

# INSPECTION REPORT

## **EDMUND WALLER PRIMARY SCHOOL**

Lewisham

LEA area: Lewisham

Unique reference number: 100680

Headteacher: Graham Jameson

Lead inspector: Peter Payne

Dates of inspection: 1 - 3 December 2003

Inspection number: 260718

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:	416
School address:	Waller Road Lewisham London
Postcode:	SE14 5LY
Telephone number:	020 7639 0436
Fax number:	020 7635 0153
Appropriate authority:	Governing body
Name of chair of governors:	Judy Harrington
Date of previous inspection:	12 October 1998

## **CHARACTERISTICS OF THE SCHOOL**

Edmund Waller is a large community primary school for pupils aged from three to 11 years. There are 416 pupils currently on roll, of which 203 are boys and 213 are girls, including 33 children attending part-time in the nursery. It is much bigger than most primary schools.

There is a very wide social mix at the school. The percentage of pupils known to be eligible for free school meals, 26.0 is above the national average. The percentage of pupils identified as having special educational needs, 29.4 per cent is above the national average, although the number with formal Statements of Special Educational Need, 0.7 per cent, is below the national average.

Fifty nine per cent of pupils are from ethnic backgrounds other than white and 28.3 per cent come from homes where English is not the first language, which is very high. Chinese, Somali, Spanish, Turkish, Vietnamese and Yoruba are among the languages spoken. The school has the equivalent of 0.8 additional full-time teachers to support these children.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12155	Peter Payne	Lead inspector	Information and communication technology Art and design Music Personal, social and health education
19322	Judi Bedawi	Lay inspector	
14508	Krysia Baczala	Team inspector	Foundation Stage Science Geography History
21159	Roger Derwas	Team inspector	English Religious education
20948	John Linstead	Team inspector	Physical education
24528	Garth Muton	Team inspector	Special educational needs Mathematics Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school that provides a good standard of education. The leadership and management are very good. The curriculum is broad with very good opportunities for enrichment through visits, visitors and extra-curricular activities. The quality of teaching is good. The school gives good value for money.

The school's main strengths and weaknesses are:

- The quality of teaching, which has improved since the last inspection.
- The broad and balanced curriculum with very good extra-curricular opportunities.
- Standards in mathematics and science are lower than expected.
- Every child is fully included in all activities and their individual identities are preserved and celebrated.
- Information about pupils' progress is not sufficiently used to plan their next lessons.
- The very good attitudes, relationships and behaviour.
- The very strong partnership with parents and the wider community.

Since the last inspection, the school has made good progress in addressing the key issues. The quality of teaching and learning has been improved. The curriculum for the Foundation Stage has been transformed. It is now well structured with many opportunities for enrichment. The considerable investment in information and communication technology (ICT) equipment and software, together with extensive in-service training results in very good provision and standards that are above expectation. Very good behaviour management and support for pupils in difficulty have eliminated the use of exclusion. Although a good deal of effort has been put into improving the standards in mathematics, there is still further work to be done.

### STANDARDS ACHIEVED

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

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

The achievement of pupils is **satisfactory**. By the end of their first year, children in reception will have achieved the expected goals and most will be ready to embark on the National Curriculum. Pupils in Years 1 to 6 work hard and most achieve the standards that they are capable of.

The results of the 2003 national assessments for pupils at the end of Year 2 show a slight decline from the previous year, with reading well below and writing and mathematics below the national average for all schools. When compared to schools in similar circumstances, reading is below average and writing and mathematics are average. In the same year, results for pupils in Year 6 also declined from the higher standards of Year 6 in 2002. Standards were average in English and below average in mathematics and science. When compared to similar schools, their achievement was well above average in English and average in mathematics and science. However, the proportion of pupils achieving higher than expected levels was above average.

In the other subjects, standards are well above expectation in art, above expectation in ICT and music. They are as expected in design and technology, geography and religious education, but below expectation in Years 3 to 6 in physical education.

The development of pupils' personal qualities is **very good**. Provision for their spiritual, moral and cultural development is very good and for their social development is outstanding. They have very good attitudes to school life and behave very well. Their attendance is satisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. The range of learning opportunities is good and the opportunities for extension and enrichment through visits, visitors and extra-curricular activities are very good. Teaching is good throughout the school and about a fifth of it is very good. Because of the teachers' good subject knowledge and their skilful use of strategies to question or explain issues in different ways, to suit the needs of individuals, their pupils' learning is good. Provision for pupils with special educational needs is satisfactory and, where necessary, their teaching assistants provide effective support.

The school cares for its pupils very well and ensures that they work in a healthy and safe environment. There are well-established systems of support, advice and guidance. The work of the school's community worker is exceptional.

The school has a very strong partnership with parents and the wider community. The school is an integral part of the community and the pupils greatly benefit from this involvement.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The vision and leadership of the headteacher is very good. He provides the dynamic leadership that has ensured the recent development of the school. He is very ably supported by his deputy and senior colleagues. The governing body is very effective. Governors play an active part in the school life and give strong and highly committed support.

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

Parents have particularly positive views about the school. They are unanimous that their children like school. They are particularly pleased with the new leadership style of the headteacher, the open and welcoming philosophy and the strong sense of community. They applaud the attitudes and behaviour of the children.

The pupils are very positive about their school and the range of experiences that it provides. In discussion, they are eloquent advocates of their school, describe their work with enthusiasm and are very proud of their own and their school's achievements.

## **IMPROVEMENTS NEEDED**

In the context of its many considerable strengths, the most important things the school should do to improve are to:

- Raise standards in mathematics and science.
- Improve the use of assessment information to help lesson planning.
- Ensure that procedures for risk assessment are updated in accord with the recently revised policy for health and safety.

In order to meet statutory requirements, the school should ensure that minor omissions in the pupils' reports, the annual report and the prospectus are addressed.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

The achievement of pupils is satisfactory in English but unsatisfactory in mathematics and science. In the Foundation Stage, standards are good. In the other subjects of the National Curriculum, standards of work seen are above expectation in art and design, information and communication technology, music and personal, social and health education. Standards are below expectation in physical education.

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

- Unsatisfactory standards in mathematics and science.
- Very good achievement and standards in art and design.
- Considerable improvement in standards in ICT.
- Improved achievement in the Foundation Stage.
- Standards below expectation in physical education.

#### **Commentary**

1. The achievement of pupils throughout the school is satisfactory. Because of the good teaching and very high expectations of good behaviour, together with their own very positive attitudes and enthusiasm for learning, pupils work hard, make satisfactory progress and achieve the expected standards, with the current exception of mathematics and science. They respond very well to challenge and, as they move through the school, are increasingly confident to give opinions and propose solutions to questions.
2. The attainment of children on entry to reception is average, with a broad spread of ability from those in need of special support to those who are potentially high attainers. Most have had some pre-school experience in a nursery or playgroup. At the end of reception, most children attain their Early Learning Goals and are ready to embark on the National Curriculum. This is an improvement since the last report.
3. The results of the 2003 national assessments for pupils at the end of Year 2 show a relative decline from 2002, with reading well below the national average and writing and mathematics below average. When compared to schools in similar circumstances, reading is below average and writing and mathematics are average. There is no significant difference in the attainment of boys and girls.

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

Standards in:	School results	National results
Reading	14.3 (15.6)	15.7 (15.8)
Writing	13.9 (14.7)	14.6 (14.4)
Mathematics	15.7 (16.2)	16.3 (16.5)

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

4. The results of the 2003 national assessments for pupils in Year 6 show a relative decline from the high standards of the Year 6 pupils in 2002, although this year group produced standards well above the school's trend over five years. Standards were average in English and below average in mathematics and science. However, when these pupils' progress was compared with schools in similar circumstances, their achievement in English was well above average and in mathematics and science it was average. The proportion of pupils achieving the higher



than expected standards in English was well above average and it was above average in mathematics. Over the last five years, the trend has been broadly in line with the national trend. There is no significant difference in the attainment of boys and girls.

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

Standards in:	School results	National results
English	27.0 (27.2)	26.8 (27.0)
Mathematics	26.3 (26.7)	26.8 (26.7)
Science	27.5 (29.3)	28.6 (28.3)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

5. In the other subjects of the curriculum, standards are well above expectation in art and design, and above expectation in information and communication technology and music. They are as expected in design and technology, geography and religious education. Standards in physical education in Years 3 to 6 are below expectation.
6. The pupils' literacy skills enhance their work in other subjects, particularly in geography, history, religious education and science, although their numeracy skills are less well developed and exploited. The developing strengths in ICT support work across most of the other subjects. Because of the expectations of teachers and the personal motivation of the pupils, most of them achieve the standards that they are capable of doing.
7. Standards of achievement for pupils with English as an additional language are good. Pupils receive appropriate support and make good progress in relation to their prior attainment. This is because of the quality of support that they receive. The Ethnic Minority Achievement Strategy (EMAS) works with the school to fund two part-time teachers and a full-time teaching assistant is funded by the New Deal for Communities initiative.
8. Throughout the school, pupils with special educational needs make satisfactory progress, although the way in which some of their individual targets are written makes it difficult to measure progress. These pupils achieve best when supported by learning support assistants, either individually or in small groups. By the time pupils leave the school, most of those with special educational needs attain Level 3, the lower end of the expected range, in English, mathematics and science. Higher attaining pupils are appropriately challenged and, as a result, a significant number at the end of Year 6 achieve the higher than expected Level 5.

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

Pupils really enjoy school and have very good attitudes to learning. Their behaviour is very good. Spiritual, moral and cultural development is very good and their social development is outstanding. Attendance is satisfactory with good monitoring, although punctuality is still unsatisfactory.

### **Main strengths and weaknesses**

- Pupils have very good attitudes to work and learning.
- Behaviour is very good.
- Spiritual, moral, social and cultural aspects make a very significant contribution to pupils' personal development.
- Too many pupils are late for school.

### **Commentary**

9. Pupils are eager and curious learners, enjoying their lessons. They think sensibly about answers to teachers' questions, explaining their reasons well. Pupils follow directions very well, listening carefully and acting promptly so that no learning time is lost. They like working

together in group or class work. Their concentration and interest is very good and they are keen to improve their work and to learn new skills. Independent learning and organisation are fostered and encouraged, for example during the homework club. Pupils are proud to receive praise for high quality work, but are equally generous in acknowledging others' achievements.

10. Behaviour, at all times, is very good. Pupils know how to behave in lessons, so that any disruption is rare. The high, yet realistic, school expectations of behaviour are seen in the way that pupils conduct themselves and go about their business. Pupils think that teachers are fair and consistent in following the well-known policies that support behaviour so well. Pupils really do not want their headteacher to be disappointed in them. Pupils mix easily and happily, so that there is positive social and racial harmony. Younger pupils look up to older ones, following the very good example that they set. Any incidents of unacceptable behaviour are swiftly addressed. There have been no exclusions in the last year, testimony to the exceptional philosophy of inclusion of the school. Parents are impressed by the improvements in behaviour and attitudes since the headteacher's arrival.
  
11. The spiritual, moral and cultural life of the school are very good. The social focus has an outstanding impact on pupils' personal development. Assemblies are important social and community occasions, with successes shared. Spiritual elements are considered through reflection on world issues like the devastating impact of HIV/aids in Africa. Moral education is high profile, dovetailed neatly to the school's positive work on behaviour. Pupils have genuine choices with opportunities to make their own decisions. They almost always make the right choices, recognising and valuing others' needs. The strong cultural development reflects the thriving, harmonious blend of different cultures and ethnic groups in school. Pupils are free to be up front and proud of their own heritages and still be deeply interested in and aware of the equal validity of other cultures. The 'triangle' of schools had a joint evening on '*Our culture through our eyes*', representing families' country of birth, including as examples, Jamaican poetry and Tamil dance. Music and the arts are very important. The choir gave an enchanting performance, demonstrating their very original style, in the hall that was dominated by pupils' impressive artwork including a series of stunning larger than life masks. Social development is outstanding, and at the heart of all that the school does. The school is a joyous family, evolving but always focussed on bringing out the best in each pupil. The aim is to raise low self-esteem, build confidence and let pupils explore new skills so that they blossom and their hopes are realised.
  
12. Good attention is given to monitoring attendance. It is slightly below the national average but above the average for Lewisham. There is a clear focus on the unsatisfactory punctuality. Parents are made very aware of the importance of good attendance and punctuality and of the value of education. Despite the school's best efforts, using strategies like spot checks or counting pupils in at the gate, too many pupils are still late. A significant number of parents are not giving their usual strong support to the school, so that the situation can improve.

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

Authorised absence	
School data	6.5
National data	5.4

Unauthorised absence	
School data	1.4
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**

**Teaching and learning**

The overall quality of teaching and learning is good and, in the Foundation Stage, it is very good. In the Foundation Stage, the use made of assessment is good, but in Years 1 to 6 it is unsatisfactory.

## Main strengths and weaknesses

- The quality of teaching has improved since the last inspection.
- The quality of teaching and learning in the Foundation Stage and in art are very good.
- Assessment is not used well enough to match work to pupils' learning needs.
- Teachers promote very good standards of behaviour.
- Teachers use their good relationships with pupils to encourage and engage them.
- Pupils work hard both independently and with others.

## Commentary

### Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	9 (16%)	22 (41%)	22 (41%)	0	0	0

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

13. Teaching has improved since the last inspection and is good in both the infant and junior departments. The quality of teaching in the Foundation Stage has improved from good to very good. No unsatisfactory teaching was observed during the inspection in any part of the school, and nearly three in five lessons were good or better. This is a considerable improvement since the last inspection when 14 per cent of lessons were found to be unsatisfactory or worse. These improvements have been brought about by a relentless effort to improve the quality of teaching by the headteacher through a rigorous recruitment and retention policy and through good performance management. Teachers are committed to raising standards.
14. A consistent feature of all lessons is the very good relationships that teachers have with their pupils. They treat all pupils' contributions positively so that pupils have confidence in having a try. Teachers encourage pupils to be investigative and creative and to try out ideas for themselves, especially in the creative subjects and mathematics. These approaches are not yet as well developed in science.
15. There are high levels of adult support in classrooms and teaching assistants make a valuable contribution to pupils' learning. Pupils with special educational needs receive good support when working independently or in groups. There are times, however, when teaching assistants could contribute more to lessons by helping pupils with special educational needs during whole-class sessions or by monitoring the responses of pupils as an aid to assessment. The teachers' enthusiasm is appreciated by the pupils and they use humour to very good effect.
16. The strengths of teaching are particularly evident in the reception classes and nursery and in the teaching of art throughout the school. The very good quality of teaching and learning in the Foundation Stage is achieved by the professional, creative and caring work by the whole teaching team. From the very start of their education children enjoy the benefit of the very positive relationships that exist throughout the school.
17. The teaching of art and design in both the infant and junior departments are very good, resulting in the production of creative work by the pupils of a very high standard. Teachers' subject knowledge and flair in this area of the curriculum is a considerable strength of the school.
18. Teachers' expectations for good behaviour are so well established that pupils consistently behave very well in lessons. Even in lessons that have less sparkle or where the pace of the lesson is slower, pupils continue to behave well. The less effective lessons are often

characterised by some teachers having limited teaching strategies. However the evidence of good teaching in the school is consistently demonstrated in pupils' attitudes, their attentiveness and their ability to sustain their concentration.

19. There is good evidence throughout the school to show how hard pupils work and the good work habits they have acquired as a result of the good teaching. Exercise books are full of well presented work and the walls of the school are covered with examples, celebrating their writing and creative work. During the inspection pupils were consistently observed getting straight on with their work when asked and remaining on task. Pupils' ability to apply themselves is also demonstrated when they are asked to work with partners or in groups. However, the work presented in pupils' books suggests that these good work habits have not been developed sufficiently well in science.
20. The quality of assessment is unsatisfactory. Procedures for assessing pupils' learning and setting targets for learning are still at an early stage of development. They are not yet good enough to ensure that teachers can improve achievement by using assessment information to set tasks matched to the different capabilities of the pupils. There are times, therefore, when pupils with special educational needs are expected to do the same work as others, albeit with extra adult support. The more able are not always sufficiently challenged in all subjects. A weakness in the assessment systems results, for example, in some teachers not being sufficiently aware of the different levels of work in science. In some other subjects, the next steps for pupils to make are not sufficiently defined although some very good progress has been made towards this goal in mathematics. Teachers have made considerable efforts to improve the marking of work so that there is evidence of some good dialogues taking place between teachers and pupils. However the marking system is not sufficiently tied into assessment and the setting of individual or group targets for pupils. Assessment in the Foundation Stage is very good and teachers, when planning new activities, make very good use of the information.

## **The curriculum**

The curriculum is **good**. It is a broad and well-balanced programme of interesting activities that meets the requirements of the National Curriculum and the agreed syllabus for religious education.

### **Main strengths and weaknesses**

- The curriculum is thoroughly planned.
- It is particularly inclusive.
- Opportunities to develop interests and skills outside the school day are very good.
- The programme for personal, social and health education and citizenship is very good.

### **Commentary**

21. The school provides a rich and interesting range of activities and experiences. A long-term plan ensures that topics are introduced systematically and a particular strength is that links are made between subjects wherever this is appropriate. The National Literacy and Numeracy Strategies are firmly established and have been modified in the light of experience to suit the needs of the pupils better. The school is totally committed to educational inclusion and ensures that all pupils have equal access to the wide range of opportunities that it provides.
22. The provision for pupils with special educational needs is satisfactory. Pupils in classes are supported well by teachers and teaching assistants. However, there are instances when the learning tasks are not well matched to the pupils' abilities. Some pupils are withdrawn from lessons to take part in structured learning programmes especially designed to meet their needs. These sessions are at least satisfactory and sometimes good or very good. However timetables do not take sufficient account of the experiences missed by these pupils when they leave the classroom. The individual education plans (IEPs) written by teachers vary in quality

and some are unsatisfactory. For example, some of the IEPs contain too little information and some of the pupil targets are not sufficiently specific. The school rightly recognises a need to do more to identify and support gifted and talented pupils.

23. The provision for pupils with English as an additional language is good. Recent arrivals and targeted pupils in Years 3 to 6 may be withdrawn from classes for a series of fluency development lessons according to need. The work of the Ethnic Minority Achievement Strategy (EMAS) is given a high profile in the school. If pupils are withdrawn from classes, work is fed back to the class and school through photographs, books, displays, assemblies and events. The research, design and construction of the Turkish Wall is a good example of this. Vietnamese and Chinese pupils are currently undertaking a similar project to celebrate their cultural origins.
24. A high level of support is targeted at those pupils on the lower stages of fluency in English. In Years 1 and 2, this is mainly in their own class where teaching assistants work closely with class teachers. Individual plans are reviewed each half term. There is good liaison between the special educational needs co-ordinator, class teachers and EMAS teachers.
25. A comprehensive programme of personal, social and health education is a major strength of the curriculum. Many of the issues and structures that underpin the school's objectives and values are addressed by the programme and are taught at the appropriate point in the pupils' development. Sex and relationships, and alcohol and drug misuse are included. Pupils particularly value the opportunities afforded by circle time to raise concerns and share ideas.
26. The extra-curricular opportunities, particularly to take part in the creative and performing arts, are very good and a major strength of the school. Teachers and a very wide range of other adults give freely of their time to bring their individual skills into school, working with groups to widen and enrich the pupils' experiences.
27. Accommodation is good. Imaginative adaptation and reconstruction work has recently enabled a large hall space to be created, enabling all of the pupils and adults to meet together for assemblies. Resources to support learning across the school are good. They are very good in art and ICT. The school has made a major investment in equipment and staff training which has underpinned the very good progress in ICT since the last report.

### Care, guidance and support

Provision for the pupils' care and welfare are **very good**, as is the quality of trust between adults and pupils. Awareness of child protection procedure and practice is very good. There is **satisfactory** guidance and advice to support academic progress and achievement. Pupils' views are highly regarded.

### Main strengths and weaknesses

- Pupils' care and welfare, including child protection, is very good.
- Pupils' views are important and taken into account when decisions are made.
- Induction arrangements are very good.
- Some procedures have not been updated in accord with the recently revised and adopted policy for health and safety.

### Commentary

28. The very good care and pupil welfare has a particularly positive impact on learning, achievement and personal development. Pupils are equally valued as individuals within the very happy school community. Staff are skilled at developing and nurturing pupils' strengths, helping them to overcome any difficulties, so that they can learn. Attention to pupils' pastoral needs is very good, with help quickly sought if learning or progress is affected, by working

closely with parents, the community worker and other professionals. Guidance on academic work and progress is satisfactory. However, development and use of assessment information does not always provide closely matched work and targets to meet different learning needs, so some pupils find some work is either too hard or too easy.

29. Arrangements for identifying and assessing pupils with English as an additional language are good involving class teachers, the special educational needs co-ordinator and EMAS teachers. The bright, welcoming EMAS room is suitably resourced with books, maps, art materials and play equipment. The staff and resident hamster help promote a secure learning environment where pupils from across age ranges work happily together. Pupils are helped to revise and evaluate work, practise their language skills and appreciate each other's work.
30. Child protection procedures and practices are very good. The interests of children who are at risk are paramount. The school's monitoring and record keeping systems allow very discreet checks on concerns, for those on the at risk register, those who may need referral or those taken off the register. Action is prompt when there is cause, with good support from different outside agencies. Staff use the local authority guidance document and follow the procedures very well.
31. Pupils like, respect and trust those caring for them. They ask for any kind of guidance easily and get help. Pupils' views are very important. The headteacher and staff are genuinely interested in hearing their opinions. Their ideas are discussed and often taken up, for example in plans to develop the play spaces. The school council actively seeks pupils' views. Pupils are delighted with the headteacher's approach, saying they have 'a really inclusive school, now'.
32. New pupils have very good induction programmes. Close contact is established with different playgroups and private nurseries, attended by many pre-school children, with exchange visits. Parents get to know Foundation Stage staff through a well-established programme so that very good home school communication develops. Home visits are made and also offered to families whose children arrive in other years. This is very helpful, perhaps if there are other home languages used, learning difficulties, or pupils who have not had good previous school experience. A teaching assistant has responsibility for helping new pupils. This is very good practice. Pupil buddies also do a very good job, helping newcomers to settle happily.
33. The school's health and safety policy has been reviewed and revised. It has recently been formally adopted by the governing body. A small number of procedures have not yet been updated to meet the requirements of the revised policy. These are issues of formality and do not detract from the high quality of welfare, health and safety of the pupils and adults.

#### **Example of outstanding practice**

##### **The work of the school based community worker is exceptional.**

She has an impressive knowledge of, and interest in, the local community. Her direct impact on the progress and achievement of pupils, many with complex personal and academic hurdles to overcome, is excellent. The key is her enthusiastic, ongoing support given to families so that these parents and their children can become success stories. Families are empowered and revitalised through carefully tailored individual support. An impressive range of additional help is at her fingertips, including access to drama therapy, learning mentors, English language support, domestic violence support and family learning. If she can't provide or know of specialist support, it probably doesn't exist. Parents become involved in the school, won over by a winning smile and much relaxed good humour. Coffee mornings let parents share their pitfalls and successes. Out of school activities are seamlessly co-ordinated with school learning so that pupils can choose and enjoy activities like the homework club and community holiday play schemes. Initiatives that will enhance pupils' lives and learning are eagerly embraced. Most important of all are the outcomes. Many pupils, including those at risk of exclusion, whom many schools would prefer to forget or ignore, become transformed, full of confidence, eager to learn and totally positive about their education and future ambitions.

## Partnership with parents, other schools and the community

There is a vibrant partnership with parents and carers, who give very strong support to the school. Links with the community are very good. These are significant improvements. The provision and use of extended services are good. Links with other schools are good and there are collaborative links with nearby primary schools. The information that parents receive is satisfactory.

### Main strengths and weaknesses

- The very good partnership between home and school has a significant impact on learning and achievement.
- Community links are very good, providing pupils with new experiences.
- Extended services have a good impact on school life.
- Some parents do not make sure that their children get to school on time.

### Commentary

34. Partnership between parents and school is very strong, a significant step forward since the last inspection. There is shared interest in ensuring that pupils have the best education possible. Parents have very positive views of the school. In particular, they appreciate the approachability, openness and different leadership style that continues to move the school on. The Friends of Edmund Waller is a thriving, highly successful fundraising group, organising many social and community events like the summer multicultural carnival and the winter fair that recently raised £1,450. Current fundraising is to enable playground improvements, with more funds successfully secured by exploring the availability of grants. Parents readily help whenever they can in classrooms, on visits, by attending meetings and events or by loaning artefacts for topic work. Parents like the homework provision and the after school homework club.
35. The school is highly regarded. All opportunities are taken to give pupils new experiences. These include involving neighbours with professional music skills through to fundraising for Uganda. There are firm links with local churches. Many visitors come to the school, including Members of Parliament. For example, the local MP, Joan Ruddock, led an assembly on 'women heroes' featuring Aung San Suu Kyi. The school works very well with its two neighbouring primary schools, sharing social events and staff training. Pupils lacking confidence, or needing more help at their new schools, are very well supported through the transfer process into secondary education. Involvement in New Deal for Communities and Educational Action Zone funding and activities are very productive. The school makes very good use of all that is on offer, funding staff and extending the range of after-school activities. As a direct result of these initiatives, the school has set up its own school company, with charitable status, to take over the running of the after-school club, employing the staff involved. This company will also be involved in developing and providing adult education and leisure activities. This is an exciting new phase for both school and community.
36. The parents of pupils with special educational needs are consulted regularly about the progress their child is making. Parents are offered an extra appointment every term in addition to the parent consultation meeting to make sure that there is sufficient time to discuss their child's special educational needs and progress. The contribution that parents are expected to make to their child's progress is recorded on pupils' individual education plans.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school by the senior staff and governors are very **good**. The governors discharge their responsibilities very well. The leadership and vision of the headteacher are very good. He is very ably supported by his senior colleagues.

### Main strengths and weaknesses

- Particularly strong leadership.
- A shared vision and sense of purpose.

- Very well organised and effective governing body.
- Total commitment to inclusion and equality of opportunity by adults and children alike.

### Commentary

37. The governing body is very effective. Governors play an active part in the school life and they give strong and highly committed support. The committee structure is logical and well organised with realistic terms of reference. The governors receive good quality information about the school's performance and have a clear vision for the strategic development of the school. The minutes of their meetings demonstrate that they fulfil their statutory duties, although there are some minor omissions of information in the school prospectus and annual report to the parents. The educational priorities are established by staff and governors working closely together.
38. The leadership of the headteacher is very good. He provides the dynamic leadership that has ensured the recent rapid development of the school. He is very well supported by his deputy and the other staff and governors, who have a strong commitment to the development of the school and to the raising of standards. They share a clear sense of direction and purpose.
39. The school's aims and values are published widely. The behaviour, diligence and high quality of relationships at all levels about the school demonstrate the commitment of pupils and adults to live up to them. The school is a particularly inclusive community committed to policies and practices that make sure that every pupil is included and able to take part in all of the lessons and other activities. A great strength is the school's ability to celebrate the diversity of languages and cultures, and to preserve the unique identities of individuals.
40. The headteacher, deputy headteacher and some of the subject co-ordinators monitor the quality of teaching in classrooms effectively by observing lessons and by evaluating the work of pupils. The school evaluates the performance data produced by national tests and its own internal testing thoroughly. However, the use of this information to establish realistic and challenging performance targets for pupils in all classes is still in the early stages of development. A new co-ordinator for special educational needs has worked extremely hard since her appointment and has already made a very good contribution to the school's special educational needs provision. She is undertaking a rigorous review of all aspects and has already made some beneficial changes. The two teachers and the teaching assistant working with pupils with English as an additional language work very effectively, providing support according to their individual needs.
41. A comprehensive programme of performance management for teachers is in place. School and individual targets are agreed and reviewed. Continuing professional development is a strong feature and priority is given to the needs of both the individual and the school. There is a good induction process and programme of support for new staff.

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

Income and expenditure (£)	
Total income	1,500,777
Total expenditure	1,544,988
Expenditure per pupil	3,488

Balances (£)	
Balance from previous year	57,970
Balance carried forward to the next	13,759

42. The financial management of the school is good. The finance committee of governors is provided with accurate information through analysis of the monthly monitoring statements. Funds are directed to the priority areas and, when it is necessary, firm action is taken to avoid overspending. The governors' policy of achieving best value in their transactions is effective.



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

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

43. Provision for children in the Foundation Stage is **very good** and has improved since the last inspection. The nursery class and the two reception classes work together very effectively as a Foundation Stage unit. The majority of children enter the nursery in the September before they are four and attend for either the morning or the afternoon. Over half of the children enter the reception classes the following September and the youngest children transfer in January. A number of children join the reception classes from other Foundation Stage settings. There are positive relationships between the staff in other settings and school staff and, as a result, a good transition is made. Attainment on entry is broadly average. Induction arrangements are very good. Children are prepared very well for transfer to Year 1. The quality of teaching and learning in the Foundation Stage are very good. This is mainly as a result of the professionalism and effort the whole teaching team put in to providing a very rich curriculum that is appropriate to their age.
44. Leadership and management of the Foundation Stage are very good. The planning of activities and preparation of resources are exemplary. Very good use is made of assessment and the Foundation Stage profile assessments are completed effectively. There is a good ratio of well-qualified adults to children. The very good quality of teaching results in achievement by the pupils that is good in five of the six Foundation Stage areas of learning and very good in creative development. There are no significant differences in achievement of children with special educational needs or with English as an additional language. They all make good progress. Positive relationships are stressed from the start and the behaviour of the children is very good. Accommodation is satisfactory and the teaching team make good use of available indoor and outdoor space. There is no outdoor space that is under cover so on wet days the children are restricted to classrooms. Parents are fully involved in helping their children start school. They speak very highly of the relationships the school has with parents of children in the Foundation Stage and are very happy with the progress their children are making.

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

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

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

- Achievement is good. Most children achieve the goals for this part of the curriculum and about a third exceed them.
- The children look forward to coming to school and are very well behaved.

#### **Commentary**

45. The Foundation Stage classes give children a very good start to school life. At the time of the inspection, in the autumn term, the children were already coping very well with school routine. They could organise their own belongings such as coats, book bags and lunch boxes appropriately and take part in routines such as registration. From the start, teachers insist firmly and pleasantly on good behaviour and the children respond very well. The children are taught the importance of working co-operatively, sharing, taking turns and clearing up their belongings and any equipment they have used. Good manners and respect for people and possessions are encouraged and there is a very positive and purposeful atmosphere for learning. The children in the Foundation Stage are very well cared for. The environment is safe and secure. Three Nursery Nurse Examination Board (NNEB) qualified early years practitioners and a range of helpers support the teachers. The adult to child ratio is good and any difficulties are sensitively handled.

46. The classrooms are well organised to provide many opportunities for social interaction and for role-play. These opportunities provide very well for working with others and the development of conversational and social skills. The children benefit from being involved in whole-school activities such as assembly whenever possible. They take their cue about how to behave appropriately from older children and become used to finding their way around the school and interacting with others.
47. Punctuality in the Foundation Stage is not good. On some mornings about a third of the children are brought to school up to 15 minutes after the school day has started. The teaching team handle this sensitively, but it is disruptive.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The majority of children reach the expected goals by the end of the year and about a third exceed them.
- The teaching team set high expectations and provide the children with a good level of challenge.

### **Commentary**

48. The children are given a very good start to communication language and literacy in the nursery class. Very effective classroom management provides the children with an imaginative and effective range of opportunities to develop this area of learning and the children evidently enjoy them. Throughout each day the teaching team involve the children in word activities to help them to learn and recognise sounds, to develop their vocabulary, to listen well and to speak clearly. As a result, by the time they enter the reception classes most of the children are familiar with and interested in books of all kinds. They can recognise and say the name and sound of letters and make reasonable attempts to write them. This gives children a very good start and at the time of the inspection, in the autumn term, most of the children in the reception class were already well on their way to achieving the Early Learning Goals for children aged five. The reception teachers further develop communication, language and literacy skills very effectively through stories, rhymes and direct teaching about phonics.
49. The development of early writing is a particular strength in the reception classes. Children are provided with a wide range of opportunities to make books, write shopping lists, letters and recipes, to address envelopes and to use keyboards to write on screen. They make good efforts and many use the correct letters for the sounds.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Almost all the children reach the expected goals and about half exceed them.

### **Commentary**

50. As a result of the very good teaching of mathematical development the children make very good progress and achievement is high. Explanations are given clearly and there is absolute insistence on exemplary behaviour. Every opportunity is taken to involve the children in counting, comparing, measuring, weighing, pouring and becoming familiar with clocks and

shapes. Building on the very good work done in the nursery, reception class teachers work very effectively with the children to extend their mathematical skills.

51. Mathematical development is very well planned and good use is made of the stepping stones set out in the early years curriculum. The children are stretched and challenged in all their endeavours. Some can name flat and three-dimensional shapes, order the numbers to ten and say what number is one more than or one fewer than a given number. At the time of the inspection, in the first term of the school year, about a third of the children had already met many of the Early Learning Goals for mathematical development and the majority were well on their way to achieving them.

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

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

### **Main strengths and weaknesses**

- The majority of children achieve the expected goals.
- Children are effectively introduced to ICT and achievement is very good for their age.
- The linked activities provided help the children to develop good knowledge and understanding of their environment.

### **Commentary**

52. Teaching is distinctive in this part of the curriculum because of the very wide range of activities and opportunities for learning the teachers provide. For example in one lesson observed children were involved in activities relating to the story of *'Goldilocks and The Three Bears'*. Three groups were observing changes of state in materials. One group was making porridge using oats, milk and sugar and watching it thicken. Another group was observing as ice surrounding plastic bears slowly melted. A third group were baking dough to observe that it hardened. Children were encouraged to use words to describe what they observed such as 'crunchy' or 'slushy'. The children also constructed bear beds out of cardboard pieces, used fur pieces to decorate cut out bear shapes, made bear masks and used a torch to light the way for the bears in the forest that had been created by placing twigs in the sand tray.
53. Use of ICT in the Foundation Stage is very good and achievement is very high. During the inspection, groups of children were making pictures of the faces of bears and of porridge bowls using art software on the computer. Others were word processing simple words such as daddy, mummy and baby bear by using a keyboard and arrow keys. They could alter the font size by using the mouse to click the cursor on the correct instructions and then click on the print symbol to print colour versions of their work.
54. Many opportunities are provided for the children to reflect on themselves and the world around them. They express awe when examining living things and watching them grow and join in with the whole school for assembly. Moral issues are addressed through age appropriate stories. For example the importance of not telling lies was discussed through the story *'The Boy Who Cried Wolf'* and in the *'Goldilocks'* story the children could say that Goldilocks was naughty to go in to someone's house and touch their things without permission.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- The majority of children achieve the goals for physical development and about half exceed them.

## Commentary

55. The quality of teaching and learning are very good because activities are well managed and well prepared. The children have many opportunities to develop their skills by involvement in activities such as cutting, drawing, sticking and threading. A very good range of quick activities is available around the room each day to entice the children in to focused tasks that require co-ordination and concentration. For example, on one day black rice had been mixed with gold stars and the children used tweezers to pick the stars out of the rice for use in their pictures.
56. There is a good range of equipment available for children to develop gross motor skills and it is used with due regard to health and safety. Physical education lessons sometimes take place in the hall or on the school playgrounds and there is direct access from the nursery to a small but secure outdoor area where the children have freedom of choice. They climb up and down steps, play with and in large trolleys and build with large construction toys. The outdoor area is also used for many cross-curricular activities such as planting and growing of bulbs and the observation of weather patterns through the use of wind socks and vessels that collect water. The teachers make the area additionally attractive and interesting for children through the use of a very wide collection of artefacts and equipment such as wind chimes.
57. Very good use is made of the outdoor space but when the classes are full there is pressure on space and not all reception rooms open directly on to the outdoor area.

## CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

### Main strengths and weaknesses

- The quality of teaching in creative development is very good.
- The imaginative use the teachers make of resources is excellent.
- Achievement by the children is very high for their age and they develop a wide range of skills.
- The majority of children reach the goals for this area of learning and about a third exceed them.

## Commentary

58. The teachers use very effective teaching methods with artistry and flair and a wide and imaginative variety of resources to provide for very effective creative development. Often it is the interesting and unusual way that resources have been combined that draws the children in and encourages them to experiment. The children take advantage of the opportunities presented and the work produced is of good quality. The children develop their modelling skills very well through three-dimensional work.
59. Children sing songs and nursery rhymes all together and in smaller groups. Good links are made to other areas of the curriculum, for example, shortly after learning rhyming words the children learned a rhyming song and were asked to make their own suggestions such as '*There's a mouse in the house*'. They have access to music tapes and musical instruments and use these sensibly and with enjoyment.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

## Main strengths and weaknesses

- The quality of teaching is good in the junior classes.
- Relationships are good and pupils are keen to work hard in a purposeful and stimulating environment.
- Pupils have many opportunities to develop their speaking and listening skills.
- Presentation, handwriting and spelling in books are inconsistent.
- Assessment, target setting and marking do not always give pupils a clear picture of how to improve in the next step of their learning.

## Commentary

60. Pupils' overall achievement is satisfactory, though in speaking and listening it is good throughout the school. Pupils are attentive in their classes and eager to contribute to answering questions or discussing their work. Very good relationships between pupils and adults enable collaborative work and respect for each other. This is encouraged by effective teaching, where consistent and deserved praise helps to promote a very positive attitude to learning. The bright, colourful displays, often including pupils' written work, create a stimulating environment in classrooms and throughout the school. This helps to support learning by celebrating achievement, reinforcing key vocabulary as well as posing thought provoking questions. Pupils with special educational needs make satisfactory progress and benefit from the additional support of their teachers and teaching assistants.
61. Throughout the school, teachers provide pupils with many opportunities to develop their speaking and listening skills including in assemblies, role-play and drama. Teachers are skilled at encouraging pupils to express their opinions and contribute to discussions. Pupils' confidence is boosted because teachers are careful to ensure that everyone is included and that their ideas and thoughts are valued. In turn pupils, even in Year 2, listen carefully to their teacher and their classmates. In Year 1 pupils are taught to put expression into their voices to emphasise particular words when reading text out loud. Carefully chosen background music is often used to give a calming atmosphere to activities that need sustained concentration. Consistently high expectations of pupils' behaviour make a good contribution to their listening skills. However, the school has not yet developed a formal approach to assessing pupils' speaking and listening skills.
62. Standards of reading are average throughout the school. Reading is given additional time to help raise standards. Teachers use appropriate texts to challenge pupils in the development of their reading skills. Phonics are taught well so that pupils have the skills to build unfamiliar words. Pupils enjoy reading and are encouraged to read aloud to the rest of the class particularly in Years 3 to 6. Higher attaining pupils read with fluency and act as good role models for their peers. In Year 4 pupils had made a class book divided into interesting chapters complete with contents page and glossary. Events like visiting authors and book fairs help raise the profile of reading. Year 6 pupils were able to talk appropriately about the reasons for their choices of reading book.
63. Pupils throughout the school write very effectively for a variety of purposes. This is seen in many examples displayed around the school. Where work is displayed, great care is taken with presentation including, in some cases, the use of ICT. Following a recent Year 6 educational visit to an environmental centre, correspondence had utilised e-mail, fax and letter. In Year 2, higher attaining pupils are developing their sentence construction and ideas along with handwriting of appropriate form and size. By Year 6, there is varied and interesting writing, good use of words to convey meaning and often clear fluent handwriting. However, this is not consistent and there is considerable variation in the quality of work across ability levels in Year 3 to 6. Though work is marked regularly with encouraging comments, it is not always clear how pupils are expected to improve in order to take the next step in their learning.

64. Teaching is good in Years 3 to 6. Lessons are thoroughly planned and teachers work with each other in year groups sharing ideas and resources. Pupils work independently and co-operatively and there is an ordered, supportive learning environment where everyone is valued. Pupils genuinely appreciate each others achievements. In good lessons skilful questioning challenges pupils to justify their views and different tasks are given to various ability groups. Homework is used on occasion to follow up what is being taught.
65. The subject co-ordinators understand the need to raise achievement for some pupils. Strategies for staff development including increasing subject knowledge have been put in place and there is a culture of change leading to improvement. For example, pupils have been encouraged to be more confident, and this finds expression in the quality of classroom discussion and the celebration of achievement in assemblies. There is an emphasis on reading and writing to explore meaning.

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

66. Work displayed around the school is imaginative and vibrant, reflecting cross-curricular links, embedding and enhancing learning. Each of the 20 school teams focus on heroes dedicated to a skill or cause that celebrates the 'best of us all'. Ghandi, Martin Luther King, Sylvia Pankhurst, Nelson Mandela, Bob Marley, J K Rowling and David Beckham are some of the recognised heroes. Whether in Buddhist imagery or water poems in the shapes of drops of water completed for homework, a wealth of text encourages inquisitiveness. Imaginative and sensitive writing alongside quality art from pupils of varying ability levels further promotes an environment where individual contributions are valued. Pupils are eloquent and enthusiastic when describing their work and life in school.

### **MATHEMATICS**

The provision in mathematics is **satisfactory**.

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

- Subject leadership is very good.
- The quality of teaching is improving, but teachers do not always make the most effective use of time.
- Pupils' attitudes, application and productivity are good.
- The development of pupils' investigational skills is good.
- Standards are still below national averages.
- Assessment procedures do not promote higher achievement.

#### **Commentary**

67. Standards attained by seven year olds have risen steadily over the past few years but remain below national averages. The trend of improvement for 11 year olds has been less consistent and standards for these pupils are below national averages. However, the provision for mathematics has improved considerably over the past two years as a result of strong subject leadership and a commitment by both teachers and support staff to raise standards. The achievement of pupils is satisfactory and pupils of all abilities work well. New planning systems and new resources have been introduced, the qualities of both teaching and pupils' work have been monitored regularly and, where necessary, appropriate action has been taken.
68. One of the most exciting developments is the introduction of investigational approaches to the teaching of mathematics. Older pupils are encouraged to find out for themselves aspects of mathematics by investigating number patterns and discovering their own solutions and formulae. These actions together with other school initiatives have resulted in improvements in the quality of teaching. There is evidence of good and very good teaching taking place in

the subject. Teachers' relationships with their pupils are very good and the good classroom management enables teachers to concentrate upon teaching rather than spending large amounts of time controlling behaviour. As a result of the encouragement and good role models provided by their leaders, teachers are more enthusiastic about teaching mathematics and some are becoming creative and innovative. The overall quality of teaching is good, with many strong features. One or two teachers are less confident in the subject and some have a limited range of methods and strategies for teaching mathematics. There are also inconsistencies in the use of time with some long mathematics sessions instead of shorter more focussed lessons that would maintain pupils' interest better.

69. The new enthusiasm of teachers transfers to the pupils who display good attitudes to learning and behave very well during lessons. They work hard and, when asked to work in groups or with partners, they do so very sensibly. They have developed very good work habits and this results in neatly presented work in their books.
70. Assessment procedures are not rigorous enough to ensure that all pupils are doing as well as they possibly can. The subject co-ordinator has made a very good start towards establishing new procedures but this has not yet resulted in teachers having a clear idea of what different groups of pupils need to learn in order to make progress. Therefore, although some pupils achieve very well and attain standards above national averages achievement overall is only satisfactory because an insufficient proportion of pupils are attaining the standards expected for their age.

### **Mathematics across the curriculum**

71. There are few examples of pupils using mathematics in the other subjects. There has been a significant effort to include the use of computers for teaching aspects of mathematics and some good examples of this were observed during the inspection.

### **SCIENCE**

Provision in science is **unsatisfactory**.

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

- Pupils' achievement is unsatisfactory.
- Pupils attain standards that are below the national average.
- Pupils show interest in science and behave very well in lessons.
- Subject leadership is unsatisfactory.

#### **Commentary**

72. By the end of Year 2 in 2003, teachers assessed 71 per cent of the pupils as having attained the expected standard. This is well below the national average. The proportion of pupils that reached higher than expected levels was well below the national average and below the average for similar schools. Pupils do best in the parts of the curriculum that deal with materials and their properties and do least well at physical processes.
73. By the end of Year 6 in 2003, the percentage of pupils who reached the expected level in tests was well below the national average. The proportion of pupils reaching higher than expected levels was average in comparison to all schools and was above average in relation to similar schools. There are no significant differences between the achievement of girls and boys. No significant differences were observed during the inspection in the achievement of pupils with special educational needs and those from minority ethnic groups. Taking the last three years into account, standards in science overall are marginally below the national average.

74. The quality of teaching and learning is satisfactory but barely so. Even when taking into account the timing of the inspection, just before the end of the first term in the school year, a scrutiny of pupils' work showed that pupils do not have sufficient opportunities to carry out investigations or complete work. Work in books presented as average or above average is not in line with the national expectation. Teachers' plans show that pupils of differing abilities are often asked to do more writing or less writing in relation to their abilities, rather than being asked to do more challenging tasks and investigations. All parts of the National Curriculum are addressed but not in sufficient depth and there are gaps and overlaps in the overall teaching plan. There are no rigorous assessment procedures to help teachers have a clear picture of pupils' attainment and what needs to be taught next.
75. Teaching is improving. In lessons observed during the inspection the quality of teaching and learning was satisfactory and in about half of the lessons it was good. However, despite the good teaching in these individual lessons, the overall quality of teaching and learning is not consistent and as a result pupils' achieve less well than in similar schools.
76. Pupils have good attitudes to science and behave very well. They co-operate with each other during practical investigations and use equipment and resources carefully. They apply the skills they have learned in English and mathematics lessons well and make good use of ICT. For example, in one lesson where pupils were creating simple electrical circuits and drawing them using correct symbols, they were able to complete circuit diagrams on screen and explain how circuits displayed to them by a teaching program should be corrected in order to make them successful. In another lesson, pupils successfully used the Internet to find electron microscope generated photographs of the microorganisms that they were learning about.
77. The school has not made sufficient progress in science since the last inspection. Standards have not been maintained. Resources are adequate but are poorly stored and organised and some are deteriorating in quality. For some topics, teachers supplement available resources by providing their own. The school has recognised the need to make improvement in science a priority and has appointed two new subject co-ordinators for science, including a member of the senior management team. The new subject leaders have made a good start and an improvement plan has been drawn up. It addresses the need to raise standards, improve teaching and learning, agree a subject policy, strengthen teaching and learning and to audit resources. Despite the recognition of this improvement agenda, there has not been enough time for new ideas to make an impact so subject leadership can not yet be judged as satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **very good**.

### **Main strengths and weaknesses**

- Standards of attainment across the school are high.
- Information and communication technology is very well used to support and enhance other curriculum areas.
- Leadership and management are very good.
- Technical problems are dealt with quickly and efficiently, enabling teaching to take place without interruption.

### **Commentary**

78. In addition to the ICT lessons that were observed during the inspection, inspectors saw ICT used extensively in lessons in other subjects, talked with pupils and discussed with them the work saved in their files.



79. Pupils are enthusiastic and excited about their work in ICT and, as a result, they work at or near their capacity and their achievements in ICT are above expectation. In Years 1 and 2 pupils attain levels that are at least as expected and in Years 3 to 6 they attain higher levels than those expected nationally. Year 2 pupils are proficient at basic word processing skills, are able to save their work and print it. They know how to program instructions to control a robot. However, they have not yet developed their understanding about the wider uses of technology outside of school. Pupils in Years 5 and 6 are competent users of the Internet and other sources of information for research and can present their findings by using a range of techniques including digital pictures. They can discuss the merits of using ICT for various purposes, for example, communication systems, and are aware of its uses in the world in general. In Years 1 and 2, pupils' competence in using ICT is satisfactory and in Years 3 to 6 it is good.
80. In a Year 6 ICT lesson, good links were made to measuring of shapes when pupils learnt how changes in the formula set out in a spreadsheet affected the total, while Year 4 pupils extended their numeracy skills by working with a program demonstrating fractions. They quickly learned the instructions required and were able to see fractions as component parts of a whole very clearly on their screens. Pupils with special educational needs make good progress in their learning when they have the learning support assistant with them at the computer to keep their thinking focused.
81. Teaching in the ICT suite and using ICT tools in other lessons are good. Teachers and teaching assistants have been able to develop their own skills and confidence through in-house training, and as a result they are able to teach with confidence and good technical knowledge. Their use of precise technical vocabulary, open-ended questions and their positive and encouraging style enables pupils, regardless of their ability, to develop their own skills and understanding. A notable feature of the lessons seen was that although they were conducted at a good pace, time was made for pupils to explore and experiment, making choices and finding things out for themselves. Very good use was made of the ceiling mounted projector to demonstrate and to invite pupils to come forward and try out their own ideas.
82. The management of ICT is effective. The co-ordinators have a clear vision of how they want to develop the facilities and are giving priority to developing a system of assessment of skills and understanding. The school has invested a considerable amount of money and training time to improve the provision of ICT for pupils, since it was deemed to be unsatisfactory at the last inspection. The computer suite provides the opportunity for pupils to learn and develop new skills as a class and this, along with the professional development for teachers, contributes to the rise in standards. A notable strength of the provision is the employment of an ICT technician and a dedicated ICT teaching assistant. They are able to provide rapid and very effective support to resolve problems. This removes the stress of trouble shooting from the teachers and enables them to teach with confidence. The school has made very good progress since the last inspection.

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

83. Good use of ICT is seen throughout the school in many of the subjects. Appropriate software packages enhance learning in other curriculum areas and this particularly benefits those who need extra consolidation in a different format. In addition to extensive uses in literacy and numeracy, digital cameras are used in geography, recorded music is commonplace and pupils record their own compositions. Good use was made of ICT to research information in history. Word processing is regularly used and the Internet is an increasingly familiar resource for information, for example, to find electron microscope images in science. Good use is made of information from CD-ROMs.

## HUMANITIES

Geography and religious education were inspected individually and are reported in full below. Inspectors sampled work in history.

## GEOGRAPHY

Provision in geography is **satisfactory**.

### Main strengths and weaknesses

- Good cross-curricular links are made through topic work and school journeys.
- Pupils have good attitudes to geography.
- Subject leadership in the humanities is underdeveloped.

### Commentary

84. By the end of Year 2, pupils can make and interpret simple maps and plans. They have a developing geographical vocabulary, understanding the meaning of words such as island, beach and settlement. In one lesson observed pupils were able to make sensible comparisons between the characteristic features of their own environment and that of an island community.
85. By the end of Year 6, pupils know how to use the Internet to access world maps and satellite photographs to support investigative work in geography. They can speak about many places and geographical features around the world and can describe characteristics such as climate. Pupils' experiences are enriched by participation in day long and residential school journeys to different locations. A good link has been made with a rural school and pupils make an exchange visit in order to experience a contrasting environment.
86. The quality of teaching and learning is satisfactory and, in one lesson observed, teaching was good. Teachers plan individual lessons thoroughly. All pupils are fully included in geography lessons and take part in school excursions. Pupils have good attitudes to geographical work and behave very well in lessons. They enjoy looking at globes, atlases and photographs of other places and take part in lively discussions. Recently arrived pupils with English as an additional language receive very effective additional support from specialist teachers to help them understand their new local environment.
87. The management of the subject is not satisfactory. Two teachers have recently taken on the role of joint subject co-ordinators for the humanities. There has been insufficient time for them to implement their ideas but a good start has been made. A draft humanities policy has been written and an action plan for further improvement and monitoring of the subject has been created. The school has made satisfactory progress in geography since the last inspection.

## HISTORY

88. Because geography was the focus of topic work in many classes during the autumn term, it was only possible to observe one history lesson. The quality of teaching in the lesson observed was good and pupils made good use of ICT in order to research a historical topic. The scrutiny of pupils' work and teachers' planning in history show that standards are in line with the national expectation. Good cross-curricular links are made to other subjects such as geography and religious education. In a number of classes there are good examples of individual and class project books.

## RELIGIOUS EDUCATION

Provision for religious education is **satisfactory**.

## Main strengths and weaknesses

- Pupils are encouraged to apply learning in religious education to their everyday lives.
- Limited use of assessment and monitoring of teaching and learning.

## Commentary

89. Standards of attainment seen during the inspection remain in line with expectations of the locally agreed syllabus, as they were at the time of the last inspection. Only three lessons were observed, and a lot of work covered in religious education lessons centres around discussions, so there was limited written work to examine. However, analysis of available work including that on display and discussion with pupils indicate that their achievement is satisfactory throughout the school.
90. Teaching in lessons was satisfactory and pupils are gaining a sound understanding of Judaism and Christianity. Discussions with pupils in Year 5 show an understanding of the celebration of festivals and the concept of escape from slavery. Year 6 had Buddhist imagery on display and in Year 2 pupils were able to discuss and write quite confidently about Christians following the ten commandments and the application of rules to their everyday lives. Similarly, in Year 4, pupils were reminded of, and recalled work to do with, Guru Singh and Martin Luther King as they considered the notion of peace being important to Christians. By encouraging the sharing of views in a purposeful atmosphere, pupils are developing confidence and respect for others, including sensitivity and thoughtfulness.
91. The knowledgeable and enthusiastic co-ordinator has only recently taken on leadership of the subject. She has rewritten the scheme of work with the co-operation of staff to ensure the appropriate coverage of topics. Resources from the local multi faith centre are readily available and are well used. A range of visitors and educational visits support learning in the curriculum. In order to ensure consistency across year groups and progression through the school, effective systems for monitoring teaching and learning need to be put in place.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and physical education were inspected individually and are reported in full below. Inspectors sampled work in design and technology and music.

### ART AND DESIGN

Provision in art and design is **very good**.

## Main strengths and weaknesses

- The curriculum provides a very wide range of exciting projects including two- and three-dimensional work.
- Pupils produce finished artwork of a very high standard.
- Work of art by pupils and established artists abound, and the school is ablaze with powerful colours and images.
- The range of materials and resources available to teachers and pupils is good.
- The teachers' planning is good – skills and techniques are developed very logically as the pupils move through the school.

## Commentary

92. The pupils achieve very well and standards in both Year 2 and Year 6 are well above expectation. The range of experiences offered to pupils from reception to Year 6 is exceptional. They are able to experience and explore an impressive range of activities from drawing, painting and printing to three-dimensional modelling and sculpture. The programme

enables pupils to develop their artistic skills and build upon their earlier experience. Art is used very successfully to enhance the other subjects of the curriculum.

93. Teaching is very good. Teachers have a good knowledge of the subject and teach it with confidence. The quality of finished artwork achieved by individual pupils or by classes is of an exceptional standard and is displayed with great care and pride around the school. The use of sketchbooks to try out ideas and materials is well developed and pupils use them to good effect. Finished work by pupils is displayed alongside the work of established artists. It includes many major three-dimensional projects, by individual pupils and whole classes, of very high quality.
94. The subject is very well managed. The co-ordinator has good subject expertise and is able to support colleagues very effectively with advice and resources. Planning for art and design across the school is logical and well structured. The range of activities is particularly ambitious. This is a very good improvement since the last inspection. Resources are good for drawing, painting, printing, textiles and three-dimensional work. Opportunities are taken to draw inspiration and technical skills from art of other cultures and from the work of established artists. For example, a ceramic Turkish wall on permanent display in the playground is the result of research at the Victoria and Albert Museum into Islamic art. It was created by a group of Turkish children working with their EMAS teachers. Visiting artists work with pupils to challenge and inspire them.

## DESIGN AND TECHNOLOGY

95. It was only possible to observe one lesson in the school. However a number of artefacts were examined, together with school planning documents and pupils' books. Year 6 pupils were also observed whilst working in the design and technology department of a neighbouring secondary school. There is ample evidence in the school to show that design and technology is an important aspect of the school's work and that pupils are attaining standards at least in line with national expectations. Although the teachers follow a national scheme of work, a distinctive feature of the school approach is shown in the way that teachers link design topics to work in other subjects.
96. There is evidence of good and very good teaching taking place. Exciting projects include the research, design and construction of a colourful signpost erected in the playground pointing to the worldwide locations that reflect the cultural heritage and diversity of the school community. During the inspection, pupils were in the middle of an excellent link project with one of the local secondary schools.

## MUSIC

Provision in music is **good**.

97. It was not possible to observe any music lessons during the inspection. The majority of music teaching takes place on Friday, when a specialist music teacher teaches music to Years R to 6 and, as a result, it is not possible to make a judgement about the quality of teaching and learning. However, it is clear that music and music making are well established strengths of the school, from the wide range of musical activities that groups take part in. These include working on productions with professional musicians, performances in school, at the Broadway Theatre, the Lewisham Music and Telegraph Hill Arts Festivals and work with a professional composer on music for an installation around the story of *Peter and the Wolf* at the Royal Festival Hall.
98. Two quite exceptional musical performances were observed. In the first, in a celebration assembly, pupils in Year 4 sang a number of songs that they had prepared and performed at a recent music festival. These were of very high quality and were warmly appreciated by the rest of the pupils, who listened carefully and applauded enthusiastically. In the second,

inspectors were privileged to be present for a junior assembly during which a parent who is a professional musician brought his cello in to school, explained to the pupils the technical details of its construction, amazed them with its great age, and then played a gavotte from the Bach *Unaccompanied Cello Suite* for them. During the performance, the pupils were invited to close their eyes and concentrate on the thoughts and symbols that the music suggested to them, while two Year 6 pupils, concealed behind the cellist, painted their own interpretation of the music onto a large panel. Several Year 6 pupils then came forward and read from accounts that they had written during a literacy lesson of their own thoughts and feelings when they had reflected on the same piece of music, heard earlier as a recording. Finally, when the painting was revealed, there was a long moment of electrifying silence before the pupils burst into spontaneous applause. This was an assembly of the highest quality, full of awe, wonder and celebration.

## PHYSICAL EDUCATION

Provision for physical education is **satisfactory**.

### Main strengths and weaknesses

- The school's current programme of activities does not ensure that pupils' skills are developed sufficiently in all areas of the physical education curriculum.

### Commentary

99. No lessons were observed in the infant classes and insufficient evidence was obtained to make a judgement about their standards.
100. By Year 6 pupils' gymnastic skills are below those expected of this age group. This is unsatisfactory achievement and pupils in younger classes have skills that are comparable with, or better than, older pupils. However, this may in part be due to the severely restricted facilities for PE for the older pupils before the enlargement of the current school hall. While building work took place, the facility was out of use for a considerable time. This restricted the opportunities and range of gymnastic and dance activities that could be provided for Years 5 and 6 and accounts for some of the lack of their achievement. Good use is made of a local secondary school's pool and swimming standards are in line with those expected of pupils this age.
101. The quality of teaching and learning in the lessons seen was satisfactory. Pupils made sound progress because teachers used pupils as models of good practice and gave advice about ways to improve. For example, in a gymnastic lesson, pupils made good progress because there was a concentration on the quality of movements. Pupils in this lesson closely observed each other's performance and made specific comments about how they might be improved. Teachers do not always dress appropriately, which restricts their ability to demonstrate and to provide good role models for the pupils to follow.
102. The subject is led and managed satisfactorily. There have been several improvements since the last inspection, including training for staff, revision of the policy and of the scheme of work. A good range of after school clubs has been developed and greatly improved resources, including those available for pupils to use during breaks, have been provided. These have been relatively recent, and their effect upon standards is not yet evident. Improvements have been made to the playground and to playground equipment. Sporting links have been developed with other local schools. These have played a significant part in improving pupils' behaviour and enjoyment during both formal physical education lessons and their leisure times. The subject co-ordinator is enthusiastic and has good plans to develop the school's provision. She has observed lessons and given feedback to colleagues on how their lessons might be improved.

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

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

### **Main strengths and weaknesses**

- The subject plays a major role in the school's approach to developing the social and personal attributes and skills of its pupils.
- Pupils of all ages, from the youngest in reception to the oldest in Year 6, respond very positively.

### **Commentary**

103. The programme of personal, social and health education is thorough. Many of the issues and structures that underpin the school's philosophy and objectives are contained in the programme and are taught at the appropriate point in the pupils' development. There is considerable flexibility to allow activities such as circle time to address issues of immediate concern to the children in a secure and supportive way. Leadership and management of the subject are good. The school makes good use of external agencies and of individual professionals, such as the community social worker, nurse and police liaison officer.
104. Observation of personal, social and health education lessons across the school shows very good teaching and very good response from the pupils. A very notable strength is the way in which every pupil is included and respected by its peers. Discussion with groups of pupils during breaks revealed their confidence in being able to talk through a range of issues and occasional concerns in an open and democratic way. The activities make an exceptionally strong contribution to the social, moral and spiritual development of the pupils.

## 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	1
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>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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>2</b>
The governance of the school	2
The leadership of the headteacher	2
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).*