide good support for literacy and particularly reading in their lessons. Assistants make strong contributions to pupils' learning. Occasionally, in whole class parts of lessons they do not always have enough to do. When their roles are clear, they carry them out very effectively.
23. Although ICT is promoted very well in certain parts of the school (particularly for teaching and learning in the Nursery and Year 6), in others it is less well used. There is little use of ICT by teachers for demonstration purposes, for instance. This lack of use is often due to limited number of computers or multi-media equipment and relevant software. The use of ICT to support pupils in lesson with SEN is a weakness for the majority; there is little use of specialist software, or knowledge of it, within the school. However, for some individuals with SEN (on special teaching programmes) ICT is used to very good effect.
24. The assessment and monitoring of pupils' progress are good overall and have improved well since the last inspection. Assessment and monitoring of progress are satisfactory in the Foundation Stage. There is a missed opportunity, however, for baseline data to be built up, especially through information gained from parents during the home visit that is made prior to children's admission to Nursery. This means that staff do not have optimum information from the very beginning. They do, however, use their own observational analyses well and record information on an ongoing basis, using the newly introduced Foundation Stage profile.

Assessment and monitoring are strongest in Years 1 to 6 in the core subjects of English, mathematics and science and in ICT. This is where the school has put considerable time and effort into tracking individual and groups of pupils' progress, through teachers' records, annual class reviews between the headteacher and staff, and through use of the optional National Curriculum tests in the junior department. The information gained is put to good effect in identifying pupils whose progress gives rise to concern and in target setting for groups and individuals in these subjects. In other subjects, assessments are carefully linked into the national units of work / programmes and teachers evaluate how successful such units have been for the majority of pupils, identifying any who have not achieved the relevant targets. There is a need for a more routine tying in of these assessments into National Curriculum levels and descriptors. Most teachers use the information gained through assessments and lesson evaluations well to plan subsequent lessons. They have a good informal and formal knowledge of pupils' levels. However, not all provide sufficiently challenging work for higher attainers and some provide reading material that is too hard for lower attainers in subjects other than English.

25. Additional specialist assessments are used, sometimes in conjunction with outside specialists such as the speech and language therapist, to monitor the development of pupils with SEN, as well as teacher devised profiles. These are used well to inform support programmes for these pupils and help support the pupils' good achievement.

**Summary of teaching observed during the inspection in 59 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	16 (27%)	22 (37%)	18 (31%)	2 (3%)	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.*

**The curriculum**

The range of curriculum opportunities, which are inclusive to all pupils, is good. The opportunities for enrichment within the curriculum are very good. The opportunities for extra-curricular activities are very good. The quality and quantity of accommodation and resources are satisfactory.

**Main strengths and weaknesses**

- The curriculum is well planned and organised.
- Very good use is made of visits and visitors to enrich the curriculum.
- The provision for PSHE is good.
- The provision for pupils with special educational needs is good.
- The number of clubs and activities provided outside the school day is very good.
- The participation in sport is good; in the arts it is very good.

**Commentary**

26. The curriculum is well planned and organised, and is monitored and evaluated well by the assistant headteacher. A very good and extensive range of additional activities enriches it. Very good use is made of visitors to the school and very good, additional, support is provided from a resident artist and etymologist, who are both based on the school site. The school enhances its curriculum very well through an extensive range of visits. For example, pupils visit the Tate Modern Gallery, London Zoo, Nunhead Cemetery, the London Planetarium and Kew Gardens to enrich pupils' learning in art and design and science. Pupils in Year 4 take part in a residential visit, which not only supports subjects well but also the personal and social development of pupils. 'Theme' days and weeks, for example, a Drugs Awareness week, an investigation week, a netball taster day and a Book Fair week, are used well to bring subjects

such as English, science and physical education alive for pupils. All these additional activities help to support the learning that takes place and bring purpose and reality to the curriculum, so that pupils' education is linked well to real life issues.

27. There is a sound match of teachers and learning support staff to the curriculum and a wide range of experience amongst the staff, which supports the good delivery of the curriculum. The school has been successful in ensuring a full complement of staff in an area where schools often face considerable difficulties. Recruitment and retention of staff have been of high priority. Support for new staff is good. Their performance is monitored well and they are carefully guided.
28. Staff have many good opportunities to go on training courses to improve their skills. Staff give generously of their time to provide a very good range of activities outside the school day. For example, there are clubs in French, art, natural history, photography, gymnastics, guitar and harmonica, violin, drum and steel pan, recorders and a choir. The school participates in a number of sporting competitions with other schools, such as in football, netball and cricket. A high proportion of pupils take part in these activities with great enthusiasm, which not only develops their knowledge and skills in these activities but also their personal, social and moral skills. This represents a good improvement since the previous inspection when the range of extra-curricular activities was judged to be only satisfactory.
29. The accommodation is spacious and well maintained. Classrooms are large and there are one or two extra rooms that are used well; for example, for pupils with special educational needs. The computer suite is a good size and regularly used but ventilation is problematic and the layout of the equipment means that younger pupils cannot easily see the monitors. The playgrounds contain some special features, like a nature reserve, which is situated in the Nursery and Reception play area. The school does not have any grassed playing areas but the front of the school has been improved with tubs of shrubs and climbing plants. The two hard playground areas support outdoor activities well. Resources are satisfactory overall and have a positive impact on lessons. Resources in art and music are very good and they are good in physical education and mathematics. There are too few computers for the whole school, although resources in this area have markedly improved.

### **Care, guidance and support**

This is a school that looks after its pupils well. However, the governors and staff do not play a full part in checking the provision for health and safety and related matters. Pupils feel well cared for and staff are well trained in first aid. Children are helped to settle in the Nursery gradually. For the many pupils who join the school in later years, staff are sensitive to their pastoral needs. Pupils know how well they are doing and know what they need to improve their work; their views are well considered.

### **Main strengths and weaknesses**

- Health and safety matters are given priority, but staff and governors do not themselves participate in regular school safety audits.
- Pupil's behaviour is well tracked; the school has made successful efforts to tackle behaviour issues.
- The quality of support given to pupils is very good; as a result, pupils have good relationships with each other and the adults in school.
- There is limited external support for pupils with special educational needs.

### **Commentary**

30. The school's procedures for ensuring the safety and well-being of pupils are satisfactory. First aid provision is good and some staff are fully qualified. Safe practice is promoted well in lessons. Equipment is regularly checked and tested. Although some teachers have

undertaken a form of risk assessment in their own class, this is limited. The school has sought the local education authority's advice. However, neither staff representatives nor governors carry out regular formal and recorded audits of health, safety and security themselves, to reinforce a health and safety culture throughout the school, and for any journeys away from school.

31. Child protection procedures are good. They meet requirements and the school exercises its responsibilities with vigilance and care. The school takes part in case conferences regarding pupils who are not living at home, although there are difficulties liaising with a large number of agencies with varying and overlapping responsibilities. Attendance registers are completed rapidly and any unexplained absences are followed up immediately.
32. Induction arrangements are satisfactory, both when children start at school and when pupils move on to the secondary schools. These arrangements start the work of developing good and trusting relationships between pupils and staff which give pupils the confidence to seek support and guidance when they have concerns about their work, or a personal problem, or when they want to share a success or news of something special. Pupils who join the school after nursery are allotted two friends to help them and parents are told how they are settling in.
33. Pupils are given targets and their work is often marked in such a way that they know what they should do to make further progress. In addition to teaching staff and the teaching assistants, the learning mentor provides a valuable resource for any pupil with a need to sort out problems. Pupils can use her services as individuals or as part of friendship and self-esteem groups. The mentor works closely with parents and outside agencies. This has been effective in reducing bullying by helping pupils understand and deal with it appropriately through workshops, assemblies and lessons. Pupils are well supported in the playground by staff trained in behavioural support and who are able to lead play activities in a structured way.
34. The provision before and after school, and the clubs during and after school, enhance pupils' social skills and have positive impact on behaviour. The care and support given to pupils with special educational needs is good. Teachers and teaching assistants know the pupils they work with well. Currently, the school has only limited educational psychology and other external advice available, because of LEA staffing difficulties. This restricts the advice it has available for meeting some pupils' SEN, such as those pupils with autism. Where such advice is available, however, it uses it to good effect, for example, in co-operating with a cluster group of other schools to 'buy in' regular speech and language therapy.
35. There are appropriate procedures in place for the Annual Review of pupils' Statements and the involvement of parents and children in these. Targets set for individual education plans are generally of good quality, although some are too broad and need to more specifically identify the intended behaviour that they are designed to support. Teachers do, however, take such targets into account in their lessons and any additional support available is well used to support pupils' identified needs, as a result.
36. The school successfully seeks pupils' views through the School Council. These elected pupils consult their classmates before meetings and share their discussions afterwards. Class teachers help newcomers by appointing 'friends' who are chosen to give them support. In addition, many pupils do other jobs around the school and in class. These include the litter squad who enjoy being kitted up to keep the school free of rubbish. Photographs of the main jobholders are displayed in the hall and the pupils are clearly pleased to make their contribution. Many pupils look forward to participating in the many clubs and extra activities on offer. There are several musical and performance events, which give joy and a sense of achievement to the participants. Performances are given in school and at other locations enhance self-esteem, social skills, and confidence.



## **Partnership with parents, other schools and the community**

Parents have positive views of the school and the education that it provides. The partnership between school and home and with other schools is good, and with the community is very good. These play a positive role in supporting pupils' learning at school. There are good links with other schools.

### **Main strengths and weaknesses**

- Parents are happy with what the school provides for their children.
- Links with other schools and industry enrich the provision for pupils.
- Parents give much support to the school; they are invited into school for class assemblies and performances and many volunteer their help in class and on trips.
- The League of Friends is supporting the work of the school.
- Reports to parents about their children's progress provide useful information for their families.

### **Commentary**

37. The positive views of parents reflect satisfaction with all aspects of the school's provision. A minority of parents express some concerns about behaviour and bullying. Inspectors support the positive views of parents and understand the concern about behaviour, which to a large extent reflects the situation during previous years and not currently. Newsletters and general information provided to parents and annual reports are good. Progress reports on pupils demonstrate the good knowledge that teachers have of pupils and inform parents about the work that pupils have completed and their attitudes. They provide parents with clear targets or guidance as to what their children need to do to progress to the next stage in their learning.
38. Most parents find the staff very approachable and willing to discuss and address any issues. The school fully involves parents of children with SEN in the planning for their needs. The school visits newly enrolled Nursery children in their homes. Many parents support their children well at home by sharing books with them and helping them with their homework. There are reading diaries that ask for comments from parents. A friends' association has raised funds to provide additional resources and learning opportunities for pupils. Its activities have helped to reinforce a sense of community. A few parent volunteers come into school to help readers and many give their time and skills to help with school performance and on trips.
39. Links with the community and a wide range of visits and visitors provide good enrichment of the curriculum. They support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. The school benefits from personal connections with companies who give financial support and artists who work on the site give their time to create workshops for pupils. Pupils are encouraged to participate in local competitions.
40. Links with other schools are generally good. In particular, there are links with local primary schools that share musical and sporting events. Good pastoral arrangements are made for the transfer of pupils to new schools. However, it is difficult for the school to be fully successful or to arrange curriculum links in this area, as there are 13 different schools to which pupils transfer. There are good links with the Waverley Girls' School and pupils in Year 5 visit the school and take part in lessons. The school ensures that records of achievement are sent to whichever secondary school pupils choose.

## LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Leadership by the headteacher is good and also that provided by the strategic planning team. The headteacher's determination to raise standards and improve the quality of provision is paying off. The governors support the school very well.

### Main strengths and weaknesses

- There is a clear vision for further improvement and there is a high commitment to pupils' personal and academic achievement.
- Teamwork and morale are high and the work of the senior management team is good.
- The leadership of SEN and EAL is good; there is a very strong commitment to inclusion.
- The support and challenge that governors offer are very strong.
- Leadership and management are good in many subjects, although some co-ordinators, mainly those new to their roles, have not fully developed their monitoring role.
- The whole school development plan does not contain all that it should.

### Commentary

41. The headteacher successfully leads a capable team of staff. She has engendered a great sense of teamwork and commitment to improvement. The strong strategic planning team complement each other's skills very well and there is a strong shared vision. Their responsibilities are clearly defined and they undertake them to the fullest of their ability. The aims of the school are clearly stated and the pupils' personal and academic needs are well met and celebrated. There is a clear aim to include all pupils and the school does this very successfully. Improvement since the last inspection has been good with standards rising and pupils' attitudes and behaviour showing a big improvement, despite pupils' mobility in the junior department being very high. Although attendance is still low, pupils want to be at school and enjoy learning because the school is a vibrant learning environment.
42. The school now rigorously checks that the impact of its work is effective and that pupils achieve as well as they could. Pupils' progress is more systemically checked and recorded. The school's data for those pupils that stay in the school for any length of time shows good added value. The monitoring procedures have improved considerably during the past year. The headteacher has recognised that in order to deal with some of the complex issues which relate to pupil mobility and staffing stability, the quality of planning and teaching must be regularly checked to ensure that pupils learn effectively. The monitoring by the headteacher and leadership group has resulted in improvements and in detecting weaknesses as quickly as possible. Staff appointment procedures are now more thorough. As soon as a teacher newly appointed to the school commences, good induction and support are provided. Staff are coached and guided and their work thoroughly monitored. The quality of teaching has improved considerably, as a result. Recently, monitoring has resulted in the senior staff's awareness of weaknesses in the teaching in the Reception class. A good plan of action has been formulated to address these and an experienced Reception support teacher has been placed to work alongside the teacher.
43. Planning for school improvement is based on an extension of the school's action plan from its last inspection. Although satisfactory as a plan to develop further the areas where the school had serious weaknesses, it does not address whole school planning issues for the immediate year or forthcoming years. For instance, there is no mention of the development of the provision for ICT or of the way the school is planning to reduce its planned deficit. There are, however, comprehensive individual action plans for subjects such as ICT, music and for areas like the provision for gifted and talented pupils. Discussions with the headteacher, governors and the LEA adviser (who has supported the school through its time of serious weaknesses) indicate that the school does have clear strategic plans for development although these are not formulated into one prioritised document.

44. Management is good as is the school's documentation to support and guide practice. All necessary policies including a race equality policy are in place. Guidance is reviewed regularly and evaluated for its impact thoroughly. Everyone is clear about their responsibilities as co-ordinators and how to carry these out. Some new staff have not yet undertaken their full role, especially with regard to monitoring. There is a clear enthusiasm to do this and determination to further improve subject provision.
45. Governors provide considerable support to the leadership and management of the school. The governing body is very effective and governors have a detailed knowledge of the school's work, although there is still reliance on the headteacher for some information. Governors have a clear view of their role as a 'critical' friend. They are determined, working alongside the headteacher, to make the provision even better. They take an active part in the school's work and bring some considerable skill and expertise to the school. However, their role in fully monitoring the health and safety procedures needs to improve.
46. Even though financial management is good and well planned, governors have needed to set a deficit budget. This is because of the falling rolls the school has encountered over the past year and the desire to keep staffing levels high to meet the needs of its pupils. The number of pupils the school currently has concern about with regard to their special educational needs is high and referral about these has been made some time ago to the LEA. However, the LEA has been in difficulty in being able to respond to the requests due to its own staffing difficulties. This resulted in the school spending considerable sums on additional support for individual pupils. The situation was resolved during the inspection and all funding for support is to be paid for by the LEA.
47. The strong leadership and management of the provision for SEN is one of the major reasons why these pupils' needs are well met. Planning for development of the provision is strong. Leadership and management of EAL is also good. The school, with its ethos of mutual respect, includes and celebrates an ever changing, diversity of pupils with significant numbers from ethnic minority groups. This work is undertaken successfully although there is no dedicated specialist as such. The small amount of funding the school receives is delegated to providing additional support in classes. This works well.

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

Income and expenditure (£)	
Total income	1,288,218
Total expenditure	1,319,128
Expenditure per pupil	3,298

Balances (£)	
Balance from previous year	12,471
Balance carried forward to the next	-30,910

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

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

The provision in the Nursery class is satisfactory with a number of strengths. The provision in the Reception class is unsatisfactory. This means the provision in the Foundation Stage is unsatisfactory overall as children's potential for reaching the targets set for them by the end of Reception is limited in a number of areas.

The achievement of the children in the Nursery is satisfactory because they are taught soundly and the range of activities provided meets their needs well. However, currently, achievement in the Reception class is limited due to unsatisfactory teaching. A newly qualified teacher has taught the group since September 2003. Her work is overseen by the co-ordinator who, himself, has recently started teaching in the Nursery. Although the school has clear strategies to rectify the weak teaching, if the current weaknesses prevail, it is likely that most children will underachieve and not reach the levels they are capable of by the end of Reception. The school is determined, however, that this will not happen. Past records show that often a majority of children will have reached the targets set for them by the end of Reception, although this varies each year according to the particular makeup of the groups.

Throughout the Foundation Stage, all adults share a common purpose of wanting every child to give of their best. The quality of teaching and learning in the Nursery is mainly satisfactory and sometimes good or very good. The teacher in the Nursery has created a calm and appropriate atmosphere for learning in which children have established their daily routines well and are beginning to learn things with other children, as well as working independently. In the Nursery, the teacher and assistants work very well together. The support teacher and the classroom assistant in the Reception class support the newly qualified teacher well. There are, however, inconsistently established routines and the management of children's behaviour is weak. Children do not always receive work that challenges them and helps them improve, and, consequently, they do not achieve as well as they should. The leader of the Foundation Stage is fully aware of these weaknesses and, together with the headteacher, has given much support to the situation.

Although, there is no additional specialist support in the Nursery for the few children who have English as an additional language and who are in the early stage of learning English, teaching assistants are very aware of these children's needs and support their understanding of language and of routines well. Similarly, staff are vigilant in identifying children who have special educational needs and good support from school staff is provided for them.

The assessments made by the teacher in the nursery class shows that children make steady progress at least. However, it is difficult for the school to ascertain how much progress has actually been made since the children have started in the nursery, as currently no baseline information is collected about children's attainment when they enter the school. Although visits to children's homes prior to entry to Nursery help forge good links, these are a missed opportunity to collect information about children's development. The newly introduced national *Foundation Stage Profile* is completed throughout the Nursery and Reception, but neither this, nor any other form of assessment, is used to ascertain the precise progress a particular child is making from when they start school.

The Foundation Stage provision is led and managed soundly. Subject leadership is supportive. The Foundation Stage leader is new to his post and his leadership and management of the area is in the early stages of development. Teacher's records and classroom observations show that provision in the Nursery has been maintained at the same level as in the last inspection but provision in the Reception class is not as good as before.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **satisfactory** in both the Nursery and Reception.

### Main strengths and weaknesses

- Teachers provide experiences and activities, which help to ensure pupils play together and co-operate soundly.
- The older children in the Nursery are settling well into their daily routines and developing a sense of responsibility and independence.
- Daily routines are not as securely established in the Reception class and poorer behaviour sometimes limits progress.

### Commentary

48. Children in the Nursery class learn to co-operate with each other and to work productively together because the teacher and assistants provide good role models and teach the children how to play together. For example, children play in the home corner together pretending to cook a meal and serve it. The teacher works well with them, developing conversation and ensuring co-operation and friendship. The older Nursery children are happy to come into the class in the morning and enjoy knowing the routines of what to do, how to greet others and where to sit. Similar things happen in the Reception class and in many ways the children have the potential to reach and even exceed the goals set, if they can build on what they have gained previously in Nursery. However, as routines are not securely established, behaviour and attitudes are not always strong. Relationships are very strong and trust is very apparent. Children are becoming more compliant and attitudes improving. Achievement and teaching are good in the Nursery but these are only sound in Reception.

## COMMUNICATION, LANGUAGE AND LITERACY

The provision for the development of communication, language and literacy is **sound** in the Nursery but **unsatisfactory** in the Reception.

### Main strengths and weaknesses

- Good provision is made in the Nursery for the development of children's speaking and listening skills.
- Children in the Nursery develop their reading and writing skills soundly.
- The teacher in the Reception class has a pleasant relationship with the children but the activities to develop speaking, listening, reading and writing skills are not planned in sufficient detail and are not as effective as in the Nursery.

### Commentary

49. Teachers and assistants in the Nursery are skilled in helping the children to develop their communication skills. The children are listened to carefully and adults show they value what children say. This makes the children confident to say more. Also, adults speak clearly, using plain English that is easily understood. Children develop their reading and writing skills well because the daily activities chosen by teachers have a strong emphasis on children learning, for example, to begin to form letters and to begin to write their name. Children in both the Nursery and Reception class enjoy stories and teachers read these well and sometimes introduce fun activities, which make the story more interesting. In the Reception class, the interaction between children and the main teacher is not as strong and pupils are less confident at times. The work of the additional support teacher in the Reception was effective in developing children's understanding of letter sounds to be found at the front or at the end of a word. Teaching and achievement are sound in the Nursery but these are unsatisfactory in Reception where the children are unlikely to reach or exceed the goals set for them.

## **MATHEMATICAL DEVELOPMENT**

The provision for the mathematical development is **satisfactory** in the Nursery but **unsatisfactory** in the Reception.

### **Main strengths and weaknesses**

- There is sound planning for wider mathematical activities in the Nursery.
- Early number skills are integrated firmly into many activities in the Nursery.
- The activities in the Reception continue the development of mathematical skills and the planning is detailed enough to ensure that all levels of abilities receive appropriate work that challenges them to make progress.

### **Commentary**

50. Pupils in both the Nursery and the Reception class are developing their mathematical skills soundly. The Nursery has a well set out 'maths' corner with counting squares, an abacus and large dominoes. Teachers make learning about numbers fun and help children develop their understanding, by playing mathematical games. For example, the classroom assistant in the Nursery used a large black cloth 'feely' bag full of wooden mathematical shapes, such as circles, spheres, cubes and triangles. Children had to put their hand in, feel the shape, say what it was and place it on top of an equivalent shape on the table. In the Reception class, the children continued their work with shapes as the class teacher produced a set of shapes like cubes and cones of different sizes. Pupils had to place the shapes in three areas, for the smallest, the middle sized and the largest. This was a helpful lesson for the lower attaining pupils but others found the exercise too easy and were not challenged sufficiently enough to move forward. Teaching and achievement are sound in the Nursery but are limited in the Reception class.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

The provision for children's knowledge and understanding of the world is **satisfactory** in both the Nursery and Reception.

### **Main strengths and weaknesses**

- Children experience a variety of activities in class, which helps to expand their view of the world.
- Early development of ICT skills in the Nursery and Reception promotes children's use of computers.
- Visits outside school to places of interest helps to broaden children's knowledge of the local environment.

### **Commentary**

51. There is a good emphasis on children understanding the world around them. Children in the Nursery and Reception class make visits outside school to broaden their horizons and help understand nature and the environment, for instance. For example, children in both the Nursery and Reception classes visit a local farm and see a variety of crops and animals while children in the Reception class have visited Peckham Park for a teddy bears picnic. Children in both the Nursery and Reception have access to computers and a suitable range of programs is available. They use the computers quite often to support language and mathematical development, as well as using a simple 'paint' program to create patterns and pictures. Most are able to control the mouse and a number of the keys effectively. The use of ICT is best developed in the Nursery. Teaching and achievement are sound in both Nursery and Reception and children are on course to reach the early learning goals by the start of Year 1.

## PHYSICAL DEVELOPMENT

The provision for physical development and for outdoor play is **satisfactory** in both the Nursery and Reception.

### Main strengths and weaknesses

- Throughout the Foundation Stage, children have good and regular access to a large play area and large play equipment.
- There is a very good plant and nature study area where pupils can explore and develop a sense of adventure.

### Commentary

52. Children in both the Nursery and the Reception class benefit from regular provision of suitably challenging outdoor and indoor activities. For example, when the weather is fine, they have at least one session a day outside, moving round an assault course set out with planks, climbing frames and tubes. They learn to balance, move, crawl and climb effectively. The playground has a small playhouse, as well as a purpose built slide. In one corner is a very good plant and nature study area, which, especially in spring and summer, is full of cultivated and wild life, creating a great deal of interest and excitement. There is a suitable range of three-wheel bicycles. Children were seen tackling the assault course with a great deal of confidence and enjoyment. Teaching and achievement are good in both Nursery and Reception. Children are on course to reach (and some exceed) the targets set for them by the start of Year 1.

## CREATIVE DEVELOPMENT

The provision for creative development is **satisfactory** in the Nursery but is **unsatisfactory** in Reception.

### Main strengths and weaknesses

- Children in the Nursery and Reception sing with confidence and their music skills are above the level expected for their age.
- In the Nursery, children explore a wide range of media, which supports their ideas and creativity well.
- Painting in the Reception, and the use of different media to create designs, is very limited and does not build on the standards seen in the Nursery.

### Commentary

53. From an early age, children are helped to appreciate and explore creative ideas. Children sing with confidence and are beginning to follow the rise and fall in pitch in a melody. They often sing to themselves while playing and enjoy joining in, especially when songs have actions and repetition. This was seen to very good effect when two adults visited the class with a range of musical instruments. Two guitars were played and the children in the Nursery and Reception, together with all the adults, joined in the very vigorous action song "Boom-clap-zoom". This was a particularly effective session, where all children sang with gusto and excitement. The Nursery teacher and the two assistants playing the guitar were very good at getting all children to sing at a level, which was above that which would normally be expected for children of this age. Both classes have children's painting, collages and drawings displayed and these show that, particularly in the Nursery, children are developing their creative skills soundly. For example, the Nursery class have made self-portraits made out of coloured paper, wool, netting and paint. The painting in the Reception class is limited and not as creative or ambitious; the displays show that children have not developed their painting and drawing skills from the level achieved in the Nursery.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good** with some very good features.

#### Main strengths and weaknesses

- Standards in English are below those that would be expected for pupils of their age but are improving.
- Achievement is good overall and is strongest in speaking and listening, where it has some very good features; role play and drama are used very well.
- Achievement in writing is sound and standards, although still below average, are improving as a result of the school's current focus on extended writing in English and other subjects; spelling by Year 6 is weak, however.
- The school's response to the National Literacy strategy and particularly the way in which it now supports reading in English and other lessons is beginning to raise standards.
- Support for pupils with SEN and with EAL is good in English and in the targeted withdrawal work.
- Support staff are also used well to support these and other pupils' learning, but there needs to be more specific tailoring of work to some pupils' needs and a clearer role for support staff in the whole class parts of lesson.

#### Commentary

54. The school has strengthened its provision for English considerably since the last inspection. There has already been an improvement in standards in the lower part of the school, as a result of the better teaching and the improvements made in the curriculum for English. This, and the very strong leadership and management of the subject, has ensured that there is a consistent and well planned approach to all English work. Standards in speaking and listening and reading in particular have improved and many more pupils now achieve closer to those of other pupils for their age, particularly in Years 1 to 4.
55. Achievement in speaking and listening is good, with some very good features. The school is particularly successful in giving pupils confidence in expressing themselves. The use of 'response' or 'talking' partners supports pupils sharing and development of ideas very well. There is a climate of interest in and encouragement of others' ideas where everyone knows their ideas will be listened to with respect and is not afraid to offer them. Sensitive questioning by the teacher and extension of pupils' ideas supports this further. Pupils with SEN and with EAL are given good support that extends their knowledge and use of English very well. The school has a particular strength in role-play and drama, which supports these pupils' involvement and understanding very effectively, as well as giving everyone opportunities to contribute and develop presentation skills.
56. The school's good use of monitoring and assessment procedures in English ensures that pupils with more difficulty are identified early. A mixture of targeted withdrawal support and daily guided reading sessions towards identified reading targets, are effective in supporting the good achievement of these pupils and those with SEN and EAL. The re-launch of the school's home reading scheme has strengthened the involvement of parents in their children's learning in this area and also further reinforced pupils' pride in and enthusiasm for their reading. This increased, systematic, support for reading for meaning is already raising standards, and attainment in reading by the end of Year 2 is average for boys and girls. Some more able pupils read simple texts fluently and have a good understanding of what they have read. Pupils in Years 1 and 2 enjoy reading and choose to read for pleasure. They know the difference between fiction and non-fiction books.



57. By Years 3 and 4 they understand well how indexes and contents pages work and use simple dictionaries effectively to explore the meanings of words. Year 4 pupils have made good progress in the ways in which they approach unknown words and talk with enthusiasm about the books they have read, including poetry books. By Year 6, standards in reading are average. Most pupils are independent readers, fluent and expressive and discuss their favourite books and authors, such as Jacqueline Wilson and J K Rowling, with enthusiasm.
58. Most pupils have a range of ways in which they can approach unfamiliar words and phrases. However, some aspects of phonic work are inconsistently taught; for example, by over-exaggerating sounds and this confuses the youngest and less able readers. The school is already addressing this. Similarly, there is no systematic system used for teaching spelling rules. This means that although pupils make sound progress in their writing as they progress through the school, too many of them still have immature spelling in Year 6 and their progress in this area is unsatisfactory. Attainment in writing is still below that expected for pupils of their age in Years 2 and Years 6, but the school's current focus on writing is beginning to influence this. Some pupils who have been reluctant writers in other schools and reluctant readers now say that they enjoy reading and writing. Most pupils write freely and can write appropriately for different purposes by Year 6. The highest attainers do so using a good range of vocabulary and complex language. Year 2 pupils understand and use capital letters, full stops and question marks and know that they should 'introduce' or set the scene for a story.
59. As they progress through the school, most teachers support pupils' independent writing well through such things as planning boxes, lists of synonyms, story starts, interesting phrases and vocabulary. However, while ICT is used to word process final drafts of written work, it could be used more both as a teaching device and to enable less able pupils more independence in writing. In some classes, opportunities are missed to help pupils appreciate the ways in which they could improve their work, although 'marking' through positive comments, encouragement and examples from others' work is very strong.
60. Teaching has improved well since the last inspection, is now good overall and sometimes very good. The improved teaching engages pupils' attention very well and is leading to higher achievement. A strong programme of work supports teachers' planning and more systematic and progressive teaching of English. Teachers find interesting and very practical ways of exploring English concepts and the use of role-play, drama and brainstorming captures pupils' imagination and caters for the different groups in classes. Teachers keep careful records of pupils' progress and the information is used particularly well to plan for those with SEN and those for whom English is an additional language. However, they do not always use the information they have in their planning to stretch the highest attaining pupils. Support assistants make very strong contributions to pupils' learning where they have a clearly identified role, such as helping with groups or individuals or stating simply for EAL pupils, what the teacher has explained. However, during some whole class sessions, the role of the assistant is unclear and their time is not used effectively.

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

61. Literacy and speaking and listening are well supported in other subjects, although sometimes too little time is set aside for writing work to be completed. In Years 1 and 2, classrooms and topics are organised to provide very good opportunities for pupils to read and write across a range of subjects. Throughout the school class texts are often linked to topic work in other subjects such as history and word lists, technical vocabulary and worksheets support pupils reading and writing well. However, spelling is not consistently supported in other subjects.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- The quality of teaching and learning is good in Years 1 to 6.
- Teaching assistants support pupils well.
- Pupils have very good attitudes to their lessons and work very well together.
- The subject is very well led and managed.
- The use of ICT to support learning in mathematics is weak.
- Very occasionally, teachers move through their lesson too rapidly not always ensuring that all pupils are keeping pace.

### Commentary

62. Standards, currently, at the end of Year 2 are near the average while standards at the end of Year 6 are below average. However, this represents a good improvement on the standards that pupils' attained in the 2003 National Curriculum tests. This is because of the school's positive emphasis on ensuring good quality numeracy teaching and on pupils' thorough understanding of what they have learned, especially in applying their knowledge to practical situations. Standards at the end of Year 6 are similar to the position seen in the last inspection but have improved at the end of Year 2. Standards are in fact now improving rapidly and pupils are achieving well by the end of Years 2 and 6. All this represents a particularly good achievement for pupils in Year 6, especially as a considerable number of them have entered the school from other areas, often these being lower attaining pupils. In addition, a number of higher attaining pupils by Year 6 have left, for a variety of reasons, for other schools.
63. Another reason for the rapidly improving standards is because of the way teachers use assessment information to plan work closely matched to the needs of pupils. The quality of the planning is a particular strength of the teaching. For example, in a Year 2 lesson on multiplication where the teaching was very good, the teacher had provided a wide range of work in the group session. Higher attaining pupils used shop prices to work out the total cost of a full shopping basket. Other pupils had pictures of 'bugs' where the eyes were worth so much and the legs and antennae a larger amount. Pupils had to work out the total cost of the 'bug'. Lower attaining pupils used cut outs of apples and carrots for more simple additions. This sort of planning is now typical and ensures that all pupils, whatever their ability, progress equally.
64. Lessons are well organised, interesting and teachers manage the pupils' behaviour very well. As a result, pupils want to learn, feel challenged by tasks and behave very well. They work hard in lessons and support each other. On occasions, they work independently on tasks and have the confidence to do so well. Very good use is made of teaching assistants to support pupils. For example, in a lesson on fractions for pupils in Year 4, the clear direction given to the teaching assistants enabled lower attaining pupils to be supported well by helping them to fill in squares as a proportion of a whole, or fold paper in half and in thirds. This allowed the class teacher to circulate and work with other groups effectively. As a result, learning was good for all pupils.
65. A real strength comes from the teachers' own enthusiasm in teaching mathematics, often linking their work to examples in real life situations. Pupils get excited about numbers and usually enjoy mathematics lessons greatly. Usually, the pace of lessons is rapid; this generates interest and challenges pupils well. On a few rare occasions, teachers go a little too fast, not always ensuring that all pupils have fully understood everything before moving on to the next part of the lesson.

66. A weakness in mathematics lessons is the lack of the use of computers to support learning. This not only results in missed opportunities to extend mathematical ideas, but also limits opportunities to develop skills further in information and communication technology.
67. The co-ordinator leads and manages the subject very well. He has only been at the school a relatively short time but has inspired his colleagues, supported them and led a number of improvements. He is a very good role model for the teaching of mathematics. He has ensured that the elements of the National Numeracy Strategy are being implemented well. He has analysed results from the national tests to target weaknesses in the mathematics curriculum and monitors the subject to ensure that the weaknesses are corrected. The subject action plan is perceptive and clearly shows how the subject is intended to be developed further.

### **Mathematics across the curriculum**

68. Mathematical ideas are used soundly across the curriculum. Both in lessons and in an examination of pupils' work, there were a number of instances seen where mathematics was being used to support learning. For example, measurement takes place in a number of science investigations. In design and technology, pupils cut and measure card to specific lengths, as they make models. However, the use of mathematics to support learning seen in other subjects is limited.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are rising; achievement is good in Years 1 and 2 and sound in Year 3 to 6.
- There is good attention to scientific investigation, although older pupils do not always have fully developed skills to organise and plan and investigate.
- Teaching is good overall; however, the outcomes for what pupils are to learn are the same for all groups.
- The co-ordinator is new, although perceptive and has made a good start to improving the subject provision; leadership and management of the subject are sound.

### **Commentary**

69. Standards in science are currently approaching the average for pupils in Year 2 but are below average for those in Year 6. This represents good achievement for the youngest pupils in Years 1 and 2. Teachers' assessments made at the end of 2003 for the pupils in Year 2 indicated their attainment was well below average for those attaining at the expected level (Level 2) and above, although below average for those attaining at the higher level (Level 3).
70. Throughout the school pupils receive a good foundation in all aspects of science. This is especially strong in Years 1 and 2. As pupils move through the school they build effectively on what has been learned previously. Some planning does not always result in work for pupils that has a sufficiently practical element, although the co-ordinator is re-organising the units of work so that this is regularly built in. The oldest pupils say they enjoy their science lessons and show reasonable knowledge of scientific ideas. Not all are clear, however, of the key elements of a fair test and need support to talk them through the setting up an investigation. Overall, though, the pupils' achievements are satisfactory in Years 3 to 6.
71. In the 2002 National Curriculum tests, most of the Year 6 pupils attained Level 3 (below the expected level) whereas in the 2003 test the majority gained Level 4 (the expected level). This is a good improvement. Considerable mobility affects the pupils in Years 3 to 6. Some enter the school with no previous experience of the National Curriculum and it is often the higher attaining pupils who leave towards the end of their time in school. This is often the

reason why pupils do not reach the higher National Curriculum level in their science test at the end of Year 6. In comparison with the 2002 test, however, the percentage of pupils attaining the higher level in 2003 rose significantly, although this was still well below average.

72. The quality of teaching and learning is good overall. Teachers are very enthusiastic about the subject and make it interesting for the pupils. They are committed to providing as much practical work as possible so that pupils are inspired and motivated. As a result, the pupils are keen to learn and make good efforts to complete their work. Good attention to key scientific vocabulary and to scientific ideas is helping pupils understand the reasons why things happen in an investigation and what the effects would be if factors were changed. This is particularly strong in Years 1 and 2. Occasionally, not enough is done to help pupils understand the relevance of what they are learning to practical scientific situations. For instance, in a lesson on testing the absorbency of materials, Year 5 pupils did not always appreciate the link between this and waterproof clothes.
73. Some work for older pupils shows that pupils do not always provide full explanations as to why things happen in their investigations. Teachers do, however, insist that pupils provide these when work is assessed. Marking is perceptive, supportive and helps pupils to generally improve. Teachers' planning shows that work is practically planned to meet the needs and interests of the different group of pupils in the classes, although the outcomes for what the pupils will learn are identified as being the same for all. Teachers talked with clearly have a view of what they want different pupils to achieve, although they do not specifically identify this in their planning. This would help to make assessment sharper, as well as tailor the work even more finely for pupils. Class teachers give good support to pupils with special educational needs and those with English as an additional language. Consequently, they make the same progress as other pupils.
74. The subject has suffered in the recent past from the absence of the co-ordinator. A new and enthusiastic co-ordinator has now been appointed. She has a very clear picture of the strengths and weaknesses of the subject and what needs to be done to improve things further. She is supported well by senior staff and the local education adviser. Recent changes (such as the strong emphasis on scientific investigation and assessment of the skills needed by pupils) and improvements in the provision for science in the junior department generally, however, have yet to fully impact on the oldest of pupils. Reasonable headway is being made currently, although ICT is used insufficiently to support learning. Improvement since the last inspection is sound and achievement and standards have improved.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- The skills, knowledge and understanding of pupils in Years 2 and 6 are in line with what is expected for the pupils' ages and for some aspects are slightly better; pupils make good progress overall and achieve well.
- Pupils' respond to using computers with enthusiasm; they remain very well focused on the activities they undertake.
- Teachers' knowledge of what they are teaching is good overall.
- The subject is enthusiastically and well co-ordinated by a skilled specialist.
- Computers are not sufficiently used to support learning in other subjects, although opportunities are increasing.
- Despite a considerable increase, there are too few computers for the number of pupils in the school.

## Commentary

75. There has been good improvement in the provision since the last inspection. The enthusiastic and competent co-ordinator has ensured that the new National Curriculum programme of study has been introduced and responded to well. A good range of planned opportunities enables pupils to use ICT in practical ways. This has helped the older pupils in particular gain a good sense of the applications that ICT is useful for and how to present information in a way that interests and involves the user.
76. Pupils' standards in ICT are in line with the expectations for their age at Year 2 and Year 6 overall. This is because of systematic and generally knowledgeable teaching as well as the programme of work which builds well on what pupils have learned previously. Pupils make good progress and achieve well from their starting points. Teaching is generally strong throughout the school and teaching assistants support pupils very well. Occasionally, however, it is only satisfactory. This is because of teacher's lack of knowledge of the ways to present ideas in ICT in a challenging and interesting way.
77. In graphics and word processing work the pupils' skills in Year 2 are approaching the higher level for their age. The particularly expert teaching they receive results in them working very hard and productively and really trying to get things right. This was seen in a lesson where the pupils very successfully and skilfully used line tools to create parallel lines and colour fill designs in the style of the artist Mondrian. They studied the original designs carefully and the teacher also reinforced the idea that parallel lines never cross each other. Pupils in Year 6 were seen confidently designing sequences of pages for a *PowerPoint* presentation using a wide range of techniques, including animation. Their attainment is approaching the higher levels, especially the way in which their critical appraisal of the use of ICT is improving. Teachers are careful to ensure pupils understand the correct terms used in their work; the strong emphasis on vocabulary is paying dividends in the way pupils use the language and understand what they are doing.
78. The school's ICT resources have increased enormously, giving pupils greater access to computers to practise their skills; however, resources are still below the level of what they should be. Considerable investment, representing the school's high level of commitment to ICT, has already been made, but the co-ordinator recognises that more needs to be allocated in order to reach the national targets for the numbers of computers set for the size of the school. Despite ventilation being limited, computers screens too high for the youngest pupils and pupils having little space to place any paper documents, the pupils persevere because they want to please and they want to succeed. Pupils' ability to work collaboratively is very good because this is emphasised and promoted very strongly by staff. The teachers provide good quality demonstrations so that pupils can model their responses on the teachers' ideas but a weakness is that this is done on a small monitor, which makes it difficult for all to see. There is no multimedia projector, although this and an interactive whiteboard have been ordered recently.
79. The subject is very well led and managed and planning for development is thorough, detailed and very well thought out. The co-ordinator's role is very clear and she has a good strategic long-term plan for the subject. Finances for the subject are managed very well. Much thought has gone into planning the pupils' work and how to maximise their opportunities in ICT lessons. Teaching is monitored well and support and guidance to staff are provided, as a result.

## Information and communication technology across the curriculum

80. Computers are beginning to be used to support pupils' learning in other subjects, such as through the use of the Internet in religious education and history. Overall, however, such use is limited.

## HUMANITIES

### Commentary

81. As only two lessons could be seen in history and no lessons were seen in geography both subjects are unable to be reported in full. Discussions with pupils, teachers, the subject co-ordinators and scrutiny of pupil work and teachers' and pupil records support the judgements that are made. It is not possible, because of the few lessons seen, to make a judgement on teaching and learning in lessons in history and geography.
82. Scrutiny of pupils' work and discussions with pupils reveals that their achievement in history and geography is at least satisfactory. Pupils in Year 2 study history through their topic work and stories about the lives of famous people and know, for instance about the great Fire of London, the way that it started and the Monument that was subsequently erected. They explain in detail, using appropriate terms, how they made a plan of an area and that it resembles a map. By Year 6 pupils explain about triangulation in relation to The Slave Trade, and know which countries took part and why as well as stating where they are located. Some use appropriate geographical terms in relation to weather and temperature and explain about environmental pollutants. They recall simple facts in relation to mountains and rivers and aspects of geography and history that they have recently studied, such as about a mill owner's life. In the Year 5 lesson observed in history (where teaching and learning was satisfactory), however, pupils' knowledge of Egyptian society was limited for their age, although they were keen to explore and research facts. The activities devised supported their literacy skills well and pupils' work confirmed many opportunities in history and geography for the application and further development of their literacy skills. In a Year 6 history lesson where the teaching was excellent, the subject content on the life of a 'poor child' made a significant contribution to pupils' personal development as well as historical understanding of Victorian times. The atmosphere created through the enthusiastic teaching fired pupils' imagination and encouraged all to contribute. Their ideas showed considerable empathy for the plight of the poor. Also through very well designed activities and very good support for historical vocabulary, pupils gained considerable knowledge about key features of life for the poor in Victorian Britain as well as improving their literacy skills.
83. Both subjects have relatively new co-ordinators who overview planning, have devised appropriate development plans and lead and manage the subject satisfactorily. There is a sound whole school curriculum plan, based on nationally produced materials. Language, literacy and ICT skills are well promoted within history and geography, especially through researching topics and the use of the Internet. Assessment and monitoring of progress are satisfactory and the co-ordinators are building up records of which elements of work are most successful, and why. The school recognises it now needs to tie in pupils' assessments, in relation to units of work covered, more regularly to National Curriculum assessments, so that judgements about pupils' progress over time can be made even more effectively. The curriculum in history and geography is further strengthened by the school's very effective use of the local and regional amenities and environment. For example, a Year 4 residential visit enabled a rivers topic to be developed in a very practical and relevant way and a visit to a 'Ragged School' helped pupils to explore issues in relation to Victorian England well. Pupils recall these and other visits with enthusiasm, taking pride in recalling terms and events. They say that they enjoy history because of the interesting things that their teachers tell them and find for them to do. The school is particularly good at using the creative arts to support pupils' understanding of geography and history and to link their learning across subjects and themes. Drama, music, story telling and role play are used very well to support pupils' understanding of other cultures and of historical events and history and geography themselves make a strong contribution to pupils' understanding of spiritual, moral, social and cultural issues and to their development in these areas.

## Religious education

Provision in religious education is **satisfactory** and is soundly planned in accordance with the local authority's agreed syllabus.

### Main strengths and weaknesses

- The school has developed a new and good scheme of work.
- Debate and good discussions often form a strong part in religious education lessons and contribute greatly to pupils' understanding of other religions and their own feelings and beliefs.
- The newly appointed subject co-ordinator for religious education has been absent from school through illness; because of this, there has been little monitoring of the provision.

### Commentary

84. Standards in religious education are average and in line with what they should be at the end of Years 2 and 6. Pupils achieve soundly. This is a good improvement on the standards attained in the last inspection. The main reason for this improvement is a strengthening of the teaching (now sound with good features), very good relationships and the production of a good scheme of work. This incorporates the best elements from local and nationally approved syllabuses. This ensures that all the main elements of the subject are covered over a two-year rolling programme. The main world religions, such as Buddhism, Islam, Christianity, Hinduism, Sikhism and Judaism are planned for well. In addition, these religions are taught with understanding and reverence. For example, in a Year 2 lesson where the teaching was very good, the teacher was referring to the things that are important and sacred to Muslims, such as the Qu'ran, the Mosque and fasting during the festival of Ramadan. She spoke respectfully and quietly, using a good range of artefacts. Pupils who were sitting in a circle, asked sensible questions and realised how important the religious artefacts were. This led on to the pupils referring to things in their own lives that were considered special, like 'a secret place' or spending time at grandmas' house. This deeply moving lesson ensured that pupils were thankful for the lovely things in their own lives.
85. Discussion and debate formed an important part of all the lessons seen during the inspection. Strong support for pupils' literacy skills was apparent and as well as the promotion of their speaking and listening skills. Pupils have very good relationships with each other and their teachers and this ensures they can carry on a conversation with each other or with their teacher about quite sensitive subjects, effectively and in a sensible fashion. The subject makes a good contribution to pupils' personal, social and health education and citizenship.
86. Subject co-ordination is at present, weak, as the newly appointed co-ordinator has been ill and away from school since his appointment. Little monitoring or evaluation of the subject is carried out at present, therefore. However, the work undertaken previously, ensuring the curriculum for religious education is well planned, links with plans for PSHE and supports pupils' personal development generally, and is helping maintain the subject's status.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not enough evidence to report on art and design, design and technology and physical education in full. Design and technology was not taught at the time of the inspection, although it is at other times throughout the year. These subjects, therefore, have been sampled. Music is reported in full. The curriculum in the creative, aesthetic practical and physical subjects makes a very significant contribution to pupils' education and personal development.

The school very strongly links features of art, music, dance and drama to provide an 'integrated' approach to pupils' creative and aesthetic opportunities and understanding.

The work undertaken by pupils has resulted in displays and high quality performances by pupils for a wider audience in assemblies and Christmas and summer term celebrations. Evidence from assemblies, lessons and recorded school performances, indicates that the pupils very strongly develop creative awareness, aesthetic appreciation of music, songs and poetry as well as rhythmic movement derived from dance.

## **Art and design and design and technology**

### **Commentary**

87. Standards in art are well above those expected for pupils' ages at Year 2 and Year 6 and the pupils' achievement is very good. The high quality portfolios of pupils' show very good talent and considerable attention to observation of form. Displays of pupils' work demonstrate how the pupils use a wide range of material, both in their two dimensional and three-dimensional work. From the earliest stage pupils examine artist's work, such as Kandinsky, and model their own ideas on their styles. Ideas are inspired from a wide range of cultural traditions and the subject makes a significant contribution to pupils' spiritual, moral, social and cultural development. Older pupils show a very good grasp of perspective, appreciation of texture and use of imagery. A strong feature is pupils' critical awareness of what they have produced and their accurate use evaluative language.
88. The very good influence of the enthusiastic art co-ordinator and the 'visiting' artist (who also based at the school) is considerable and this provides much motivation and inspires pupils' artistic talents. An 'arts week' provides a very good opportunity for pupils to integrate art activities with ideas from other subjects and a variety of workshops and clubs, such as photography, printing and mosaics, occur throughout the year, supporting very well the development of pupils' skills.
89. It is not possible to make a judgement on pupils' standards or achievement in design and technology. There was no teaching seen, although some aspects of other subject taught contained elements of design and technology, such as in a science lesson for Year 2 pupils on the property of light. Pupils' cutting, sticking and design skills were clearly in line with those expected for their age. The co-ordinator is new to the post and has had the opportunity to 'shadow' the previous co-ordinator and continue the development plan already prepared. She has not got a full overview of provision and standards, as yet, but has a satisfactory plan to address this.

## **Music**

Provision in music is **excellent**.

### **Main strengths and weaknesses**

- Music is a significant strength of the school; the 'creative ethos' permeates the whole of school life and makes a very strong contribution to pupils' personal development.
- The work of the co-ordinator is excellent and she works exceptionally hard to ensure that the teaching is of very good quality and that the school reaches high standards in music.
- Instrumental tuition makes a significant contribution to pupils' learning.

### **Commentary**

90. The reason why standards are so high is that the school's commitment to music, and the related performing and creative arts, is very strong. Part of the school's aims is to ensure that pupils have a wide range of opportunity to achieve in ways, which are in addition to their academic achievement; the school is very successful in achieving this goal. In this way, music enables pupils with special educational needs to also achieve very well. Pupils are very well included; for instance, a pupil with autism was supported in a Year 4 lesson to improve



considerably the dynamics and the timing of rhythmic patterns when playing the recorder. Music tuition is central to creative aspects of the school's work and much time, effort and expertise has been put into building a provision, which is quite exceptional.

91. The co-ordinator has a high degree of musical expertise and directs the work of the school excellently. There is a very strong working relationship with other co-ordinators, such as with those for art and physical education; this results in the very good benefits gained from bringing together a wide variety of elements in creative performance. There is a very clear plan for the development of the subject and the co-ordinator's infectious enthusiasm inspires pupils and staff alike. She is strongly supportive of staff, especially as for some, this is an area where they do not have specialist knowledge. Teachers appreciate the help they are given and the time set aside for this is used for monitoring as well as support. Her support and guidance certainly pays off and in one lesson seen the expectation and challenge for Year 6 pupils extended their knowledge of *ostinato* melody very well.
92. Often through personal knowledge or contact of the co-ordinator, a vast range of high quality instrumental teachers (for instance for drumming, guitar, piano, and violin) has been engaged to teach in the school. This, together with the teaching by school staff, is of very good quality. Their knowledge of the subject in most parts is excellent and the methods they use to teach, inspire and involve pupils' very well. They make considerable demands on pupils but pupils rise to the challenge very well. From the very beginning of a child's entry into school musical experiences are promoted very well and some of the youngest pupils achieve very well in their performance skills. The take up by pupils is considerable and parents value and see this is a very important part of school life. In addition, parental support, often at lunchtime or after school, is high. From those, for instance in Reception learning African drumming, to the Year 5 and 6 pupils in the school's steel pan band, the enthusiasm and commitment of pupils is highly apparent. Pupils' musical skills, knowledge and understanding are well above what is expected for their ages throughout the school, and their achievements are excellent. They excel in many areas such as instrumental awareness and performance, listening and appraising, and sight reading of standard musical notation. Pupils sing tunefully, especially the youngest pupils. Recordings of performances, such as the 'Wizard of Odd' show that older pupils also sing highly melodically and with exceptional confidence. The needs and talents of the most able pupils are recognised and planned for very well. Financial planning for the subject is very strong. Overall, there has been good improvement in provision since the last inspection.

## **Physical education**

### **Commentary**

93. It is not possible to report on this subject in detail. Only one lesson of physical education was seen during the inspection and this was very strongly taught by a visiting gymnastic expert. However, teachers' records show that standards in swimming are average, as a majority of pupils are able to swim 25 metres; all areas of the physical education curriculum are planned and time allocation to each is well balanced. The subject is very well enhanced by competitions with other schools in football and netball and outside visits to the Oval Ground to take part in after-school cricket. There are after-school clubs in a number of sports. For example, hockey, tag rugby, tennis, basketball and netball. The residential visit by Year 4 incorporated competitive orienteering and this is also carried out in the local Dulwich Park.
94. The subject is soundly led and managed. The co-ordinator has a clear plan for improving provision, which includes upgrading the playground facilities and extending sport and competitions outside school time. He has checked the balance of time for each element of the subject and has applied for the national *Activemark* award. The checking of teachers' planning and the monitoring of teaching has yet to undertaken, however, but are planned. Good use is made of external specialist staff to support the development of pupils' skills. The school's resources, especially the large indoor spaces for lessons, are good.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- Good achievement is the result of good and often very good teaching.
- The school council operates with responsibility and maturity.
- The school's curriculum overall provides good opportunities for developing PSHE.
- Classroom 'circle times' are effective.
- The school has yet to produce a comprehensive scheme of work for this area.

### Commentary

95. Pupils' achieve well. The ethos of strong care and concern for the individual support pupils' understanding well. Its sensitive approach to pupils and the very good personal knowledge have of pupils (in spite of high levels of mobility) helps staff to build on pupils' previous knowledge, skills and understanding.
96. Members of the school council are diligent in sounding the opinions of the classes that they represent. They are beginning to have a real influence on the work of the school. The very good quality assemblies consider themes that influence strongly pupils' spiritual, moral, social and cultural development. Although the school has still to prepare a detailed scheme of work, which includes citizenship, all classes have special lessons each week where they consider issues related to their lives and to the lives of others. In addition, many lessons have ideas and themes (such as in history and geography) that promote well pupils' personal development and understanding of citizenship. At times, the planning may also focus on key themes and events, which need to raise pupils' awareness and deal with problems that may be arising. This approach, for instance, has been successful in dealing with bullying.
97. The teaching in PSHE lessons is good overall and in three of the five lessons seen the teaching was of high quality. Lessons are planned very well taking the needs and abilities of the different groups into account, and especially their level of maturity and previous knowledge. For example, pupils in Year 6 were observed discussing and debating issues related to exercise, food, hygiene and healthy living. The knowledge and understanding demonstrated by the teacher, linked with his very good motivating relationship he had with the pupils, ensured that pupils were able to discuss quite sensitive issues in an atmosphere of confidence. This is typical of the school's approach to personal issues and the teachers' genuine attitude of care, support and interest they give to all pupils in the school. These lessons, together with assemblies and special subject weeks, like the drug awareness week, contribute greatly to pupils' understanding of PSHE and citizenship.
98. The leadership and management of the subject are satisfactory. There is a clear recognition that the planning for the subject needs to be formalised and that even the good links that are made with other subjects could even further strengthen the PSHE provision. The co-ordinator's analysis of the provision is that PSHE needs to be even more 'high profile' and is actively working towards this. The learning mentor makes a good contribution to PSHE and particularly in relation to fostering and supporting pupils' personal development. The work of the groups (such as the Ivy Angels, the school council and the 'buddies') and the way the pupils are chosen for their responsibilities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
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).*