

INSPECTION REPORT

ST SAVIOUR'S CATHOLIC PRIMARY SCHOOL

Lewisham

LEA area: London Borough of Lewisham

Unique reference number: 100733

Headteacher: John Milmoe

Lead inspector: Keith Homewood

Dates of inspection: 15th – 18th March 2004

Inspection number: 260719

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	221
School address:	10 Bonfield Road Lewisham London
Postcode:	SE13 6AL
Telephone number:	020 8852 4283
Fax number:	020 8852 4281
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs E Huntbach
Date of previous inspection:	12.10.1998

CHARACTERISTICS OF THE SCHOOL

St Saviour's Roman Catholic Primary School is situated in the London Borough of Lewisham. The school's socio-economic context is unfavourable. It is similar in size to other primary schools nationally. There are 229 pupils on roll, 119 boys and 110 girls aged three to 11 arranged in eight mixed-ability classes. Fifteen children attend part-time in the Foundation Stage. Over a quarter of pupils are eligible for free school meals, which is well above the national average. The vast majority of pupils attend from the local area and join the school aged three. They have a wide range of cultural backgrounds. There is a small proportion of asylum seekers in the school. Forty two per cent of pupils have English as an additional language of which three per cent are at an early stage. Attainment on entry is below average. Twenty-three per cent of pupils have special educational needs, which is above the national average. Support is mainly for speech and communication difficulties.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21627	Keith Homewood	Lead inspector	Science Design and technology Music Physical education Personal, social and health education and citizenship Special educational needs
11096	Margaret Davie	Lay inspector	
20614	Donald Kimber	Team inspector	English Geography History English as an additional language
12997	Christine Cheong	Team inspector	Foundation Stage Mathematics Information and communication technology Art and design

The inspection contractor was:

Parkman Ltd in association with *PkR*
35 Trewortha Park
Weston-super-mare
North Somerset
BS23 2RT

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Saviour's Roman Catholic Primary School is a good and improving school. It provides good value for money and in some areas provides very good value for money. Children enter the nursery with standards that are below average. By the time pupils leave the school at Year 6, they have made good progress and their achievements are good. The school has a higher than average number of pupils with special educational needs. These pupils achieve well and make good progress. The quality of teaching and learning is good. The leadership and management of the school are good, with significant strengths in the leadership and management of the headteacher. The school provides a very supportive and caring environment built on its strong Catholic ethos. It has a rich cultural diversity which is a significant strength. The school sets high standards, but the headteacher is realistic about how quickly aims can be achieved and improvements introduced. The school's strengths far outweigh its weaknesses.

The school's main strengths and weaknesses are:

- The leadership and management of the headteacher are very good.
- Leaders provide very good role models for pupils and staff.
- There are significant strengths in governance. Some statutory requirements are not fully met.
- The school's ethos is very strong and underpins its Catholic values. The school is fully inclusive, cares for its pupils well and provides good support.
- The provision for pupils' spiritual, moral and cultural development is very good.
- The quality of teaching and learning is good.
- Support staff are a strength of the school.
- Standards in information and communication technology (ICT) and art need improvement and the curriculum time in reception and Year 1 needs restructuring.
- The school provides a good range of enrichment activities.
- Induction arrangements for pupils joining the nursery are very good.
- Links with the community are strong and the school works well with parents.
- The school development plan, whilst sound, needs linking more closely to pupils' attainment.
- Annual written reports on progress are unsatisfactory.

The school has made good progress since the last inspection. This is particularly evident in the quality of teaching and learning, which are good. The school has addressed the key issues raised at the time of the last inspection.

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	A*	A*
Mathematics	A	A	A	A
Science	B	A	A	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.*

Overall, pupils' achievement is good. Standards in relation to the goals most children nationally are expected to reach by the end of reception are average. In the 2003 national tests for pupils in Year 2, standards were below average in reading, average in writing and well below average in mathematics. Results in Year 6 were well above average in English, mathematics and science. Standards in English were in the top five per cent nationally. A particular improvement was in the

percentage of pupils attaining the higher Level 5 in English and science. Pupils make good progress as they get older because teachers challenge them effectively.

Pupils' personal qualities, including their spiritual, moral social and cultural development, are very good. Pupils' attitudes towards work and their behaviour are good. This represents an improvement since the last inspection. Pupils' attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall. It is good in the Foundation Stage and for pupils in Years 3 to 6 and sound for pupils in Years 1 to 2. Some very good and excellent teaching takes place and this has a positive influence on the standards pupils achieve. The curriculum provided for all pupils is broad and balanced, but the timetable in reception and Year 1 is not balanced appropriately. The school's ethos for learning is very good. The care, guidance and support provided are good. Staff know the pupils well, treating them with respect. They provide a range of interesting and varied learning opportunities. Pupils achieve well because of the care and consideration that go into meeting their needs and also because of the high quality of support they receive from committed teaching assistants. The provision for pupils with special educational needs and for those for whom English is an additional language is good and promotes their learning well. Written reports to parents are unsatisfactory. Assessment is effective and used well to ensure that pupils of all abilities are taught appropriately. The school's partnership with parents is good and the community very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership and management of the headteacher are very good. He sets very high standards that highlight his vision and clear direction for the school. There is a clear emphasis on improvement which is understood well and supported by all staff, but the school development plan is not linked well to pupils' attainment. Governors know the school's strengths and weaknesses well, but do not meet all their statutory responsibilities. The school seeks best value in all its work. The school finances are managed very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school, its work and the quality of education provided. Pupils like their school and the work they are asked to do. They appreciate being involved in decision-making through the school council and the way the school cares for them.

IMPROVEMENTS NEEDED

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

- Improve standards and pupils' competency in ICT and art, particularly in Key Stage 2.
- Re-structure the time allocated to the curriculum and free time in reception and Year 1.
- Improve the school development plan so that its success criteria are linked more closely to pupil attainment.
- Ensure that annual written reports on progress are linked more closely to pupils' achievements.

and, to meet statutory requirements:

- Ensure that the governors' annual report to parents includes all the required information.
- Ensure that required policies are kept up to date.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is **good**. It is good in the Foundation Stage, satisfactory in Years 1 and 2, and good for pupils in Years 3 to 6. There are no noticeable differences between the achievements of boys and girls. Standards in the core subjects are average in Key Stage 1 and above average in Key Stage 2, except in science, where they are average but rising.

Main strengths and weaknesses

- Pupils in the Foundation Stage and Key Stage 2 achieve well.
- By the time pupils leave the school in Year 6, they have made good progress.
- Pupils in Key Stage 2 have good language and literacy skills and their competency in mathematics is good.
- Pupils with special educational needs and those for whom English is an additional language achieve well because of the good support they receive from teachers and teaching assistants.
- Pupils' standards in information and communication technology (ICT) and art are below expectations in Key Stage 2 and their competency is unsatisfactory.

Commentary

1. The 2003 National Curriculum results for Year 2 were below average in reading, average in writing and well below average in mathematics. Compared to those in similar schools, standards were average in reading, above average in writing and below average in mathematics. Results in Year 6 in the same year were well above average in English, mathematics and science. This was a very good cohort. Standards in English were in the top five per cent nationally. Compared to that in similar schools, attainment was well above average and within the top five per cent in English and science. Comparing these results to those attained when these pupils were in Year 2, standards had remained similar in English and mathematics and improved slightly in science. The 2003, results were affected by significant weaknesses and inconsistencies in the quality of teaching when these pupils were in reception and Year 1. These impacted on the standards Year 2 pupils achieved. These issues have been addressed.

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

Standards in:	School results	National results
Reading	88 (89)	84 (84)
Writing	81 (85)	81 (86)
Mathematics	88 (85)	90 (90)

There were 26 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	92 (69)	75 (75)
Mathematics	79 (90)	73 (73)
Science	79 (93)	87 (96)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

2. Results of tests at the end of Year 2 show that standards in reading have continued to drop since 2001, when they were slightly above average. Standards in writing have improved and are now average. Standards in mathematics were well below average and a significant drop since the above-average results achieved in 2001. Teachers' assessments for science were very disappointing, showing that pupils achieved standards well below the national average. Compared to those in similar schools standards were average, but very few pupils achieved the higher Level 3. The trend over time is below the national trend. Results of tests at the end of Year 6 show that standards in English and science have risen. Standards in English have been inconsistent in the last three years, having gone up and then down. However, in 2003 they were significantly good and well above the national average. Standards exceeded those attained over the last three years. Standards in mathematics were rising year on year until 2003, when they dropped, although they were still well above the national average. Standards in science have improved each year. The percentage of pupils achieving at the higher Level 5 in mathematics and science was above the national average. In all the core subjects in 2003, the high Year 6 standards are a result of focussed teaching and revision which took place in the spring term and the better quality of teaching. The trend overall is above the national trend.
3. Achievement is good overall for children in the reception and nursery classes. The nursery has only recently been established, but is already having a positive impact on standards. Children enter with standards generally lower than the national expectation, with a considerable minority with much lower than normal language and social skills and with challenging behaviour. Children make good progress. By the end of the Foundation Stage, the majority will have just achieved the Early Learning Goals, the national targets for children at the end of reception. The exception to this is the development of their personal, social and emotional skills, where the majority are likely not to attain the nationally expected level.
4. In lessons and work seen, standards achieved in Years 1 and 2 are generally average in English, mathematics and science. Pupils meet expected standards in all subjects. Standards achieved by the end of Year 6 are above average in English and mathematics, average in science and rising, but below the expected level in ICT and art. In all other subjects standards are in line with expectations. Throughout Key Stage 1 pupils achieve satisfactorily in all subjects. However, better achievement is seen when teaching is of a high standard and pupils are challenged more effectively. In Key Stage 2, pupils achieve well in English and mathematics. Achievement is satisfactory in all other subjects except ICT and art, where it is unsatisfactory. Standards are now rising in ICT, but the lack of an ICT suite prior to the inspection has had an adverse affect on pupils' learning. This is because pupils lack competency in the necessary skills. Standards have improved since the time of the last inspection, except in ICT and art.
5. Throughout the school, pupils with special educational needs and those for whom English is an additional language receive well-targeted support and a balanced range of suitable activities. As a result, they achieve well and make good progress. Parents are pleased with the progress their children make.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to school and behave **well**. Their personal development including spiritual, moral, social and cultural development is **very good**. **Very good** relationships are promoted throughout the school which have a positive impact on learning and help to create a strong sense of community. Pupils' attendance at school is **satisfactory**, as is their punctuality.

Main strengths and weaknesses

- Pupils' behaviour is good and has improved since the last inspection.
- Pupils' attitudes to learning are good and show a similar improvement.
- The school's provision for the personal development and spiritual, moral, social and cultural development of its pupils is very good.

- The school promotes very good relationships including racial harmony.
- Pupils appreciate their own and others' cultural traditions.
- The very good relationships throughout the school contribute to a supportive and secure learning environment.
- The school is doing all it can to improve unauthorised absences.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.6	School data :	1.1
National data:	5.4	National data:	0.4

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

6. When children start school in the nursery some have poor social skills. However, they begin to establish good standards of behaviour which are then maintained well throughout the school. There is no inappropriate behaviour in lessons that stops other pupils from learning. Many pupils work well together in unsupervised groups for appropriate lengths of time. For example, in English, pupils continue their reading and discussion without adult supervision. They stay on task and complete the work they have been set. This is an improvement since the last inspection, when it was noted that pupils could not work well together in groups. Throughout the school, pupils are polite and welcoming to visitors. They play well together at break times and respond well to the 'squaddie' system, where older pupils help and play with younger pupils. No bullying was seen during the inspection.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
31	0	0
5	0	0
21	0	0
6	0	0
5	0	0
3	0	0
12	0	0
5	0	0
4	0	0
41	2	0
24	0	0
42	0	0
9	0	0
21	0	0

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

7. Pupils' attitudes to school and to learning are good and have improved since the last inspection, when they were generally satisfactory. Their good attitudes have a positive impact on their progress and achievement. Pupils enjoy coming to school. In discussion with inspectors older pupils showed their appreciation for the ways in which teachers helped them to make progress, especially in English, mathematics and science. In lessons, pupils consistently maintain good levels of interest as they respond to the very good support from their teacher and teaching assistants. This was evident in a Year 1 geography lesson, for example. Just a few minutes before the end of the last lesson of the day, nearly half the pupils had their hands up, waving keenly and wanting to provide a response to their teacher's questions.
8. The school makes very good provision for the personal development of its pupils. A strong moral code, supported in part by classroom rules, help pupils understand the difference between right and wrong, and how they can contribute to the school community. Pupils take on responsibilities for various classroom duties and are involved with the School Council. Older pupils, working in pairs, lead the readings and prayers in classroom assembly once a week. One pair recently shared aspects of Islam which they had researched. Residential visits in Years 5 and 6 also foster pupils' social skills, and add further to the strong sense of community in the school. The school provides pupils with strong accounts of the values and traditions of diverse cultures. This is partly achieved in English lessons and through reading materials, and also in other subject such as mathematics, history, and music. The provision enhances the pupils' rich cultural diversity.
9. Relationships throughout the school are very good. This reflects the strong Catholic ethos of the school and the very strong sense of community that is appreciated equally by pupils, staff, parents and governors. These very good relationships served the school well during the recent turmoil caused by essential building works to improve the accommodation. It caused many difficulties for teaching and learning, but all associated with the school worked tirelessly to ensure as little disruption as possible to the pupils' education. The strength of these relationships makes a very positive contribution to the standards pupils attain. Links with St Saviour's Church are very strong and contribute significantly to pupils' spiritual development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching is good in the Foundation Stage and Key Stage 2, and satisfactory in Key Stage 1. The curriculum is broad and balanced, but the timetable in reception and Year 1 is not efficiently balanced. The very good ethos ensures that there are strengths in the care of pupils, support, advice and guidance, and in links with parents and the community.

Teaching and learning

The overall quality of teaching and learning is **good**, with particular strengths in the Foundation Stage. Overall, teaching is sound in Key Stage 1 and good in Key Stage 2. The overall quality and use of assessment are good.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage and Key Stage 2 are good. Teachers have high expectations and challenge pupils well.
- Throughout the school, teachers' planning is good and includes the effective use of resources.
- Pupils are fully engaged in their lessons, and the promotion of equality of opportunity is good.
- Assessment is used effectively to respond to individual needs. It is very good in the Foundation Stage and for pupils with special educational needs and those for whom English is an additional language.
- Teaching assistants are deployed well and contribute significantly to pupils' learning and achievement.

Commentary

10. The quality of the teaching in the Foundation Stage is overall good. No teaching was unsatisfactory. The strongest teaching seen was in creative development and in knowledge and understanding of the world. Here very good planning and good teaching methods and a vast array of activities are helping children to make good progress. Where teaching is not so strong; for example, in personal, social and emotional skills, expectations are too low or teachers' strategies are only satisfactory rather than good or very good. Assessment and record-keeping systems in the two classes are very good. Teachers and teaching assistants observe children and often record their findings. Teachers set targets for individual children too and these are working well. They are then well used to adjust the curriculum and to work with individuals. Children are prepared well for entering Key Stage 1.
11. Teaching and learning in Key Stages 1 and 2 are never less than satisfactory. Teaching and learning in Key Stage 2 are good. Some teaching and learning in Key Stage 2 are very good or excellent and have a positive effect on the standards pupils attain. The quality of teaching and learning is overall good in English and mathematics, and satisfactory in science. The Literacy and Numeracy Strategies are being used effectively throughout the school. Where teaching is very good or excellent, pupils' achievements are much better. In mathematics and design and technology, for example, the standards they attain are higher than expectations. Throughout the school, teaching and learning have improved since the last inspection. The percentage of teaching that is good or better has improved. However, standards of teaching and learning in information and communication technology (ICT) and art remain unsatisfactory, although improving in ICT.
12. In all lessons teachers have at least secure knowledge and understanding of the subjects they are teaching. In Key Stage 2, they are good and link well with their good planning and the high expectations they have of the pupils. In both key stages, teachers encourage pupils effectively, which ensures that most are on task and taking an interest in their learning. This was seen, for example, in a Year 1 music lesson on chromatic scales where pupils' listening skills were good and their ability to sing a scale accurately was above expectations. In a Year 5 science lesson on seed growth, all pupils listened intently to their teacher and were keen to answer questions and find out more. The skilled way in which the teacher probed their understanding and included the use of literacy skills in their task of writing a letter to 'Mr Greenfingers', was an excellent teaching and learning strategy. It resulted in pupils reaching standards which were their best and reinforced their knowledge and understanding. In all lessons teachers plan well to meet the range of abilities in their class. Group and individual tasks are modified effectively and this provides greater opportunity for pupils to develop skills and work independently and together. Most pupils concentrate well and achieve the learning intention by the end of lessons. However, in plenary sessions some teachers forget to remind pupils about the learning intention and whether they have achieved it or not. The beginning of some lessons is too teacher directed, with not enough interaction with pupils.
13. Pupils with special educational needs and those for whom English is an additional language are taught well within classes. The focussed support provided by skilled teaching assistants ensures that they are fully included in lessons, learn well, make good progress and achieve well. Teachers include these pupils consistently in whole-class sessions. Group tasks are appropriately modified to ensure that they learn and make progress. In well-planned and managed small withdrawal groups the quality of teaching is good and pupils make good progress and achieve well. Teachers know these pupils well and assessment, tracking and record keeping are very good.
14. Assessment information is good. The analysis of whole-school performance in national and optional tests is very good. This information is built up as pupils move through the school. The use of assessment in classrooms is sound, but many co-ordinators are looking at assessment to ensure that it meets the needs of the school and helps raise standards further. In science, for example, the co-ordinator is trialling a new assessment package which is already proving successful in more-accurately recording what pupils know and understand and the skills they

have acquired. It is having a positive impact on raising standards in Year 2 for example. The quality of marking is good, with many teachers setting short-term targets for improvement.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	20	14	0	0	0

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

The curriculum

The quality of curriculum opportunities provided by the school is **satisfactory**, with good provision for extra-curricular activities. The quality of accommodation is **good** and resources **satisfactory**.

Main strengths and weaknesses

- Accommodation is better than at the time of the last inspection.
- The curriculum is reasonably well balanced. The time between units of work is too long in some foundation subjects.
- The content of the curriculum for the children in the nursery and reception is good and sometimes very good, but time allotted to the curriculum and free time is sometimes not well used in the reception class and Year 1.
- The provision for special educational needs is good.
- The school provides good opportunities for learning outside the school day through clubs, visits and coaching from Millwall Football Club and Blackheath Rugby Club.

Commentary

15. The curriculum is satisfactory. It meets the statutory requirements of the National Curriculum. The school has a satisfactory curriculum for personal development, and the oldest pupils receive drug education. A school-wide programme for citizenship is in the early stages of development. The amount of time given to different areas of the curriculum is satisfactory, but within some subjects, such as art and geography, the placing of topics within different years is unbalanced. History and geography are taught in term-long units; this causes the length of time between units of work to be over-long, so that, for instance, from Year 5 to Year 6 there is a two-term gap in geography. This leads to skills and knowledge being forgotten.
16. Equality of access and opportunity is good. There is good provision for pupils with special educational needs and those for whom English is an additional language. Early assessment of their needs ensures that a balanced and supportive curriculum is provided for them that is developed well by teachers and by the effective skills of the school's very good teaching assistants.
17. The curriculum provided in the nursery and reception is good, and very good for knowledge and understanding of the world and for physical development. A generally good, and sometimes very good, range of activities is planned carefully and based correctly on the six areas of learning for children of this age group. Provision is good for children with special educational needs and for those in the early stages of learning English. The skilled teaching assistant is very good at supporting teaching and learning and meeting children's needs. Time allocated to the curriculum, especially at the end of sessions, is not always well used in the reception class and in the Year 1 class. There are periods where the timetable has not been planned appropriately. As a result, 'time-filling' activities such as tidying up and having milk encroach on time that could be better used for learning or a timetabled play

18. The curriculum is enhanced well by a good range of extra activities such as choir, and clubs such as computing. The provision for extra-curricular activities has a positive effect on pupils' enthusiasm for school. Good use is made of visits to places of educational and cultural interest, with all age groups going somewhere as part of their learning each term. A good number of visitors come into the school to work with pupils. There are also two residential visits for pupils in Years 5 and 6. These visits support the work of the curriculum as well as focusing on personal and group-work skills and improving self-confidence. Links with the community provide pupils with good opportunities for enrichment of their learning; for example, those established with professional sports clubs. The parents, teachers and friends association makes substantial financial contributions to enable residential visits to go ahead.
19. The accommodation is good. The recent rebuilding of the junior department of the school and the building of a nursery unit have greatly enhanced the accommodation, both physically and for the school's ethos. The new classrooms are light, airy and of a good size. With the new library, the computer suite and the extra group-work spaces the school is better able to provide for the curriculum. Outside accommodation is used well, especially for the nursery and reception classes. However, there are no grassed areas or a sports field and the playground slopes. This limits the development of outside games skills. Resources are good for the Foundation Stage but there are not enough big books. Resources are satisfactory for the rest of the school. There is good provision of support staff who contribute significantly to the pupils' learning and the standards they achieve.

Care, guidance and support

Care for pupils is **good** and ensures that they are happy and feel safe in school. Pupils are given **good** advice as a result of checking their work. Their involvement in the work of the school is **good**.

Main strengths and weaknesses

- Induction arrangements for children joining the nursery are very good.
- Procedures to ensure pupils' health and safety are effective.
- There is good awareness of the needs of individual pupils, and work is well matched to their abilities.
- Policies and procedures are regularly updated to ensure a high level of care. However, there is no policy on drugs misuse.
- Improved playground facilities have improved behaviour.
- There are good opportunities for pupils to influence the work of the school.
- The after-school club is fully registered and supported well.

Commentary

20. Regular health-and-safety checks are carried out to ensure that pupils are working in a safe environment. Procedures to deal with accidents and emergencies are thorough and a new duplicated record sheet to record and advise parents of any serious mishaps is working extremely well. The headteacher is designated as responsible for matters of child protection, and all staff are aware of the need for vigilance. The individual needs of looked-after children are well known and their progress is appropriately monitored. As a result, they make good progress and achieve well when compared to their prior attainment.
21. Teachers know their pupils well. Their progress is checked carefully and work is adjusted to meet their personal needs. As a result, they achieve well. Parents feel very welcome in school and appreciate that both the headteacher and staff make themselves available to discuss any worries or concerns. The learning mentor is committed to helping pupils get the most out of their time at school and has established good links with the parents of children she works with. These pupils are developing in confidence and are making good progress.

22. Governors make sure that their policies and procedures are reviewed regularly, consistent and up to date. This has a significant impact on how settled and happy pupils feel. There is, however, no policy for dealing with drugs misuse. Whilst this does not affect pupils' achievement, it is nonetheless a requirement.
23. Playground facilities are much improved since the time of the last inspection and the school does all it can to mitigate the effect its slope and size have on pupils' behaviour at break times. During the inspection pupils made very good use of the playground markings and toys, as well as the benches and quiet area. Children in the nursery and reception equally get a lot of enjoyment from their outdoor toys and equipment. This, combined with the high level of supervision that is given by all the staff, makes playtime pleasant for the children. However, there is some inconsistency in the way pupils are dealt with by support staff, particularly at lunchtime. As a result, pupils' response is not always positive.
24. The school council provides very good opportunities for pupils to make their views known, and they are pleased that their ideas are taken seriously. For example, pupils on the council have ensured that the views of all the children were taken into account when reorganizing the playground, and are currently monitoring school dinners.

Partnership with parents, other schools and the community

The **good** partnership with parents and **very good** links with the community contribute significantly to pupils' achievements. Links with other schools are **satisfactory**.

Main strengths and weaknesses

- Parents receive plenty of information about the school and what their children are learning.
- Annual written reports on progress are unsatisfactory.
- There are good opportunities for parents to meet the staff and they feel that their relationships with the school are good.
- Very good links with the community promote pupils' personal development.
- There is a good range of initiatives to include parents in the life of the school and help them to support their children.
- The governors' annual report is missing some of the required information.

Commentary

25. The school works effectively with parents. It gives them plenty of information about what is going on and about the work their children are doing. Diaries are used well to communicate homework requirements and there are a good number of opportunities for them to meet with their children's teachers to keep abreast of how well they are doing. However, the information they get in the end-of-year reports is unsatisfactory. This is because it is generally too descriptive, not really giving enough information about progress and how children might improve their work or move on. Their presentation is also unsatisfactory as they are all handwritten and in some cases the teacher's handwriting is difficult to read. Parents also have concerns about their quality and the lack of targets for improvement.
26. Parents appreciate the friendly and caring atmosphere and feel that this is a true community school. They value the commitment of the PTFA (Parents, teachers and friends association), which organizes social and fundraising events to help provide extra resources for pupils, such as computer and play equipment. It is providing new parents with a good way to become involved with the school and in helping support their children's learning.
27. As at the time of the last inspection, the governors' annual report remains a very long document. It does not contain all of the necessary information and is therefore not meeting statutory requirements. For example, it does not give parents information about how the school supports the admission and inclusion of pupils with disabilities, does not share the school's assessment

targets for Year 6 pupils and does not give the national comparatives for standardised tests. This is unsatisfactory.

28. Very good links with the community help to promote pupils' participation in art, music and sport. This is a significant improvement since the time of the last inspection. Pupils are involved in community initiatives such as the Lewisham community Christmas procession, for which they made lanterns and costumes, and the Lewisham People's Day, for which they made mosaics and performed an Afro-Caribbean dance display.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. School governance is satisfactory.

Main strengths and weaknesses

- The leadership provided by the headteacher is very good.
- The ethos of the school is very good and built on strong Catholic values.
- The governing body has significant strengths, but it does not meet some of its statutory responsibilities. None of these omissions affect standards.
- Leaders are very good role models for other staff and pupils.
- There are strengths within subject leadership and management.
- The school's application of best-value principles is very good.
- The finances of the school are managed very well.
- The school development plan requires restructuring so that priorities are more clearly linked to pupils' attainment.
- Support staff contribute very well to the daily running of the school and are a strength.
- The headteacher is committed to meeting the needs of the community.

Commentary

29. The headteacher joined the school just before the last inspection. Since that time he has been successful in ensuring that the school's Catholic ethos is evident in all aspects of school life, moving the school forward, creating a committed and supportive staff team, and raising standards. The 2003 national test results at the end of Key Stage 2 were the best in Lewisham. Recent staff changes have meant that the senior management team (SMT) consists only of the headteacher and his deputy. Whilst they work well together and have complementary skills they have rightly identified the need to appoint a suitably qualified teacher to join them. However, the good leadership and management provided by the co-ordinators for English, mathematics and special educational needs have ensured that the headteacher's vision and high aspirations for school improvement have been supported well. The school is seeking to appoint an experienced Foundation Stage co-ordinator to further strengthen the team. The headteacher manages the Foundation Stage at the moment.

30. Overall, governance is at least satisfactory with good and very good features. However, the governing body does not fulfil its statutory responsibilities in ensuring that all the information required is included in their annual report to parents and that required policies are up-to-date. Mainly, it has not informed parents about its provision for the admission and support for pupils with disabilities or provided parents with the school's targets for the 2004 Key Stage 2 assessments in its annual report. Despite this, the governing body has strengths and improved since the last inspection. Many governors know the school's strengths and weaknesses well and are very focussed in their support for the headteacher and in helping shape the vision and direction of the school. The performance of the school is scrutinised effectively and governors are keen to ensure that the improvements made over the last few years are maintained and future priorities addressed effectively. The school's finances are managed very well and there is very good implementation of the principles of best value. Some parents voice concern that they do not know members of the governing body. However, despite governors ensuring that parents receive newsletters and their work is published in the parish news, few parents attended the

governors' annual meeting for parents. The governing body has appointed a number of link governors who have started to visit the school and see it at work. The governing body was a significant strength in ensuring the recently finished new building met the specific needs of the school. They should be complemented on their achievements.

31. The vision of the headteacher has been clearly communicated to all staff. There is a strong team spirit throughout the school that has been crucial in supporting school improvements despite some staff being new to the school and others lacking experience. The management of recruitment has been very good and this has ensured that the quality of teaching and learning is frequently good or better. There is no unsatisfactory teaching or learning. Staff meetings and training are focussed on school improvement and raising standards. This has been supported well through good monitoring of the school's performance, reviewing patterns and taking the necessary action, for example improving the standards pupils attained in the end of Key Stage 2 national tests in 2003 to well above average. The headteacher and key staff regularly monitor standards throughout the school and provide colleagues with valuable feedback. This is helping raise standards.
32. The headteacher is committed to meeting the needs of the community. He works well with parents, the Church and local businesses and community organizations to ensure that pupils benefit from the support these various groups can give. This is successfully encouraging a strong community feel in the school, which is highly valued by parents, and impacting positively on pupils' achievements by broadening their opportunities.
33. Subject co-ordinators are in place for most subjects except art and music. Many co-ordinators are new to their roles. Some are very confident and have already evaluated the subject policy and scheme of work and made recommendations for improvement. However, apart from the co-ordinators for English and mathematics, they have been unable to get into classes but they have monitored standards through sampling pupils' work, and meeting staff. This is helping raise standards. Special educational needs is managed well by the deputy headteacher. She has ensured that pupils are well supported throughout the school and they achieve well. Assessments, record keeping and tracking are very good.
34. The school improvement plan is comprehensive, covering a five-year period up to 2005. It is a working document and kept up-dated to take into account the developing needs of the school. It is closely linked to school finances but the measurable success criteria are vague and are not linked to pupils' attainment. Whilst the focus for school improvement is accurately stated term by term, it is not easy to identify the main priorities and the order in which they will be addressed and how staff will be involved and supported in achieving them. The headteacher and governors are aware of this weakness and it has already started to form a focus for action. In addition, co-ordinators' action plans lack clearer focus on priorities and the time span for achieving them. They also lack budget forecasts.
35. A significant aid to raising achievement is the dedication and hard work of all staff, including the very good support staff. Despite being a good school, there are recruitment difficulties caused by the fact that there is no car park and local parking is expensive and limited.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	661,643	Balance from previous year	9,121
Total expenditure	638,643	Balance carried forward to the next	23,000
Expenditure per pupil	2,191		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision for children in the Foundation Stage is **good**. This is the same finding as the last inspection. The school has a nursery unit, which has only recently opened. This is providing children with a good introduction to their education. Children start in the reception class in September and the rest after Christmas of the year in which they are five. Children will attend the nursery prior to this for three to five terms. All children achieve well because the teaching is good in both classes and the good curriculum is well planned to provide a very wide range of interesting and relevant activities that are well suited to their needs. Both classes have large teams of adults working in them. They work well together and manage the children's daily lives well. Children start in the nursery class with standards lower than those expected nationally, with a considerable minority with much lower than normal language and social skills and with challenging behaviour. Children make good progress. When they start Year 1 the majority of children will have just achieved average standards in the Early Learning Goals. The exception to this is their development of personal, social and emotional skills where the majority are likely not to attain the nationally expected level.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children are given very good opportunities to make choices about their play activities, a weakness at the time of the last inspection.
- Supportive relationships are established so children feel confident and happy.
- Many children do not concentrate for appropriate lengths of time.

Commentary

37. Teaching is satisfactory with some good features. This area of learning receives a suitable amount of attention in both classrooms. However, it is likely that by the time they leave the key stage that standards will be below those found nationally. Staff provide a very wide range of activities from which, for large parts of each day, children make personal choices. This element of the school's provision was judged to be unsatisfactory at the time of the last inspection. While children select tasks well for themselves, many do not persist for an appropriate length of time or maintain concentration and attention sufficiently in groups.

38. Children receive a good welcome from staff at the start of the day and this helps form the good relationships evident in the classrooms. Children are appropriately taught to understand right from wrong. In the nursery, particularly, much time is taken in helping children to understand the need to share and take turns and appreciate how the other child is feeling, which many of them find difficult. Children are encouraged well by staff to feel confident, to contribute their ideas and speak up in large and small groups and to listen to the views of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Standards, by the time children move to Year 1, are average and children achieve well over the two years in the Foundation Stage from their lower than expected starting point.
- Teaching and learning are good with a good wide range of activities provided.

- Teachers' expectations are good for speaking and listening, but for reading and writing they are only satisfactory.
- Assessment is very thorough. In both classes it is used well to set targets for individual children.
- Support staff are well used to extend children's learning.

Commentary

39. Teaching and learning are good. Adults plan a wide range of interesting activities. As a result, the majority of children are on course to meet the expected standard by the end of the reception year. All children achieve well, including those with special educational needs or in the early stages of learning English. All staff stress language development. They take good opportunity during activities to develop children's vocabulary through questioning and explaining. For example, when children taste fruit in the reception class, the teacher adds in words like 'juicy' and 'sweet'.

40. Staff support and teach the children well for the early stages of learning to read and write. Handwriting is taught regularly and children encouraged to use a cursive style of script right from the start, which is good. Most children finish the year with handwriting in line with that found nationally. Adults teach children the 'sounds' of letters in words well. In the nursery, children are helped to recognise the initial letter sound of their names. In the reception class, actions and games are used well to extend and reinforce their knowledge. As a consequence, higher attaining children read simple text satisfactory and use their knowledge of sounds to help them read unfamiliar words. Staff read books to groups to help too but sometimes the writing is not big enough and the learning then is only satisfactory. Also, in the reception class, staff expectations for children's development in reading and writing are satisfactory rather than good and opportunities are therefore being missed to extend children's learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a good range of activities to support learning which ensures that children achieve well from a lower than average starting point.
- Children's standards are satisfactory by the time they move to the Year 1 class.

Commentary

41. Teaching and learning are good. Teachers plan a good range of interesting and suitable tasks to help children extend their mathematics knowledge and skills; consequently children are keen to practise and this in turn helps improve their skills. Children achieve well from their initial low starting point. Activities, such as counting in one and twos, working out which is the heavier of two objects by holding them, and learning shape names of wooden bricks as they build with them in the nursery all help. As a result of their very good assessment, staff provide a good range of differing tasks and teaching for the different ability levels of children in their classes. The constantly changing tasks provided help sustain the children's interest well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide a very good interesting range of activities to develop children's understanding of the world around them.
- Children's achievement is good.

- Computers are well used.

Commentary

42. Teaching and learning are good; as a consequence, children make good progress and achieve well. Most are working at the level expected for their age because of the very good wide curriculum being provided for them. Activities in the nursery, such as working in the post office with stamps that 'have to be stuck on' and the wrapping of parcels, writing labels and then taking them to be weighed, provide good experiences for many areas of learning. Good use is made of taking photographs, both of the children and of activities in the school. For example, in the designing and painting of a snake outside the reception class's play area, the stages of its creation were photographed and used to help develop children's understanding of change. Children are successfully introduced to computers and a wide range of programs are used, such as a 'worm hunt' in the reception class. This furthers children's understanding of natural objects and life cycles as well as increasing their understanding of information and communication technology.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children achieve well, with good control of their bodies when playing on wheeled toys outside and using the small netball goal.
- Children's ability to manipulate small objects is in line with expectations as a result of the many very good activities provided.

Commentary

43. The teaching of physical development is good. Most children start school with physical abilities that are in line with those normally found for skills such as running safely and pushing bikes and trolleys. In both year groups the good outside areas are well used to extend children's abilities still further so that by the end of the year they are likely to exceed the national average for large whole body movements. In both classes staff pay very good attention to the development of small fine movements, by providing a very wide and ever changing selection of activities. As a result, the children's ability for fine movements is in line with the average found, from a lower than average starting point. This helps in the development of their handwriting too.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children's knowledge, understanding and skills are at an appropriate level for their age. Owing to good teaching, children are given a wide variety of opportunities to work with different media and learn a range of art techniques.

Commentary

44. All abilities of children enjoy and join in well with creative activities and, as a result, are achieving well. They enjoy the lessons, such as playing freely with musical instruments outside in the nursery class or making collages or bathing dolls. In the reception class good connections with their knowledge and understanding of themselves are formed as they draw pictures of themselves as babies and now. Support staff contribute to children's learning well by

successfully helping them to extend their play in the 'post office' or to dress up or make a model of a giraffe. Just occasionally children's imaginative play becomes destructive rather than constructive.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well by the age of 11.
- The quality of teaching is overall good.
- Successful innovations, such as writing days and improved resources, have helped raise standards.
- The quality of handwriting is good through the school.
- There is very good leadership and management to support teaching and learning.
- Teaching and learning are monitored regularly.

Commentary

45. Pupils, including those with special educational needs and those for whom English is an additional language, achieve well by the age of 11. Standards in the 2003 national tests were below average in reading and average in writing for seven-year-olds. Compared to similar schools, standards were average in reading and above average in writing. Results in Year 6 in the same year were well above average in English. Standards in English were the best in Lewisham and in the top five per cent nationally and when compared to schools of similar context. The performance of 11 year olds has improved markedly over the last three years. Inspection evidence finds that standards in Year 2 are average overall, and above average in Year 6. This shows a good improvement since the last inspection where writing was judged below average.
46. Speaking and listening skills are sound in Years 1 and 2 and good in Years 3 to 6. Pupils are provided with many opportunities to speak in class and are becoming confident communicators. Most pupils listen attentively to their teachers and each other and respond appropriately. Higher attaining pupils demonstrate very good listening skills, for example in science lessons in Year 5, and speak with confidence and understanding when discussing the growth of seeds. Pupils in Year 1 listen well to their teacher in music and use suitable vocabulary when explaining how notes and simple tunes go up and come down. However, in some lessons, there is too much 'teacher' and not enough opportunities for pupils to develop speaking skills. In good work assemblies pupils are encouraged to develop confidence when speaking to the whole school. For example, when 'squaddies' are involved in handing out merit awards to pupils who have behaved well in the playground.
47. The reading standards of most pupils meet national expectations and for many pupils exceed them. Most pupils develop their reading skills well as they pass through the school. Year 6 pupils discuss their favourite authors and suggest reasons for their likes and dislikes. They read poetry well and make sound judgements about character, plot, inference and analysis. Reading records show that most pupils are encouraged to read in school and at home from an early age. In each classroom, there is a range of reading material including words and phrases from other cultures. However, the library is new and in the process of development. A wide range of books is currently limited. In all lessons, there are frequent opportunities for pupils to read whether it be from the whiteboard, textbooks or their own work. Reading has high priority in the school. By Year 6, the majority of pupils read fluently and with expression that reflects the meaning of the text.

48. Attainment in writing is average in Years 1 and 2 and overall above average in Years 3 to 6. Standards have improved steadily due to the many opportunities pupils have for writing and the focus of teachers' marking on literacy skills. Pupils in Year 5 write good letters to 'Mr Greenfingers' when writing about their science work. Pupils in Year 2 demonstrate sound evaluative skills when writing about their playground rides in design and technology. However, the use of computers to assist writing is not comprehensively developed and as a result, pupils lack competency using the special writing features associated with 'Word' for example.
49. A number of practices have been introduced to help raise standards. These include a whole school 'writing day' each term. This is useful, not only to assess the progress of each pupil, it has also helped teachers to sharpen their skills of identifying criteria for assessment. Volunteers visit the school regularly to hear pupils read. In addition to the literacy hour, there are daily reading sessions, which have a different focus for five groups for each weekday. These sustain pupils' reading skills, and increase their confidence for reading aloud. Individual writing targets have been introduced for pupils, although pupils are not always sufficiently familiar with them.
50. Pupils with special educational needs and those for whom English is an additional language achieve well and make good progress. Pupils are supported well through a balanced programme that includes effective support from teaching assistants in class as well as more specialised support from the special educational needs co-ordinator in withdrawal groups. Pupils who are at the early stages of English language acquisition make good progress and achieve well because of the good support they receive in class from a specialist teacher. Careful monitoring of their progress enables support to be targeted appropriately.
51. Resources, including the range of books, have been expanded to support learning. The new library is continuing to develop. Pupils' learning is supported well in some classrooms, which offer text rich environments and provide attractive reading areas.
52. Handwriting is taught through the school to Year 5. This is reflected in the consistently good standards of handwriting seen, and also in the good presentation of work. Year 2 pupils commonly use joined up writing, which also shows an improvement since the time of the last report. Pupils take pride in presenting their work. When marking, most teachers provide helpful comments, which help pupils know how to improve.
53. The quality of teaching and learning is good overall. This is an improvement since the last inspection. The regular monitoring of lessons by the subject co-ordinator and by the headteacher also builds staff expertise. Teachers make most lessons interesting and successfully engage the pupils so that all are included in their learning. Teaching assistants consistently make a good contribution to pupils' learning. Features of the best lessons include a very lively pace and very good levels of challenge linked to good support and encouragement of pupils. In one lesson observed, there was reference back to learning objectives during the lesson, as well as in the plenary when pupils were asked to consider how well they had achieved. In many lessons opportunities for getting pupils to assess their own learning in this way are frequently missed.
54. Leadership and management are very good and have improved since the time of the last inspection. There are good systems for assessing and recording pupils' progress. Targeted support is then provided for groups or individuals and this links well to lesson planning and the deployment of teaching assistants. The school has identified speaking and listening as an area for further development. However, not all pupils are aware of their personal targets for improvement despite targets being written in the front of their exercise books.

Language and literacy across the curriculum

55. Throughout the school pupils' literacy skills are promoted satisfactorily through a range of subjects and activities. For example, writing notes and keeping records in science and writing reports on events in history. In history, simple role-play increases opportunities for speaking and

listening, as well as motivating the pupils to achieve at higher levels. However, the limited use of information and communication technology does not enhance pupils' literacy skills.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standard are overall above average in Key Stage 2.
- All groups of pupils achieve well over their time.
- In the national test for 2003, Year 6 pupils' standards were extremely high when compared with all schools and very high when compared with similar schools.
- Teaching is satisfactory overall at Key Stage 1 and good at Key Stage 2 with some particularly strong teaching in the top two year groups.
- The current system for individual target setting with pupils is confusing.
- Assessment and record keeping are good.
- Teaching assistants provide good support.

Commentary

56. The 2003 National Curriculum results for Year 2 were well below average in mathematics. Compared to similar schools, standards were equally below average. Results in Year 6 in the same year were well above average. This was a good cohort of pupils. Comparing these results to those attained when these pupils were in Year 2, standards had remained similar in mathematics. The 2003, results were affected by significant weaknesses and inconsistencies in the quality of teaching when these pupils were in reception and Year 1. These impacted on the standards Year 2 pupils achieved. The school has worked hard to address these issues and standards in 2004 are expected to be higher.
57. Standards are better now than at the time of the last inspection because of the good teaching pupils receive. Also, identified high attaining pupils, such as in Years 5 and 6 are being well challenged and are working at advanced levels. Pupils with special educational needs and those in the early stages of learning English are well supported and achieve well. Teachers make good use of the start and the end of the lessons to probe pupils' understanding and help them clarify and reinforce their thinking. In most lessons teachers use lively and varied teaching methods to hold pupils' interest and help them learn. Pupils are given good opportunities to develop methods for working out answers mentally and having quick recall of number facts. At the top of the school pupils enjoy these mental mathematics sessions particularly. When practising mental arithmetic facts, teachers are good at using methods that ensure that all pupils take part. The pace in lessons is good and sometimes very good.
58. Teaching and learning are overall satisfactory in Key Stage 1 and good in Key Stage 2. As a result of good teaching, and sometimes very good and excellent teaching, pupils achieve well. Standards have improved since the last inspection and are now above average at the end of Year 6. Teachers have a good knowledge of the curriculum and they explain methods clearly. Teachers are correctly putting a greater emphasis on problem solving and pupils being able to generalise and explain their thinking. Standards in presentation of pupils' work are generally good, but pupils are not consistently encouraged to record the learning objective of the lesson, and occasionally they forget what they are trying to learn or improve. Teachers' good behaviour management ensures a lively but productive atmosphere in classrooms and as a result, nearly all pupils are confident, attentive and hard working. The quality of assessment is overall good. It is thorough and used well to inform planning and in responding to the needs of individuals. This is reflected well in the way teachers ensure that work is matched to ability.
59. The leadership and management of mathematics are good. Much monitoring of teaching and standards is taking place. As a result, the co-ordinator is well aware of the strengths and

weaknesses in provision. However, the school development plan does not fully reflect this knowledge and is only satisfactory in its clarity to help develop the subject and raise pupils' attainment further. Homework is regularly set and well used to reinforce learning. Resources are generally good. There is a good assessment and record keeping system in place. The current system in place for individual target setting with pupils is inconsistent and, as a consequence, pupils are not sufficiently clear what they need to do to improve.

Mathematics across the curriculum

60. Opportunities for using and applying of mathematics in other areas of the curriculum are good. Pupils are beginning to use their mathematics skills well in subjects such as in information and communication technology, where Year 4 pupils record their data and produce different colourful graphs of the favourite animal of members of their family. Pupils are encouraged to use mathematics knowledge and skills in subjects such as geography where pupils record and compare rainfall levels in two locations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards achieved in the 2003 National Curriculum tests at the end of Key Stage 2 were well above average.
- A broad and balanced curriculum is provided for all pupils.
- Where there are good teaching standards pupils' achievements are higher.
- Pupils are keen, enthusiastic and work well.
- All pupils are sufficiently challenged and well managed.
- Scientific enquiry through exploration and investigation is underdeveloped.

Commentary

61. Standards in science in Key Stage 2 have improved since the last report in 1998. At that time, they were judged below average. However, standards attained by pupils in Key Stage 1 were judged above average. Since that time, standards have changed with teacher's assessments for pupils in Year 2 in 2003 showing standards to be well below average compared to those found nationally and when compared to similar schools. The school's assessments of performance indicate that weak and inconsistent teaching when these pupils were in reception and Year 1 was a key factor in such poor results. The school has now made changes and inspectors' judgements show that standards for seven year olds are now in line with the national average and improving.

62. In the National Curriculum tests for 2003, standards were the best in Lewisham and well above the national average for eleven year olds and within the top five per cent when compared to similar schools. This was a good group of pupils for the school. Standards had remained consistently high since these pupils were in Year 2. The percentage of pupils achieving the higher Level 5 was well above the national average. However, in lessons seen and through the scrutiny of pupils' work, inspectors' judgements are that standards attained by the present group of pupils are currently in line with those seen nationally. The school is soon to revisit areas of the science curriculum to ensure pupils' knowledge and understanding is fresh and that they give of their best in the 2004 national tests. Indicators through monitoring and tracking show that the standard seen now will have improved by that time.

63. In both key stages, the standards pupils attain are closely linked to the quality of teaching and the opportunities provided to develop experimental and investigative skills. Whilst the scrutiny of work shows pupils are provided with a broad and balanced curriculum, there is frequently a lack of opportunity to develop scientific enquiry such as asking questions and predicting outcomes.

However, in both key stages, pupils present their work in a variety of ways including written work, tables, charts and diagrams. Information and communication technology (ICT) is not used to support learning and highlights pupils' lack of competency in using ICT in science.

64. Pupils achieve satisfactorily in both key stages although there is evidence of good achievement in Year 2 and very good achievement in Year 5. Achievement is closely linked to the quality of teaching and the impact that this has on better learning opportunities. Pupils with special educational needs and those for whom English is an additional language achieve well compared to their prior attainment. This is because they are supported very well by skilled teaching assistants and because teachers ensure that work is matched to their ability. There are no noticeable differences in the standards achieved by boys and girls.
65. Overall, teaching and learning are satisfactory although the scrutiny of work shows that teaching and learning is of a higher standard in Year 2 and Year 5. Consistently high standards of teaching in Year 5 are ensuring that pupils achieve well and the standards they attain are above expectations. The quality of their written work and diagrams reflects the importance that is placed on challenge, standards and presentation. These pupils also show the impact of good English teaching in their use of literacy skills.
66. In all lessons, teachers demonstrate secure knowledge and understanding and communicate their enthusiasm well. They consistently encourage and support pupils, keeping them focussed and on task. In all classes, teachers ensure good behaviour and this supports pupils' learning and their achievements. Teachers use a range of suitable question and answer sessions, but some are inclined to direct the pupils too much rather than exploring the pupils' thoughts and their ability to pose questions and predict outcomes. In the best lessons, teachers frequently remind pupils about the learning intentions and at the end of the lesson they effectively assess and evaluate how well pupils have achieved them.
67. The leadership and management of the subject are sound. The co-ordinator does not have time to monitor standards in classrooms, but does monitor pupils' work and provide staff with valuable feedback. She has rightly identified the need to ensure that scientific enquiry is developed throughout the school and that there is a need to improve assessment arrangements. The school is currently trialling a better assessment format that makes monitoring and tracking pupils' performance easier. Resources are adequate and in the process of improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- At the end of Key Stage 2 standards are below expectations.
- Standards at the end of Key Stage 1 are in line with national expectations.
- The curriculum has not been fully taught in the past.
- Gaps in pupils' learning show that teaching overall was unsatisfactory due to poor resourcing.
- During the inspection, teaching was never less than satisfactory and one lesson was excellent.
- Recently, resources in the subject have improved considerably.

Commentary

68. Standards by the end of Year 2 are in line with those found nationally but by the end of Year 6 standards are below national expectations. These findings are similar to those of the last inspection for Year 6, but better for the Year 2 pupils. This is the result of insufficient learning experiences, in particular aspects such as of control technology being given to the older pupils. Until very recently, there was a lack of resources in the subject. This has affected standards seen now. As a result, achievement is satisfactory in Key Stage 1 and unsatisfactory at Key

Stage 2. However, achievement seen during the inspection was always at least satisfactory and was good overall. This indicated that the school is on track to raise standards in the future.

69. The school has a new computer suite and good new equipment to enable the whole curriculum to be taught and requirements met. School development plans are now in place to train staff in the use of this new equipment in order to ensure that standards improve and that the whole curriculum content is taught to the correct level.
70. The quality of teaching and learning in lessons seen was all satisfactory or good, with one excellent mathematics combined with ICT lesson observed. In this Year 5 lesson, the teacher's very high expectations, excellent teaching methods and pace enabled pupils to use computers very well to draw different rectangles and investigate resultant areas. Her own specialist mathematics subject knowledge was used well to help pupils learn. As a result, all abilities of pupils in the class, including those with special educational needs and those for whom English is an additional language, achieved well in this lesson.
71. Conversations with pupils and an examination of their work, shows that they are keen to master computers and enjoy their lessons. For example, in a Year 4 lesson where, with instruction, pupils competently input the data they were given to form a block graph successfully and then correctly interpret the results. However, most pupils' current level of competency is unsatisfactory and this affects the standards they attain.
72. The headteacher, in the absences of a member of staff, is currently undertaking leadership and management of the subject. It is satisfactory. He has a clear understanding of what needs doing to ensure that the programmes of study are taught fully. The use of national guidance as the bases for planning is helping to ensure that all pupils experience the expected subject strands.

Information and communication technology across the curriculum

73. Good use is now being made of information and communication technology in other subjects although this was not seen during the inspection. For example, pupils use it in mathematics and in geography to good effect. However, it is not developed well to support learning in science. Teachers' planning, observations in other subject lessons and conversations with pupils confirm that classroom computers are regularly used, such as Year 5 where they use the internet to find out about the Victorians.

HUMANITIES

Geography

Due to the school's timetable arrangements, only one lesson was observed in geography during the inspection. It is not possible to make an overall judgement about the quality of provision or the quality of teaching and learning.

Commentary

74. It was possible to talk with pupils, and with staff, and to sample pupils' work, and to see teachers' planning. There is every indication from these sources that standards are broadly in line with those expected.
75. Pupils enjoy geography. They like practical work. Field visits enhance their learning. Pupils develop a sound understanding of places, and of environmental issues. They have experience of map work. The local area is effectively used as a source in infant and junior classes. Curriculum planning draws upon national guidelines but insufficient attention has been given to ensuring a regular development in pupils' skills and understanding as they pass through the school.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teaching is good.
- Visits support pupils' learning well.
- Curriculum planning does not ensure steady progression in skills and understanding.

Commentary

76. Standards of attainment are broadly in line with expectations in Year 6, and this maintains the position noted at the time of the last inspection. Pupils with special educational needs and those for whom English is an additional language make good progress and are well supported.
77. The overall quality of teaching and learning is good. This is an improvement since the last report. It is clear that a range of visits plays an important part in making the work interesting and relevant, and thus boosts learning. Pupils talk enthusiastically of their visits to museums, and their learning of topics such as Victorian school days is enriched by role play experiences. Year 2 pupils study artefacts, and local houses, to develop their knowledge and understanding of differences in living conditions, now and in the past. Simple role play is also used well to enrich learning. This was seen with Year 4 pupils as they develop good understanding in their work on difficulties in the marriage of Henry VIII and Catherine of Aragon.
78. The curriculum topics use national guidelines. However, as pupils pass through the school, the scheme of work does not provide for the steady progression in skills of enquiry and use of evidence and in understanding how past events are represented and interpreted. This limits a more rapid rise in pupils' knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision for art and design is **unsatisfactory**, as it was at the time of the last inspection.

Main strengths and weaknesses

- Standards are in line with national expectations at the end of Year 2 but below the expected level at the end of Year 6.
- The curriculum in art and design is unbalanced.
- Pupils are rarely given a choice of media or taught properly how to use particular methods or materials. Pupils' use of sketchbooks to explore ideas is underdeveloped.

Commentary

79. Standards in art are satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. The quality of teaching and learning is satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2.
80. Skills of observational drawing and painting are weak in Year 6. While individual pupils and groups lower down the key stage produce satisfactory work for their age, taken as a whole, standards are below the average expected nationally. This is because teachers lack the confidence and the appropriate knowledge to teach skills such as using watercolour or in providing the correct paper for the medium. Work is built around the government recommended units of work. However, pupils are given too little choice of materials so finished work looks very similar in effect and too little evaluation of different media is undertaken. In discussion with pupils, those at the top of the school remember very little about artists they have studied. The

range of artists presented to them is generally narrow. In both key stages, where teachers are enthusiastic and knowledgeable, pupils make good progress and achieve well. Links with other subjects, such as history, are well founded. Resources are satisfactory. The subject lacks leadership. As a result, long-term curriculum planning lacks balance, with no three-dimensional units being undertaken from Year 1 to the end of Year 5 and then two done in Year 6.

Design and technology

Due to the school's timetable arrangements it was not possible to form overall judgements about the effectiveness of provision in design and technology.

Main strengths and weaknesses

- Standards have improved since the time of the last inspection.
- Pupils achieve well and make good progress.
- The subject is soundly led and managed.

Commentary

81. From the scrutiny of work, teachers' planning, their records and discussion with teachers and pupils, standards are broadly in line with those expected at the end of Key Stages 1 and 2. Standards have improved since the time of the last inspection when they were judged to be below expectations. In lessons seen now, pupils achieve well and make good progress.
82. By the end of Year 2, pupils use the design process well to design and then make playground rides. They have a sound grasp of the design process and this is reflected in their sketches, notes and evaluations. They work well in pairs and show due regard for the quality of materials and its structural qualities. For example, when making towers from spaghetti and marshmallows.
83. From work seen, the quality of teaching and learning is sound although the range of experiences provided needs extending. The subject co-ordinator has worked hard to improve the subject provision throughout the school. She has only recently taken up the post and has already re-drafted the subject policy and started an eight-day training course. The new policy will be discussed with staff this term and be in place by the end of the summer term. She has targeted resources and teaching as priorities. Wisely, she has encouraged staff to develop their confidence in using textiles and food technology. She has planned staff training for the summer term and will start building up colleagues' confidence to teach, for example, structures. Resources are currently adequate.

Music

Provision for music is **satisfactory**.

Main strengths and weaknesses

- The good quality of specialist teaching.
- Pupils enjoy their music lessons. They are challenged appropriately and achieve well.
- The inclusion of music from different cultural backgrounds enhances the school's rich cultural heritage.
- There is a lack of confidence amongst non-specialist staff to teach music.

Commentary.

84. Standards attained by pupils throughout the school are in line for those expected for pupils of their age. Pupils achieve satisfactorily although good achievement is seen in both key stages. However, in lessons seen in Year 6, the standard is lower than expected although the progress

and achievement they make is satisfactory and for some good. In all lessons, the majority of pupils enjoy music making and singing. They respond well to their teacher and are enthusiastic to join in and answer questions. The focus for lessons this term is singing and accompaniment using tuned percussion instruments. Most pupils follow simple picture notation well and have a good sense of rhythm. They follow a tune well and Year 6 pupils remember and play cyclic patterns accurately. Year 1 pupils understand a chromatic scale and use their voices competently to represent 'Jack' climbing up a beanstalk and climbing down again. The achievement of these pupils is good.

85. Pupils with special educational needs and those for whom English is an additional language achieve well and make good progress. Teachers and teaching assistants are very good at ensuring these pupils are fully included within lessons. They provide valuable support and this ensures that pupils give of their best and enjoy music.
86. Pupils are provided with one music lesson a week and then opportunities to learn hymns for assembly. The school has a choir and pupils sing in the community at Christmas time and in church. However, teachers lack confidence to introduce the music curriculum at other times and rely heavily on specialist support. The quality of this teaching is good and ensures that pupils capture the enjoyment of music themselves. This is similar judgement to that made at the time of the last inspection. Lessons are conducted enthusiastically and the pace is brisk. All pupils are encouraged to take part and praise is used widely. Apart from a few disruptive pupils in Year 6 who lack concentration, pupils behave well, use musical instruments with care and appreciate the efforts of each other.
87. The resources for music are adequate. The school uses a demountable classroom in the playground for music lessons and this is used well. It provides space and a good environment for teaching and learning music. There is no co-ordinator for the subject although the specialist teacher provides the school with a wealth of support and advice.

Physical Education

It was not possible to inspect all areas of physical education. From all observations, it is clear that provision is **satisfactory** and has improved since the last inspection.

Main strengths and weaknesses

- Pupils achieve satisfactorily and make sound progress.
- The subject is well led and managed.

Commentary

88. From very limited lesson observations, the scrutiny of teachers' planning and discussion with teachers and pupils, standards in physical education (PE) are in line with those expected for their age. Despite the school having no playing field and the local swimming pool being closed, achievement by all pupils is satisfactory and they make sound progress.
89. Pupils in Year 6 achieve satisfactorily and sometimes make good progress when performing gymnastics activities creating symmetrical balances. They work well in pairs and refine their movements including tension and counter tension. Pupils' evaluation skills are sound and they use these satisfactorily to improve their performances. Pupils enjoy their work, and although they are chatty, they behave well and respond positively to their teacher and each other. During group sessions, pupils know what is expected of them and they remain on task. This allows the teacher to work well with small groups, for example supporting and encouraging pupils using the frames.
90. The enthusiasm and focussed leadership from the subject co-ordinator is ensuring that teaching is at least satisfactory. Lessons are planned appropriately and there is good use of warm up

sessions and a structured approach to lesson development. This is ensuring that pupils are keen to learn and enjoy their activities. The standards they attain are at a higher level when they are supported by a local cricket coach and when instructed by a coach from Millwall Football Club.

91. In discussion with pupils, they are keen to compete against other local schools in tournaments such as cricket and football. Athletic events and structured team games take place at a local sports field within walking distance of the school. They would like their own playing field.
92. The leadership and management of the subject are good despite the co-ordinator only having been in post since the beginning of the year. She has already checked the subject policy and discussed subject strengths and weaknesses with staff. She has looked at issues affecting disabled pupils, for example, overcoming their fear of PE and started to monitor standards with the support of a PE specialist from another school. This has all helped to improve the provision and raise standards. Resources in the subject are good and up-to-date.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils personal, social and health education and citizenship education are **satisfactory**.

Strengths and weaknesses

- The school provides consistently good opportunities for pupils to increase their self-awareness and understanding of social responsibility.
- The school's programme for citizenship is in the early stages of development but effective.
- There is no policy for dealing with drugs misuse.

Commentary

93. Pupils across the school respond positively to work in this subject and by Year 6 they achieve well. Pupils are provided with good opportunities to develop personal and social skills through the effective way they are encouraged to take responsibility and be involved in the school and their education. This is as a result of the good role models provided by staff and the importance that personal and social development has on all aspects of school life and through a cross-curricular approach to teaching the subject within other disciplines. This is an effective arrangement that is enhanced, when necessary, with discrete topics such as sex and relationships. Drugs, alcohol and tobacco misuse are discussed in a wide range of contexts by older pupils. Pupils show an understanding of the main issues and an ability to make informed decisions.
94. The school's programme for citizenship is in an early stage of development. However, pupils are encouraged to be involved in decision-making and to consider the effects this will have on others. The way the pupils care for their school and each other and the very good school council are just three examples of how seriously they take their responsibilities. The very good work the pupils do within the parish and local community also supports the development of their citizenship skills; for example, helping out in the Lewisham Christmas procession and the Lewisham Peoples Day.
95. The policy for sex and health education is currently being reviewed but there is no policy for dealing with drugs misuse. However, this does not impact on pupils' achievement.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3