

# INSPECTION REPORT

## **SOUTH RISE PRIMARY SCHOOL**

Plumstead, London

LEA area: Greenwich

Unique reference number: 131183

Headteacher: Mrs Heather St Clare

Lead inspector: Mr S Hill

Dates of inspection: 19<sup>th</sup> to 22<sup>nd</sup> January 2004

Inspection number: 257509

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	582
School address:	Brewery Road Plumstead London
Postcode:	SE18 7PX
Telephone number:	020 8854 6813
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Linda Hazelwood
Date of previous inspection:	18 <sup>th</sup> to 22 <sup>nd</sup> May 1998

## **CHARACTERISTICS OF THE SCHOOL**

South Rise is a large primary school with a nursery in Plumstead, Greenwich. It provides full time education for 527 pupils aged from four to 11, and part-time education for 55 children aged three and four. Pupils come from a wide range of ethnic groups, with about half being of white British origin. About 40 per cent of pupils have a mother tongue other than English. Over 30 different home languages are spoken by pupils. Just over 100 pupils are at early stages of learning English. Pupils' social circumstances cover a wide range but overall are well below average. Just under 100 pupils are refugees or asylum seekers. This is a significant increase since the last inspection. Pupils' attainment when they start at the school varies, but overall is well below average. The number of pupils with special educational needs is above average. Their needs are principally speech and communication difficulties, social and emotional difficulties, or moderate learning difficulties. The school has a high turnover of pupils. Large numbers of pupils start at the school other than in nursery and reception, or leave other than at the end of Year 6. Since the last inspection, this has increased, as has the number of pupils starting with little knowledge of English. Since 2000 the school has been involved in partnerships with other local schools through an Educational Action Zone.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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1305	B Rance	Lay inspector	
27654	R Scahill	Team inspector	Information and communication technology Music
15023	A Haouas	Team inspector	English Geography History English as an additional language
32226	T Quick	Team inspector	Science Religious education Art Special educational needs
16249	S Barnes	Team inspector	
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## PART A: SUMMARY OF THE REPORT

This is a **good school**, which gives **good value for money**. Pupils achieve well because of good teaching.

The school's main strengths and weaknesses are:

- Pupils achieve much better standards than would be expected in the light of their attainment when they start.
- Teaching is good so that all pupils, regardless of their ability, enjoy school, behave well and make good progress.
- Good provision is made to help bilingual pupils to improve their English skills.
- The school is a harmonious community where pupils from a wide range of ethnic backgrounds form good relationships with each other and with the staff.
- Leadership and management are good.
- Attendance and punctuality are poor.
- The school works hard to care for pupils and to form positive links with their parents.
- The school is working effectively to improve pupils' weak skills in speaking and listening, which currently often slow their progress in subjects across the curriculum.
- Not enough use is made of pupils' skills in information and communication technology (ICT) to help them learn in other subjects, except in the Foundation Stage<sup>1</sup>, where this is a strength.

Since the last inspection, the school has made good progress. Achievement has improved and the weaknesses identified then have been put right.

### STANDARDS ACHIEVED

**Achievement is good** throughout the school, but **standards at each key stage are below average** overall. Results of national curriculum tests at age seven are well below average. Results at age 11 are below average, but are above average in relation to similar schools.

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

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

Children come into the Foundation Stage (the nursery and reception classes) with attainment that is wide ranging, but is well below average overall. They achieve well, particularly in their personal and social education, and in their language and communication skills, but most are still unlikely to reach the early learning goals<sup>2</sup> by the time they get to Year 1. Inspection evidence confirms that standards in reading, writing and mathematics are still well below average in Year 2. Standards in English and mathematics are below average in Year 6. Standards in science and ICT meet national expectations

<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

<sup>2</sup> These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

in Years 2 and 6. Standards in religious education meet the requirements of the locally agreed syllabus throughout the school. Standards in singing are very good. In other subjects, in the lessons and in other work seen during the inspection, standards were as expected for pupils of this age. Pupils with special educational needs achieve well in the light of their difficulties. The achievement of bilingual pupils is good.

Pupils who spend their entire primary schooling at South Rise attain standards in line with the national average, despite their low attainment when they start school. Although all pupils make good progress, many pupils start at the school other than in the nursery, and these pupils often have weak English skills; many are refugees. These pupils achieve well, because of the good support that the school provides. However, it often takes a long time for them to catch up with their classmates, and this contributes to the apparently weak results in tests, as does poor attendance. Pupils who have poor attendance fail to achieve as well as their classmates and on average, by Year 6, are a year behind pupils who attend well.

**Provision for pupils' personal qualities**, including their **spiritual, moral, social and cultural** development, is **good**. Provision of cultural development is very good, and pupils learn a lot about a wide range of cultures from around the world, as well as local culture. Behaviour is good, and pupils have good attitudes to school. Attendance and punctuality are poor, despite good efforts by the school to bring about improvements.

## **QUALITY OF EDUCATION**

The **quality of education** provided by the school is **good**. **Teaching and learning are good**, and this is the main reason for pupils' good achievement. Children get off to a good start in the foundation stage. Throughout the school, teachers in each age group are good at providing well for the different needs of the pupils in their classes. This includes those with special educational needs, and those for whom English is an additional language. A broad and interesting curriculum contributes to pupils' positive attitudes to school. The school cares for its pupils well and works hard to establish positive partnerships with parents.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good**. Leadership is good from the headteacher and, together with the deputy headteacher, she has established an effective team who work together to improve pupils' standards. Management systems are good, and particularly good use is made of assessment data to track pupils' progress and to take any action needed to help them improve. Governance is satisfactory. However, the school is in breach of its statutory requirements because information about attendance is missing from the prospectus, and the school has not completed a policy for disability access.

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

Parents hold the school in high regard and appreciate what it does for their children. Pupils enjoy school, get on well with their teachers, and particularly appreciate the fact that their views are respected through the mechanism of the school council.

## **IMPROVEMENTS NEEDED**

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

- Improve attendance and punctuality.
- Improve pupils' skills in speaking and listening.
- Make more use of pupils' ICT skills in lessons in other subjects.

and, to meet statutory requirements:

- Include attendance data in the prospectus.

- Complete the school's policy for disability access.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' **achievement** is **good** throughout the school. Despite this, overall **standards** are **below average**, to some extent because of pupils' very low standards when they start school. However, poor attendance and punctuality, and pupils who start at the school at different times with weak skills, are the main reasons that the average attainment in each year group is below average. Achievement is better than at the last inspection, when achievement in Years 1 and 2 was unsatisfactory.

#### Main strengths and weaknesses

- Pupils who attend the school throughout the primary years achieve standards in line with the national average, despite their very low starting points, because of good teaching.
- Bilingual pupils make good progress because of the good level of support they receive.
- Children in the nursery and reception are given a good start to their education, which stands them in good stead for later years.
- Pupils with special educational needs are helped to make good progress.
- Pupils whose attendance is poor do not make sufficient progress.
- Pupils' standards in speaking and listening are weak, and this limits their learning in other subjects.

#### Commentary

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

Standards in:	School results	National results
Reading	13.1 (12.0)	15.8 (15.7)
Writing	12.6 (12.1)	14.6 (14.4)
Mathematics	13.4 (13.5)	16.3 (16.5)

*There were 80 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	25.7 (26.4)	26.8 (27.0)
Mathematics	25.6 (26.3)	26.8 (26.7)
Science	28.5 (27.8)	28.6 (28.3)

*There were 79 pupils in the year group. Figures in brackets are for the previous year.*

1. The school's results in national tests are well below average at the age of seven, and below average at the age of 11 years. This does not accurately reflect pupils' achievement. Pupils start at the school with standards that are well below average. During their time in school, they achieve consistently well. Those who stay in the school from reception to Year 6 improve their attainment steadily each year. As a result, their standards are in line with national expectations by the time they leave. For example, the average points score<sup>3</sup> (for all 3 subjects together) of

<sup>3</sup> The average points score provides schools with a single statistic to compare overall grades attained by all of their pupils with the grades attained by pupils in another school as well as an average for all schools nationally.

the 52 pupils who took Year 6 tests in 2003, *and had been at South Rise since reception*, was 27.5. This is marginally better than the national average of 27.4. The scores published above are lower than this because they include the results of pupils who have not had the benefit of the education at the school for so long.

2. Many of the pupils who join during Years 1 to 6 are at early stages of learning English. Others are refugees, many of whom have little experience of school. Others have special educational needs. They are given good help by the school, which targets resources to help them to achieve well once they arrive. They make good progress, but many do not catch up with their classmates before they leave.
3. The level of attendance at the school is poor, mainly because of a few pupils who have particularly weak attendance. In the current Year 6, for example, ten pupils have attendance levels below 90 per cent. Assessment data shows that, on average, this group of pupils' attainment is about a year behind that of their classmates who have good attendance.
4. The majority of pupils with English as an additional language and those from different ethnic minorities, including refugees, achieve well against their prior attainment by the end of Year 6. This is due to the effective monitoring of pupils' progress and the use of data to focus support. The good grounding pupils receive in the Foundation Stage and the use of bilingual assistants contributes to their progress.
5. Pupils with special educational needs benefit from the additional support given to them and learn successfully as a result. The work they are given is carefully matched to their capabilities, so they make good progress in lessons. Their achievement is good.
6. Children in the Foundation Stage achieve well. They make particularly good progress in their personal and social development, and in their communication, language and literacy skills. However, because of their low starting points, many still do not meet the expected standards in the early learning goals by the time they are in Year 1.
7. Currently, standards in English and mathematics remain well below average overall in Year 2, and in Year 6, they are below average, for the reasons outlined above. By the time they leave, most pupils have reached the expected standards, and a substantial minority exceed them. However, a greater-than-usual minority fail to reach the expected standard. It is this long "tail" of lower attainers which makes the overall standards below average. Standards in writing have risen steadily for several years at both key stages. Standards in reading and mathematics at Year 2 have stayed at roughly the same level for several years, despite the decrease in pupils' attainment when they start school. At Year 6, overall standards have gone up in line with national standards, and have gone up faster than this in science.
8. In science and ICT, standards meet expectations in Years 2 and 6. In religious education, pupils reach the standards expected in the locally agreed syllabus. Standards in singing are very good, because of the good specialist teaching which is provided. No overall judgements were made in other subjects, but standards in lessons and in pupils' recorded work were mainly in line with those expected at this age. However, for some pupils their written work in many subjects does not do justice to their understanding because they are still behind in their writing skills.
9. The key factor in pupils' good achievement is the good teaching, particularly the careful match of what is provided to pupils' individual needs. Good management plays a vital part in this. Monitoring of teaching has helped the headteacher and her colleagues to identify where improvements were needed, and to provide help to teachers in bringing them about. In addition, the thorough collection of assessment data and its use to structure what is taught strongly support the quality of teaching.

## Pupils' attitudes, values and other personal qualities

The provision for personal development is **good** overall. When they come to school pupils have **good** attitudes to school and to learning. Behaviour is **good**. Provision for pupils' spiritual, moral and social development is **good**, and for their cultural development it is **very good**. Attendance and punctuality are **poor**.

### Main strengths and weaknesses

- Poor attendance and punctuality adversely affects pupils' achievements and the school's overall academic results.
- The majority of pupils like coming to school and enjoy learning.
- The behaviour of most pupils in classes and around the school is good.
- The behaviour of a minority sometimes lets down the good standards of most pupils.
- Provision for pupils' cultural and multi-cultural development is a strength.

### Commentary

10. In comparison with national statistics pupils' attendance was well below the average in the last academic year and has changed very little in the past three years. It is clear from the school's attendance and attainment information systems that pupils who do not attend school regularly do not achieve so well. The procedures for monitoring attendance have ensured that the level of unauthorised absence has decreased significantly in the last autumn term, but more could be done to promote attendance. There are a number of families who do not understand the importance of regular attendance, and with the assistance of the attendance advisory officer from the local education authority the school has plans to seriously address these issues.
11. The late arrival of some pupils at school disrupts the start of the day and pupils' learning, not only for the pupils that are late but also the rest of the class. In the last autumn term, on average, 20 pupils were late for school every day.

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

Authorised absence		Unauthorised absence	
School data:	6.3	School data:	1.3
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.

12. All the staff in the school work hard to foster pupils' development as members of an inclusive multi-cultural community and to be tolerant towards one another. All pupils mix well across ethnic and gender lines at work and play and enjoy harmonious relationships throughout the school. Pupils with English as an additional language and those from ethnic minority backgrounds are keen to participate fully in activities and are well integrated. The school's effective focus on pupils' personal and social development contributes well to their sense of well-being and eagerness to learn.
13. Good opportunities to support pupils' spiritual development are provided, particularly in assemblies, religious education lessons and during 'Circle Time'<sup>4</sup>. Pupils are regularly given time to reflect on particular themes and are confident when expressing feelings and thoughts.

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<sup>4</sup> During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

14. There are whole school rules and each class has its own rules so that pupils learn right from wrong and how to live together in a harmonious environment, and the majority of pupils respond positively to the high expectations that staff have of them. The response of all members of staff to pupils' occasional poor behaviour and any instances of bullying or racism is managed in accordance with school policies in a consistent way, and both pupils and parents recognise that this is handled quickly and efficiently. Older pupils are given tasks both in class and around the school that develop their sense of responsibility well.
15. The wide range of home cultures and religions from which the pupils come is celebrated by the school and used very effectively to enrich the life of the whole-school community. Pupils are taught to appreciate culture, art and music, and this is supported by visits to a wide range of places of interest, and visitors coming into the school.
16. Pupils' views of the school are very positive and they are particularly pleased about the role of the school council in the management of the school. Pupils enjoy school, taking a pride in what they accomplish in lessons. They join in all the school's activities with enthusiasm. In lessons the majority of pupils listen carefully to their teachers and to one another, work very well in twos and threes and share resources sensibly. They are especially helpful to classmates who are still having some difficulty in learning and speaking English.
17. The school works hard to promote good behaviour and this is largely successful. All the adults set a good example to pupils in the way that they treat everyone with respect. Teachers and classroom assistants make their expectations clear, and pupils understand what is expected of them. Pupils know and understand the rewards that they can earn in their classes for good work, effort and behaviour. In some classes, the behaviour of a small number of pupils is sometimes unsatisfactory, and teachers are then diverted to manage these situations, which they do effectively, but the learning of the whole class is affected. At playtimes, pupils play well together, if somewhat boisterously, and enjoy using the equipment that is provided. Lunchtimes are well organised. In the dining hall, pupils chat happily together and welcome visitors.

## 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	219	6	
White – any other White background	7		
Mixed – White and Black Caribbean	14		
Mixed – White and Black African	3		
Mixed – White and Asian	1		
Mixed – any other mixed background	6		
Asian or Asian British – Indian	31		
Asian or Asian British – Pakistani	37		
Asian or Asian British – Bangladeshi	9		
Asian or Asian British – any other Asian background	19		
Black or Black British – Caribbean	25		
Black or Black British – African	64		

Black or Black British – any other Black background
Any other ethnic group

8
11

1	

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are good. The curriculum is wide and interesting. Pupils are cared for well and the school works hard and successfully to forge positive relationships with their parents.

### Teaching and learning

Teaching and learning are good. Assessment is good and teachers use it well to ensure work is carefully matched to pupils' needs.

### Main strengths and weaknesses

- Assessment systems are good, and good use is made of the information gained to match work to pupils' needs.
- Positive relationships underpin good management of pupils and good standards of behaviour and concentration, although there are occasional lapses in this.
- Teachers are good at basing work on practical activities so pupils are interested and enthusiastic, and enjoy school.
- Good use is made of support staff to help pupils learn, particularly those with special educational needs or those for whom English is an additional language.
- Lessons usually have a good pace, although in odd lessons things move too slowly.
- Teachers use a good range of strategies to develop pupils' speaking and listening skills.
- Teaching is good in specific ICT lessons, but not enough use is made of ICT in other subjects.

### Commentary

#### *Summary of teaching observed during the inspection in 63 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (3%)	19 (30%)	28 (44%)	11(18%)	3(5 %)	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.*

18. Teachers plan lessons carefully, often providing different work to different groups of pupils. They make good use of the school's assessment systems to do this. As a result, pupils who struggle with work are given easier tasks so they can cope, and pupils who are good at schoolwork are given more challenging things to do. During lessons, teachers use a good range of strategies to keep track of how pupils are getting on. In class sessions, for example, teachers often get all pupils to write answers on small whiteboards. This means that they can assess their understanding, and modify their questioning and explanations if pupils are confused.
19. Teachers have positive relationships with pupils. Pupils trust their teachers, know that they have their best interests at heart, and are keen to please them. As a result, they are mainly well behaved, keen to do well and work hard. Teachers use a good range of positive strategies to promote good behaviour from pupils who find conforming to accepted norms difficult. This is usually very successful, and high standards of discipline prevail in most lessons. Very occasionally, teachers have to spend too much effort in maintaining order, and the pace of learning is too slow.
20. Pupils enjoy their lessons because teachers take great care to provide an interesting range of experiences, which are often based on practical activities. This is very effective in generating pupils' enthusiasm and helps them learn quickly. It is particularly effective in promoting the learning of bilingual pupils and those with special educational needs. Teachers make good use

of support staff, and work with them very effectively as a team. Support staff are particularly skilled in helping pupils who would otherwise struggle to be fully involved in the whole curriculum. Teachers are good at maintaining a brisk pace, and covering a lot of ground in lessons, so that pupils learn a lot in the time available. In a few lessons, teachers take too long over things and pupils have to sit too long without being directly involved, and lose interest. Those pupils who have special educational needs are identified early and their progress is monitored closely. Individual educational plans provide clear targets for pupils' progress and the support they are to receive. Teachers use these well to plan suitable work.

21. The quality of support for pupils with English as an additional language and those from different ethnic backgrounds is good. The targeting of pupils is based on a clear analysis of their needs with more attention being focussed on those groups who are early stage learners and late arrivals. The quality of partnership between support staff and class teachers is good and is clearly focussed on making learning as accessible as possible. In the best teaching, strategies for supporting pupils are spelt out in teachers' planning, and the support teacher is effectively deployed to assist pupils both during the whole class introduction and when pupils work in groups. In a literacy lesson, in Year 2, for instance, the support teacher used white mini boards to reinforce spelling patterns. In a mathematics lesson, in Year 3, the teacher enabled bilingual pupils to participate in the lesson through the use of demonstration and practical activities.
22. Teachers use a good range of strategies to develop pupils' speaking and listening skills. For example, they structure questions carefully to encourage pupils to explain their thinking, and probe gently to get them to develop and elaborate their ideas. They plan effective sessions where pupils work together in pairs, sharing ideas and practising explaining them to each other. As a result, pupils' progress is improving. This is a priority for the school at the moment, because pupils' weak skills in this area hold them back in many subjects.
23. In ICT lessons in the suite, teachers work very skilfully and pupils make good progress in using ICT and applying it in a range of subjects. However, not enough use is made of computers in the classroom to practice pupils' skills, and to support their learning in other subjects. As a result, despite the good teaching in lessons, pupils' standards do not improve as fast as they could.

## The curriculum

The school provides a **good**, interesting **curriculum** that meets pupils' academic and personal needs well. It is enriched by a **good** range of additional experiences and after school activities. The school's accommodation and resources support the curriculum **satisfactorily**.

## Main strengths and weaknesses

- The school provides a good range of activities for learning outside the school day including taking part in musical events.
- Provision for pupils with special educational needs is good.
- The school makes good provision for all pupils to be fully included in all activities.
- There is good provision for pupils' personal, social and health education.

## Commentary

24. The curriculum is well planned and provides a good range of interesting experiences for all groups of pupils. This good provision has been maintained since the last inspection and standards in ICT have improved due to the addition of the computer suite. The curriculum provision in music is very good and encourages pupils to perform to a high standard. The school has an effective programme for personal, social and health education. Provision for pupils with special educational needs and those for whom English is an additional language is good. The curriculum is well managed by a co-ordinator who has a good overview of the whole curriculum and knows the strengths and the areas for development.

25. All pupils, whatever their background, have appropriate access to the full curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in most activities on offer. Pupils with English as an additional language and those from a different ethnic background are fully involved in all activities and, in the majority of cases, effectively targeted by class teachers to support their learning. The school has a positive inclusive ethos and robust procedures for monitoring access to activities across the school's provision. This is amply reflected for instance, in the school's focus on Somali pupils to raise their achievement and improve their participation in learning. The school draws effectively on pupils' cultural and linguistic backgrounds and works hard to affirm their cultural identities.
26. The curriculum is enhanced by a good variety of visits and visitors. Links with other schools, in music for example, involve pupils playing in groups with older students. The school visits many local places of interest and pupils in Year 4 and Year 6 take part in a residential visit related to their work in geography and history. A good variety of clubs is available to all ages of pupils, which include cooking for Year 2 pupils and art, science and ICT clubs for other year groups. The school runs two choirs and a Somali club during the lunch hour.

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

The way that the school takes care of pupils, guides and supports them, listens to and involves them is **good**.

### **Main strengths and weaknesses**

- There are good procedures for ensuring the welfare, health and safety of pupils, including child protection, so that pupils have a safe environment to live and work in.
- There are a large number of adults in school and they have a good knowledge of the pupils' needs.
- Pupils are fully involved in the way that the school runs, particularly through the school council.

### **Commentary**

27. Child protection procedures are fully in place with the headteacher having the role of designated person. All members of staff understand their responsibilities in this regard. Good routines for dealing with first aid, medicines and accidents are well established, with two staff trained in emergency first aid. There is a health and safety policy in place and a thorough risk assessment is carried out and updated every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place each term, with their timings and any difficulties recorded.
28. Teachers, classroom assistants and all the other staff in school know the pupils and their families well. This is helped by the relatively large number of staff in the school. Staff, between them, speak many of the main community languages. Staff always speak to pupils in a calm tone and caring manner. Through thorough monitoring of pupils' academic progress, the use of Circle Time (whole class discussion sessions) and private discussions, staff are able to share effectively in the pupils' personal development. This is clearly shown in the perceptive comments that teachers make in the profile sections of the annual reports to parents. The school has developed very thorough and sensitive procedures to introduce to school life the large number of pupils who join the school throughout the year. Many of these pupils have limited English language skills when they arrive.
29. There are effective procedures for identifying pupils who need extra support and guidance, which enable pupils of all abilities and ethnic background to participate in lessons and be involved in school life. Effective liaison between teachers and support staff, including the specialist team who support bilingual pupils, enables pupils to achieve well. Effective arrangements are in place for the induction of new arrivals through a "buddy" system. All



groups of pupils within the school population feel secure and benefit greatly from the positive ethos of the school and the emphasis it puts on personal development.

30. All pupils, and particularly the class representatives, take the work of the school council very seriously. It has been established for some time and pupils are very proud that they were able to influence the school to refurbish some toilets and reorganise the way that the playground is used at playtimes. The survey of pupils' views shows that they enjoy school, the staff and friendships that they make as well as the academic work that they have to do. Whilst some mention bullying in the form of name-calling, they also acknowledge that the school soon sorts it out. It is notable that, almost without exception, pupils feel that they know an adult that they can turn to if they have a problem.

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

The schools partnership with parents, the wider community and other schools is **good**.

### **Main strengths and weaknesses**

- Parents have a high regard for the school.
- The information about the school and pupils' progress is good.
- The school's prospectus does not fully meet government guidelines.
- The involvement of the local community in the school and the school's involvement in the community are good.
- Links with other schools and colleges are good.

### **Commentary**

31. Parents are mainly very happy with the school. In meeting parents at school, informally and at the parents' meeting, and from the questionnaire, no significant concerns were expressed. They appreciate the standards that their children achieve, the care that the school takes, the standards of behaviour and the general ethos of the school. Parents feel able to approach the school at any time to discuss their children with the staff. In the summer term, parents receive the annual reports on individual pupils. These reports are of good quality and are appreciated by parents. They describe what the pupil has done, what effort and progress they have made, and some comments on things that are not so good or need working on. The reports also include a commentary on attitudes to school, social and personal development.
32. Of the formal documents that the school is required to publish the prospectus does not comply with government requirements because it does not provide details of attendance statistics.
33. The education that pupils receive is significantly enriched by the links that the school has with the community. Involvement takes place in a large, wide and varied number of ways, through school trips and receiving visitors in school. These include visits to many of the museums and other amenities in Greenwich, and visits by the police and emergency services. Also, as well as taking the pupils to the local church for major festivals, pupils visit the places of worship of some other faiths.
34. The value to pupils' learning of working with parents and the community has recently been recognised by the school with the full-time appointment of a Home/School and Community Liaison Officer. One of the responsibilities of this role will be to liaise with the local Community College (Further Education College) to provide more family learning courses for pupils and parents at the school to share in their learning, since some of these courses have been very successful in the past.
35. On the next phase of their education, pupils transfer to a large number of secondary schools - 15 in 2003. However, the great majority transfer to Plumstead Manor (girls) or Woolwich Polytechnic (boys), with whom the school has very close links for the exchange of records and

information about pupils, in order to make the move as stress-free as possible. Whichever school they transfer to, all pupils have the opportunity of a sample day at secondary school in July. Work and additional funding for the school by the Greenwich Education Action Zone is shared with seven other schools in the area.

## LEADERSHIP AND MANAGEMENT

**Leadership and management** are **good** overall. **Leadership** is good. Leadership provided by the headteacher is good. She is well supported by the good leadership of the deputy headteacher and senior management team. The overall **management** of the school is **good**. **Governance** is **satisfactory**.

### Main strengths and weaknesses

- The leadership by the headteacher is good and together with the deputy headteacher, she has established an effective team who work together to improve pupils' standards.
- Management systems are good and particularly good use is made of assessment data to track pupils' progress and to take any action needed to help them improve.
- Governance is satisfactory, although some statutory requirements are not met.
- Staff new to the school, and newly qualified teachers are very well supported. There is a good programme of on-going professional development that ensures that staff work effectively together.
- The provision for pupils with special educational needs, and those for whom English is an additional language, is very well managed, ensuring that this is an inclusive school.

### Commentary

36. The governance of the school is satisfactory. Governors are supportive of the school and they are kept informed by the headteacher and other staff about the school's development. They are involved in the work of the school through membership of various committees with an invitation to all governors to attend any of the committee meetings. The Chair of Governors has met with the school council so they are clear about pupils' views. They challenge and support the senior management team and have developed a corporate vision for the school. As a result, they are aware of the school's strengths and the areas where there is need for improvement. However, the school is in breach of its statutory requirements because information about attendance is missing from the prospectus, and the school has not completed a policy for disability access.
37. The leadership of the headteacher is good and, together with the deputy headteacher, she has established an effective team who work together to improve pupils' standards and ensure the educational direction of the school. The headteacher makes provision for all pupils to have equal access to the curriculum and the learning opportunities provided by the school. This is an inclusive school. The senior management team is large and representative of subject leaders and each year group. Management systems are good, and particularly good use is made of assessment data to track pupils' progress and to take any action needed to help them improve.
38. The special educational needs co-ordinator leads and manages this aspect of the schools' work well. Identification of needs and the challenge of providing the best possible support for the pupils are paramount. Systems are efficient. Individual education plans, records and details of pupils' progress are thorough. Teaching assistants are given clear aims for their work. Very good liaison is maintained between the school, the local education authority and the many agencies that support the provision of special educational needs. The co-ordination of the support for pupils with English as an additional language is good. Detailed records of action taken to support pupils' integration into school, together with assessments of need and progress are kept and used to good effect.
39. The deployment of the Ethnic Minority Achievement Grant (EMAG) is effectively targeted to provide for specialist teaching and enhance provision for bilingual and ethnic minority pupils. The monitoring of the progress of different groups is used effectively to identify those who are at risk of underachieving and to target support. The EMAG co-ordinator and the headteacher have very good knowledge of the issues involved and use this well to influence practice and to maximise learning for those pupils being supported. There is a good range of resources

reflecting cultural diversity and a range of positive images of black people, including staff from different backgrounds, that conveys a positive message about the values and the ideals the school holds.

40. There is a very good induction programme for teachers new to the school, which leads to staff working well together. Support for newly qualified teachers, linked with local education authority provision, is very good and they are given the full support of the other members of staff. There is a good programme of on-going professional development. This supports the needs of the staff and the development of the curriculum. There are thorough systems in place for the formal monitoring of teaching and its effect on pupils' learning. The school makes a good contribution to initial teacher training.

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

Income and expenditure (£)	
Total income	1,654,935
Total expenditure	1,686,430
Expenditure per pupil	2,943

Balances (£)	
Balance from previous year	104,792
Balance carried forward to the next	73,297

41. Financial management is good. The school has a good understanding and operates effective systems, which ensure best value. Grants are used well. The school is managing a difficult financial position well and staff have worked together with the governors and have an achievable "deficit recovery plan" in place.

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

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

The overall provision for children in the Foundation Stage is **very good**.

42. Children enter the nursery part-time with a wide range of skills and previous experiences but with attainment that is very low overall. A growing number of children have a range of special educational needs. Nearly half of these younger children are at an early stage of learning English, with a handful having no English at all when they start. Overall communication and social skills are very low and this slows children's progress in other areas. Many also lack basic physical skills, such as being able to ride a tricycle or use equipment such as scissors and pencils. Personal, social and emotional skills, especially the ability to sit still and listen, are weak for a small but significant and growing number of children. Some children attend the nursery full-time in the term before they move to the reception classes. When children enter the reception classes, their attainment is still low overall but they have made good progress during their time in the nursery. Their communication skills, especially speaking skills, are still weak but their listening skills are better, as are their social skills. Most children sit for enough time to listen to instructions and complete a range of tasks. They continue to make good progress in reception, and by the time children enter Year 1 they have achieved well since starting school. Their attainment is still below levels expected for children of a similar age or ability. Those for whom English is not their mother tongue still need a lot of help from their teachers, the bilingual staff and supporting adults to develop their knowledge, understanding and confidence further.
43. The key to children's success is the **high quality of teaching** and support by all the staff working together in knowledgeable and supportive year group teams. The teaching staff, nursery nurses, learning support and bilingual support staff have very good knowledge of the areas of learning for young children, plan very effectively together and constantly challenge children to behave well and work hard. They hold very high expectations and work hard to make all experiences enjoyable. They monitor children's achievements and responses to provide further challenges using a wide range of very high quality assessments. All these are used effectively by staff at the frequent planning meetings. As a result, children respond positively to the range of activities provided. In spite of being very young, few children 'wander' even when on self-chosen activities. Instead they concentrate, take turns and are usually polite, behaving well to each other and adults.
44. **Leadership and management** of the Foundation Stage are **good**. The Foundation Stage is well led by a skilled, highly knowledgeable manager who teaches a Year 1 class. This is a deliberate placement and is successful in ensuring the smooth progression from the work of the Foundation Stage into that of Key Stage 1. All foundation staff have had training in good early-years practice.
45. The school has made **good progress** in the Foundation Stage since the previous inspection. Although attainment on entry has fallen, the children's good achievement and progress has been maintained. The curriculum and assessment procedures have improved. Much work has taken place on the play area for the youngest and this continues to be developed. Parents continue to give strong support to the work. The encouragement by the school staff, for parents to support children by such activities as reading in school, is having a positive impact on the development of children's communication and social skills.

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

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

### **Main strengths and weaknesses**

- Very clear working practice within both the nursery and reception classes gives children confidence and security as routines are well established and well known.
- Adults actively encourage children to work together in different groups on a range of activities, carefully intervening to help children negotiate living and working together.
- Adults relate very well together and children learn well from these positive role models.

### **Commentary**

46. This area is of high profile within the Foundation Stage. Teaching is very good as all adults make it very clear to all children that good relationships and clear, careful working practice enables all to work hard at and get great enjoyment from all activities. Teachers have established brief sessions each day where children can talk through problems, share news and discuss behaving well. Adults hold high expectations that children will help each other by taking turns; passing resources and sharing equipment; learning the differences between right and wrong and consideration for others. Children rise to these expectations. Children know and trust that their teachers and supporting adults will help them learn. From the youngest to the oldest they sit well to listen to stories and are confident and happy to join in with choruses, singing rhymes and counting together, sharing their learning with their friends.
47. Those who have a special educational need for their personal, social or emotional development have an individual education plan and targets that are assessed very regularly. Those children whose mother tongue is not English are given good support through the bilingual support assistant, the nursery nurses and learning support assistants as well as their class teachers, who model expected behaviour and relationships well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The very good development of children's vocabulary is combined with the successful development of their confidence and skills to use the words learned.
- Teachers make very good use of language to provide role models for children.
- Adults harness children's natural fascination with what they hear using stories, poems, songs and discussions in formal and informal work across the day.
- Children are enthused with a love of books.
- Many opportunities are provided during the day for children to record their ideas and feelings.

### **Commentary**

48. From a very low starting point for many in the nursery, children make very good progress and achieve well by the time they approach Year 1 thanks to very good teaching of speaking and listening, reading and writing strategies. They are encouraged to develop a wide vocabulary because teachers plan well a range of very good activities to enable children to communicate with each other, as well as with the good numbers of supporting adults. Those who have a special educational need related to the development of their communication skills are fully included in all activities, with targets identified to meet these needs. Teachers use well the strategy of frequent repetition of core vocabulary and body language to support those for whom

English is not their mother tongue. The bilingual support staff often help by using home languages for full comprehension, as necessary.

49. Children enjoy looking at books and are becoming confident when talking about what they have read. They are developing well the skills of identifying letters and their sounds. Reception parents are encouraged to stay and share books with their children at the beginning of the day. This is very good and gives reading a high profile in classes. Higher attaining children are beginning to read simple texts with fluency and use sound and picture clues to deal with unfamiliar words.
50. Adults provide children with a rich language environment. Labels, diagrams and books, both story and factual, flood both the nursery and reception classes. Each day there are formal sessions where books are shared and children encouraged to join in stories. Through discussions, children learn to think, concentrate and identify and have confidence to use a good range of reading cues. Children are encouraged to learn letter shapes using a range of materials including dough, markers, pencils, crayons and paints. By the time they reach the end of the reception classes, a third of children are able to write their names, simple sentences and combine sentences to tell their own news and stories with accuracy and fluency.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- There is very good development of children's counting and number recognition skills and the encouragement to children to use these skills in a range of activities during the day through very good teaching.
- Teachers provide very good role models for children, by harnessing children's enjoyment to work in different areas in the nursery classes, and in more formal sessions in reception classes.

### **Commentary**

51. Teaching and learning are very good and a good range of practical activities supports children's progress well. Number skills are weak in the nursery, but by the time children leave reception they are able to count and recognise number shapes to at least ten, with many being able to count and identify really high numbers. Looking at their faces in mirrors in the nursery children not only match the colour to different paints but also look at the shape of the face and the number of eyes, ears and other features. Reception children in the computer suite continue shape work, learning about the more regular shapes, especially two-dimensional shapes. They learn the properties of simple shapes and draw them using a computer program.
52. Teachers have good knowledge, not of just what children should know and be able to do but also how to challenge and develop their skills, linking areas together to support learning in both. Many opportunities are provided during the day for children to sing, count and play with numbers and recognise number shapes. Teachers plan well to support children's learning about capacity and volume in free play activities, such as sand and water and join them in such simple activities to reinforce the language of mathematics.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There are good opportunities to use computers in the nursery and reception classes.
- There is good development of observational skills through children using their senses to answer questions.
- Children develop a clear awareness of the passage of time through the use photographs and family members to find out about their past.

### Commentary

53. Teaching and learning are good and help ensure that all children achieve well. Children have a very good range of opportunities to learn about their world. Visits to the local area and visitors to the school widen children's horizons well. Computer programs let children practice and extend their knowledge of language and mathematics while learning how to use the equipment, developing their eye/hand co-ordination through the use of the mouse and the keyboard. Unfortunately, all the computers in the suite are arranged for right-handed pupils only. This means that left-handed children take longer to learn computer manipulative skills, work at a slower pace and become frustrated with the standard of the work they produce, especially when free drawing using art programmes.
54. Teachers choose themes that link different subject areas well together. For instance, they planned well adult-directed activities, such as investigations of different materials, textures, colours and shapes in the nursery by getting children to look at their own face in a mirror and draw the shapes and skin textures using different skin tone paints. Older children in reception developed their scientific recording skills further through investigating "floating and sinking." Children learn very early about health and hygiene, through the need to wash their hands before cooking as well healthy foods, and how to play safely, as teachers frequently reinforce good practice.
55. Earlier in the year children were encouraged to find out more about different Christmas customs, developing awareness of the Christian culture of this country. Teachers linked this well to their work about the past and the development of historical research skills. Children thus learned the vocabulary of time and gained knowledge that each family and building has a past and how to use photographs and other resources to find out more.
56. The imaginative play areas are changed regularly to encourage personal and social skills development. Whether they are in the travel agents or the jungle area, the puppet theatre, the home corner or the large block area, children are challenged to adopt a role and use their imagination creatively.

## PHYSICAL AND CREATIVE DEVELOPMENT

Provision in physical development and creative development is **good**.

### Main strengths and weaknesses

- The opportunity to paint and use a range of modelling materials is very good and the use of pencils, brushes and other markers helps hand control and eye/hand co-ordination
- The opportunity to play together in large and small spaces is good and role play is used very well to develop children's personal and social development
- Models and a good range of construction equipment enable children to develop fine skills and control.



- The opportunity for more formal physical skills work, in physical education sessions, develops children's ability to work together.

### **Commentary**

57. The quality of teaching and learning is good and results in children making good progress overall. By the end of their time in the Foundation Stage, most children achieve the early learning goals and have been prepared well for work in Year 1. The development of physical and creative skills goes hand in hand in both the nursery and reception classes. Teachers' planning to support developments in both areas is good and adults are well deployed to encourage and develop children's skills as far as possible. All children have the opportunity to ride and climb outdoors as well as use a good range of tools and equipment within the classrooms. As a result, children use a wide range of resources with growing dexterity ready for the next stage of their education.
58. For some, boys especially, gross physical skills are still weak. In a reception class physical education lesson for instance, only three quarters of the boys were able to go along a sloped bench using alternate feet. Their social skills were well developed in this session as almost all took turns to work safely, with due regard to each other's needs. Children who were over-excited were well managed by the supporting adults, who gave frequent reminders and, via high quality questions, got them to consider why they had to wait and take turns.
59. Children are encouraged to use their imagination creatively and use the space available safely. In the nursery, for instance, a group of older children used large, wooden construction shapes to build a bus. They then 'toured' the local area picking up and setting down customers, collecting fares, making sound effects and chatting as they had seen adults, taking on the role of community members, including their parents. As children enter the school with very low creative and physical abilities they need a lot of help to learn important skills. Although there is a lot of fun, laughter and enjoyment across the stage, the direct teaching of specific skills is the focus of the many planned activities, and even imaginative play is often highly structured.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

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

- The leadership and management of the subject are good.
- Teachers' planning is very good and includes clear and specific learning objectives that are clearly explained to pupils and used to evaluate pupils' achievement.
- The provision for developing speaking and listening has improved and is having a positive impact on learning.
- Assessment data is used effectively to inform improvements.
- ICT is not always effectively harnessed to enhance learning in the subject.
- Insufficient attention is given to developing library and research skills.

### **Commentary**

60. Although overall standards in English are below those found nationally, the majority of pupils, including those with special educational needs, those for whom English is an additional language, and those from ethnic minority backgrounds make good progress by the time they leave school. Appropriate intervention strategies, including targeted support for bilingual pupils,

additional literacy support including booster classes in Year 6 and the use of extra resources from the Educational Action Zone are being effectively deployed to raise pupils' achievement.

61. At the end of Year 2, standards are well below average and below average in Year 6. Given their starting point, however, the majority of pupils achieve well by the end of Year 6. The majority of pupils who have remained in the school from reception onwards attain average standards. This is due to good teaching and the effective tracking of pupils' progress to ensure that they are doing as well as they can.
62. Although many pupils' speaking is constrained by a limited vocabulary, many try hard and are willing to take part when responding to teachers' questions. Speaking and listening are promoted well throughout the school through the use of partner talk and this often helps bilingual pupils in particular. Opportunities to practice speaking are effectively planned and used in many subjects. In a Year 2 literacy lesson, for instance, pupils impersonated characters from Cinderella and were questioned by their classmates. In a design and technology lesson in Year 1, skilful questioning was used to challenge pupils to use a wide range of vocabulary as they described a variety of fruits and vegetables.
63. From a low starting point, pupils achieve well in their reading. Higher attainers develop strategies for reading unfamiliar words and use the context to guess meaning. They express clear preferences and justify their choice of books or authors. However, pupils have few opportunities to use the library to develop research skills and extend their learning through independent study. Guided reading is used well and is effectively assessed against clear objectives with good diagnostic information being used to set targets for improvement. From a similar low start, pupils make good progress in writing by Year 6. This is largely due to the effective planning where writing skills are demonstrated by teachers, and are rehearsed through the week with pupils drawing on what they have learnt and building on it.
64. Teaching and learning are good overall and occasionally very good. Teachers have good knowledge and understanding of the subject, often reflected in the range of methods used. Learning objectives are shared with pupils and used well to focus pupils' learning during and at the end of lessons. Speaking and listening are promoted effectively and used well to enable pupils to practice language skills in meaningful contexts. This is particularly beneficial to bilingual pupils. In the best teaching, lessons are effectively structured with pupils intensively listening at the beginning, gradually moving on to guided practice with partners and then to more open-ended tasks, where they apply the skills rehearsed during the introduction. In these lessons, talk is effectively used to develop pupils' thinking and collaboration with peers. Assessment of pupils' written work is effectively carried out and gives pupils a clear picture of how well they are doing and what they have to do to improve. Where teaching was less effective, this was mainly due to the teacher failing to monitor pupils' progress when pupils were working independently, especially when skills to carry out the activity had not been fully rehearsed earlier in the lesson.
65. The subject is well led and managed. Careful monitoring and support to colleagues through discussions of good practice are having a positive impact on pupils' achievement across the school. However, opportunities to use ICT skills in lessons are not systematically planned, and there are sometimes missed opportunities for pupils to use it for drafting and redrafting. There has been good improvement in the subject since the last inspection.

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

66. Pupils' literacy skills and particularly speaking and listening are promoted well in other subjects. Good emphasis is put on teaching pupils specific subject vocabulary, especially in mathematics and geography.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Work is matched well to the needs of different pupils, so all are fully included in lessons and achieve well.
- Good use is made of practical work and of setting learning in realistic contexts.
- Overall standards do not meet national averages.
- The subject co-ordinators have a clear overview of the subject, and work effectively to improve provision and standards.
- Lessons are often effective in developing pupils' vocabulary, and their speaking and listening skills.

### Commentary

67. Results of national tests and inspection evidence both show that standards are well below average in Year 2 and below average by Year 6. This is despite the fact that all pupils achieve well overall as they progress through the school. Pupils start in Year 1 with standards that are well below expectations. In Years 1 and 2, despite good teaching, their progress is slowed by their weak language skills. Their achievement is good in this light, and teachers carefully structure lessons to develop pupils' vocabulary, and to help them understand an increasingly complex range of ideas. The majority of pupils reach the expected standards by the end of Year 2, but a substantial minority do not, and very few exceed this level. Because of the good opportunities pupils have to practice and consolidate their skills, their understanding of what they do know is secure.
68. In Years 3 to 6, pupils build on this good foundation and make more rapid progress. By the end of Year 6, most pupils meet the expected standards and a substantial proportion exceed them. However, there is still a greater-than-average proportion of the year group who do not reach the expected level. This is because of two main factors. Some pupils have poor attendance, and miss some of the benefits of the good teaching. Others come into the school in different year groups, and many of these pupils are only just beginning to learn English, or have special educational needs. Although teachers provide well to meet their needs, so they make good progress, many of them do not catch up with their classmates before the end of the school. Pupils who are in the school from the reception class attain average standards by Year 6.
69. Teaching is good. Pupils' attainment is carefully tracked from the Foundation Stage onwards. Teachers make effective use of the data to ensure that pupils are always given work at the right level. As a result, in almost all lessons, pupils have work that is challenging but manageable, and make good progress. In a small number of lessons, this is not done so well, and pupils are given work that is too hard or too easy, so they do not make enough progress. The use of practical work is a major strength of teaching. This is carefully structured to help pupils understand the concepts being learned. The practical work is particularly helpful in helping bilingual pupils to make good progress. In the older classes, teachers often teach new ideas in the context of problems from real life. This helps pupils to understand the ideas more quickly, and to apply their mathematical skills in practical contexts. Teachers across the school are consistent in planning lessons to develop pupils' vocabulary systematically, and to provide structured opportunities for them to practice their speaking and listening skills.
70. Management and leadership are good. There are good systems for the co-ordinators to sample work in different classes and to observe teaching. Colleagues are given effective feedback on this to help them improve. This has helped in improving teaching and achievement since the last inspection. Together with their careful use of assessment data, the systems provide a clear view to co-ordinators of strengths and weaknesses. They use this to set a clear agenda for helping colleagues to maintain and improve standards.

## **Mathematics across the curriculum**

Pupils' use of their mathematical skills in other subjects is satisfactory.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The results of the oldest pupils in the 2003 national tests were well above similar schools and in line with schools overall.
- Teaching and learning are of very good quality.
- Pupils achieve well.
- Pupils are interested and enthusiastic about their work.
- The subject is being very well led through a well-planned programme of development.

### **Commentary**

71. Pupils' results in National Curriculum tests at age 11 were well above similar schools and in line with schools overall. This points to good achievement by pupils and is consistent with the evidence from lessons and work seen during the inspection. Pupils are progressing well in relation to their capabilities and earlier attainment. Inspection evidence confirms that current standards at both seven and 11 are in line with expectations.
72. The very good teaching seen during the inspection helps pupils make good gains in their knowledge, understanding and skills in the subject. They respond very well to the teachers' high expectations of the knowledge they can acquire and their ability to use proper scientific terms to represent their knowledge. Teaching is well planned to cover the curriculum systematically and to encourage the pupils' enthusiasm for the subject. Pupils' attitudes and behaviour are very good. Pupils' books show a good breadth of the curriculum with many pupils working with pride, producing good work for their abilities.
73. In the lessons seen, interesting practical investigations led to lively and thoughtful involvement from the pupils. In lessons where there was very good teaching, pupils were stimulated and there was very good learning for all pupils. Pupils with special educational needs achieve well due to the very good support provided by the teaching assistants. Pupils in Year 2 and Year 6 are eager to share what they have learned, to discuss the topics they have studied and the investigations they have carried out. Pupils achieve well in relation to their capabilities and prior attainments. The residential science visits and the science-based activity week further develop the pupils' enquiry skills and their enjoyment of the subject. The many good science displays around the school support the pupils' learning and are further evidence of the breadth of the curriculum. A science week is held annually during which time visitors and theatre groups linked to the science curriculum visit the school.
74. The subject co-ordinator gives very good leadership to the work. The subject is managed well. Planning and resourcing of the work are well led and checks on planning and provision are made. The co-ordinator has a good knowledge of the strengths and weaknesses in the provision. By training and through the modelling of lessons he has helped the staff to a greater understanding of the subject and the needs of pupils. The co-ordinator has produced good plans for the improvement of the subject. Good development has taken place in the assessment and tracking of pupils' progress and this is being further developed.
75. There are many good links between science and other subjects. ICT is used to support learning in science, and this area is being further developed. Effective links to other subjects include in geography, history, mathematics, art and literacy.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Standards have improved and are now in line with expectations.
- Teachers have good subject knowledge.
- The computer suite is used well and contributes effectively to pupils' learning.
- There are too few opportunities for pupils to use the computers in the classrooms.
- ICT skills are not used enough to develop other subjects.

### **Commentary**

76. By the end of Year 2, standards are in line with expectations and pupils are achieving well. They show good control of the mouse when entering data to create graphs and increasing confidence in word processing when editing their work. This shows an improvement since the last inspection. Because they are now taught in the computer suite they learn new skills and use the computers confidently. From the work seen and from talking to pupils, standards in ICT by Year 6 are in line with national expectations. Year 6 pupils are able to put together a multi-media presentation and animate text and introduce sounds to their work. They use spreadsheets to carry out calculations and have satisfactory keyboard skills. Pupils in all classes have the opportunity to work with computers in the suite. However, the skills pupils acquire are not reinforced enough in the classrooms in other subjects and they do not achieve as well as they might.
77. There is consistently good teaching of classes in the ICT suite. Teachers have good subject knowledge, introduce pupils to new ideas and build systematically on their previously learnt skills and techniques. Teachers use astute questions to assess pupils' understanding and to encourage them to explain what they are doing. In most lessons, pupils behave well, work enthusiastically and concentrate well. This is because expectations are clear, relationships are good and the work pupils are given is interesting. However, there are times when the computers in the classrooms are not used and chances are missed for pupils to get even more practice or to follow up ideas from ICT in subjects. The co-ordinator, who leads the subject well, has already identified this issue.
78. The subject is led and managed well. The organisation of the computer suite has been well planned and it is used constantly by all classes in the school. Where the school cannot provide more specialist equipment, pupils visit the local community technology college to cover areas such as control and monitoring. The co-ordinator has a clear understanding of areas that need developing and improving. Teachers and teaching assistants have been well trained and support the pupils in lessons effectively. There is a satisfactory policy in place to secure pupils' safety in accessing the Internet and clear rules for using the suite with care and consideration for other users. There has been good improvement since the last inspection, mainly due to the installation of the computer suite and staff training.

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

79. Pupils learn skills that can support their work in other subjects, but these skills are not developed or practised enough. They do not use computers independently in the classrooms sufficiently to improve their work in other subjects, or make learning more interesting.

## **HUMANITIES**

80. Apart from religious education, subjects in the humanities were only sampled, with three lessons seen in history and one in geography. It is therefore not possible to form an overall judgement about provision in these subjects.

### **Religious education**

Provision for religious education is **good**.

### **Main strengths and weaknesses**

- The leadership of the subject leader is good.
- Resources are good.
- Religious displays throughout the school are good.

### **Commentary**

81. Standards are in line with those expected in the agreed syllabus, and all pupils achieve well, including those with special educational needs. Pupils gain a secure knowledge of elements of different faiths, such as the Christian version of the creation, or the importance of the Torah in Judaism. They are successfully encouraged to understand the importance of religion in people's everyday lives.
82. Teaching and learning are good. Teaching is made interesting for the pupils through the use of varied resources. In the lessons seen during the inspection, pupils responded positively to teachers' encouragement to discuss issues, and they asked relevant and thoughtful questions. Teachers value pupils' opinions, so they are keen to answer. Many faiths are represented in the school and teachers draw extensively on pupils' experiences, and they willingly discuss their own faiths. The teachers have good strategies to engage the pupils in their work ensuring good concentration.
83. There are very good links with the various faiths in the area and visits are organised for the pupils to the different places of worship. This helps to support the school ethos of respect and tolerance for each other and other faiths. The good range of display work around the school provides evidence of a wide and diverse curriculum. Many displays are instructive including photographic evidence, while others celebrate pupils' work. Good links are made with literacy and art. Resources are good and being developed and library resources are good. Pupils have ready access to books linked with the religion in each classroom.
84. The leadership of the subject is good. The subject leader has a very good knowledge of her subject and an understanding of the needs of the pupils. Her monitoring is linked to the new scheme of work recently introduced to the school.

### **History and Geography**

85. In the work seen, both in lessons and in samples of pupils' work, standards were broadly in line with what is expected in both subjects.
86. In lessons seen in history, emphasis was put on enabling pupils to develop a sense of chronology with Year 2, for instance, showing a fair grasp of the period in which Florence Nightingale lived and using pictures to compare the conditions of hospitals in her time with those of today. Similarly in Year 3, good teaching enabled pupils to have a clear grasp of the lifestyles of Celts and Romans by investigating different types of armour and dress. Good open-ended questioning was used in a lesson in Year 5 on the Olympic Games to encourage

pupils to draw on their previous learning. However, the opportunity to research information independently and the use of different resources including ICT was missed.

87. In geography, in Year 4, issues about the environment were creatively tackled with pupils discussing a newspaper report on the use of non-polluting buses in the locality. The teacher made good use of headlines to encourage pupils to respond verbally to questions and express their opinions. From evidence of work by Year 6, the majority of pupils show sound understanding of different types of environments with good development of key vocabulary. Good use is made of ICT to enable pupils to compare the weather in different mountain environments and plot their results on a line graph.
88. In both subjects, learning is strengthened through a wide range of opportunities, such as visits and the use of visitors to enhance pupils' learning. Both history and geography are used well to promote literacy skills, for instance, through role-play in history and note taking in geography. Co-ordinators in these two subjects are enthusiastic and work well together. They have effectively reviewed the curriculum and adapted it to suit pupils' needs and by drawing on the Primary Strategy. Although priorities identified to develop both subjects are appropriate, they are not sufficiently focussed on raising pupils' achievement.

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

These subjects were sampled rather than inspected in detail and, it was not possible to gain a secure judgement about overall provision.

### **Art and design**

89. Only one lesson was seen during the inspection, in which pupils achieved well. Work in art and design around the school is of the standard expected for pupils of this age. Some work of the "art club" was of high quality. The many and varied displays showed that a good range of media are used and pupils are encouraged to look at artists' work for differing purposes. One year-group looked at how relationships are portrayed in art and developed their own sketches and paintings. Around the school, there are many prints of work of differing artists, which helps generate interest. Art is used effectively to support learning in other subjects, in science, geography, history and religious education.

### **Music**

90. Lessons were seen in singing, and pupils were heard to sing and play instruments in assemblies. Standards in singing are above national expectations and have been maintained since the last inspection. Pupils respond well to the teacher's high expectations with enthusiasm and very high levels of performance. They sing tunefully, with awareness of breathing, diction and dynamics and obviously enjoy singing. Well-organised musical tuition allows individual pupils to learn the keyboard, violin, guitar, flute, clarinet or trumpet. Many pupils take up one of these options. Pupils who play musical instruments make particularly good progress and achieve high standards. The school band performs at assemblies and joins in concerts at the local secondary school. All pupils in Year 4 learn to play the recorder and many choose to continue in Years 5 and 6. The two choirs sing at the local festival and to older members of the community. Pupils are involved in school productions, especially at Christmas and at the end of the school year.

### **Physical education**

91. Four lessons were seen in this subject, two with younger pupils and two with older classes. Standards overall were in line with those expected. However, pupils in a Year 1 class showed good standards in gymnastics, when their skills in balancing and rolling were better than average. Conversely, in a Year 2 lesson, attainment in dance was weak because most pupils failed to listen carefully enough, and were unable to match their movements to the mood of the



music. In Years 5 and 6, pupils showed standards at the expected levels in gymnastics, and the oldest pupils showed a good understanding of how to evaluate each other's performance. At each key stage, teaching was good in one lesson and satisfactory in the other.

### **Design and technology**

92. Two lessons were seen in Years 1 and 2. Standards in each were in line with those expected. Teaching was satisfactory in one lesson and very good in the other. A positive feature of the better lesson was the good use of cross-curricular links, with elements of science, history, art and speaking and listening meaningfully linked. Very good opportunities for practical, hands-on experience helped pupils to understand what they were learning, and maintained their enthusiasm and interest.

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

93. The school has a well-planned programme of personal health and social education. Pupils are given opportunities to reflect on their own lives, consider the feelings of others and discuss the importance of rules. Younger pupils learn to talk about themselves and through good questioning they participate with growing confidence. Lessons provide good opportunities for speaking and listening. Teaching about the misuse of drugs is built into the science curriculum. Visitors to the school are very effective in bringing home the importance of this aspect of the curriculum. The school nurse provides supporting lessons on sex education for pupils in Year 6. The school council, the 'Children's Voice', has passed on several suggestions from their classmates for improvements to the school. Their responsibilities also include various jobs around the school such as helping younger pupils at playtimes.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
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	4
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). In the case of standards, 5 means below the national average.*