

INSPECTION REPORT

Lyndhurst Primary School

Camberwell

LEA area: London Borough of Southwark

Unique reference number: 100802

Headteacher: Mr N Hammill

Lead inspector: Mr N Sherman

Dates of inspection: 2 – 5 February 2004

Inspection number: 262065

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll;	344
School address:	Denmark House Grove Lane Camberwell London
Postcode:	SE5 8SN
Telephone number:	020 7703 3046
Fax number:	020 7277 1711
Appropriate authority:	The governing body
Name of chair of governors:	Mrs F Henry
Date of previous inspection:	29 June 1998

CHARACTERISTICS OF THE SCHOOL

Lyndhurst Primary School is situated in Camberwell in the London borough of Southwark. It provides education for pupils aged 3 to 11, and the children in the Nursery attend on a full and part-time basis. There is a high degree of turnover¹ of pupils. Pupils represent many ethnic groups. The largest of these are white British followed by Black British Caribbean and African pupils. The number of pupils at an early stage of learning English is well above average. Of the number of pupils on roll, 38 per cent claim free school meals, a figure that is well above the national average. Twenty-five per cent of pupils have special educational needs, a figure that is average. The number of pupils with a Statement of Special Educational Need is below average. The school is part of the 'Excellence in Cities' initiative. While there is a spread of attainment on entry, overall attainment is below average.

¹ This refers to pupils who join the school after the Reception year or leave before the end of Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16493	Neville Sherman	Lead inspector	Science Information and communication technology Music Foundation Stage
9505	David Haynes	Lay inspector	
1963	Sibani Raychaudhuri	Team inspector	English Art and design Design and technology Religious education Special educational needs English as an additional language.
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Lyndhurst Primary School is a **good school**. It provides a generally good standard of education and is rapidly improving. The substantial majority of pupils achieve well in most subjects. The standards achieved in English and in science are good, rising from below average on entry to average by the time the age of eleven, but could be better in mathematics. Teaching is satisfactory with several good features. The headteacher provides good leadership and a clear sense of purpose. The school provides good value for money.

The school's main strengths and weaknesses are:

- Children achieve well in the Foundation Stage.
- Achievement is good in English and science throughout the school.
- Achievement is satisfactory in mathematics but standards in Year 6 are below average.
- Teaching is good in the Foundation Stage and at Years 1 and 2.
- The school has very strong links with the local community that benefit learning.
- Pupils of the many ethnic groups mix and relate well with each other.
- The school is capably led and managed.
- The behaviour of a minority of older pupils is unsatisfactory.
- Attendance is well below average.

The school has made good progress since the last inspection. Progress since the appointment of the headteacher two years ago has been particularly rapid. Most of the key issues from the last report have been successfully tackled, although the high turnover of teachers has restricted progress in developing the role of the co-ordinator. Provision for information and communication technology is much improved. Under the effective guidance of the headteacher the school is suitably placed to build on its recent successes and improve still further.

STANDARDS ACHIEVED

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

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

The pupils' achievement is good overall. There are a few exceptions but the substantial majority of pupils make good progress and achieve their potential. Standards on entry to the Nursery are below average, particularly in communication, language and literacy skills. By the time they enter Year 1, many pupils attain levels in line with the national goals for early learning; in creative development, achievement is particularly good and standards are above average. In Year 2, achievement is good; standards have risen to average in reading, mathematics and science and above average in writing, and show good improvement on standards on entry. Pupils continue to achieve well in Years 3 to 6 in English and science and standards rise to

average by the time they leave the school. Achievement is satisfactory in mathematics, although standards remain below average. Achievement is better for the pupils who have been at the school throughout Years 3 to 6 than for those who join after the age of seven. Standards in information and communication technology are average and achievement is good. In religious education, standards are average throughout the school and pupils' achievement is satisfactory. Pupils achieve very well in art and design and, by the end of Year 6, they attain standards that are above average. Pupils with special educational needs make generally good progress, although the progress of those who demonstrate more challenging behaviour is satisfactory. Pupils with English as an additional language generally achieve well.

Pupils' personal development, including their spiritual, moral, social and cultural development is satisfactory. A few older pupils do not always demonstrate sufficient levels of maturity in lessons. Attendance rates are well below the national average. Punctuality is satisfactory overall.

QUALITY OF EDUCATION

The quality of education is generally good. Teaching is satisfactory, although often good in the Foundation Stage and in Years 1 and 2. While there is some good teaching in Years 3 to 6, the unsatisfactory behaviour of a small minority of pupils in Years 5 and 6 affects the pace of some lessons. The curriculum for the children in the Foundation Stage is well planned and enriches their learning. Pupils' learning in Years 1 to 6 is suitably enriched through an interesting range of visits and after-school clubs. Pupils are well cared for and there are very positive links with the parents and the local community.

LEADERSHIP AND MANAGEMENT

There is good leadership and management of the school. The headteacher provides a strong educational lead and he is supported well by the school's staff. Notable recent developments in the school building have brought about much improvement to the school fabric. The senior management team ably support the headteacher, and teachers are increasingly committed to ensuring that the pupils achieve to the best of their ability. Governance is satisfactory. The governing body take their role seriously and support the school well but have not ensured that requirements for the daily act of collective worship are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with developments at the school over the past two years. They are equally pleased with how they are kept informed about what is taking place at the school. Some parents contribute well to the high standards that pupils reach in art and design. Pupils generally enjoy their schooling and argue that members of staff are friendly and look after them well during the course of the school day. Pupils suggest that while behaviour of a minority can spoil the learning of others, this aspect of the school's work has improved since the appointment of the headteacher.

IMPROVEMENTS NEEDED

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

- raise the achievement of all pupils in mathematics in Years 3 to 6 to that seen in English and science;

- improve the behaviour of the minority of pupils in Years 5 and 6 with unsatisfactory behaviour;
- improve attendance levels to a more satisfactory level;

and, to meet statutory requirements:

- for collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The standards achieved are average overall and are above average in English and science.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well and attain standards in line with the national goals for early learning; achievement is particularly good in creative development.
- In Years 1 to 6, pupils achieve well in English and science compared to their attainment on entry and standards in these subjects are average.
- Achievement in mathematics in Years 1 to 6 is satisfactory but standards are below average.
- Achievement is very good in art and design; standards are above average.
- Pupils who have remained at the school throughout Years 3 to 6 achieve well.

Commentary

1. Many children start the school with levels of attainment below those expected, particularly in communication, language and literacy development, and standards overall are below average. In both the Nursery and the Reception classes, the children make good progress. In the creative aspect of their learning, achievement is very good and many children attain levels that are higher than nationally expected for their age. In all other areas of learning, the majority of children attain levels in line with national expectations and, by the time they enter Year 1, they have been well prepared for the National Curriculum. Children with special educational needs and those with English as an additional language make comparable progress to their classmates.

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

Standards in:	School results	National results
reading	16.5 (16.2)	15.7 (15.8)
writing	14.3 (14.6)	14.6 (14.4)
mathematics	16.0 (16.5)	16.3 (16.5)

There were 44 pupils in the year group. Figures in brackets refer to the previous year

2. The National Curriculum test results in 2003 for Year 2 pupils were above average in reading, and below average in writing and mathematics. This represented generally good progress given the low starting point on entry to school. The results were much better than similar schools, showing in broad terms that the pupils in Year 2 achieved better than those in other schools who had similar low starting points. Teachers' assessments in science show that standards were well below average. The five-year trend of improvement by Year 2 pupils in all National Curriculum tests has been below that seen nationally, but improvements over the past three years have been good. Current standards in Year 2 in reading, writing, mathematics and science are average

and better than the 2003 test results. Improvements in the school's promotion of literacy in other subjects have had a strong influence on pupils' achievement in English. Similarly, the improved opportunity for pupils to take part in investigation work is raising pupils' achievement in science. Achievement in English and science is good overall. Achievement in mathematics is satisfactory. Pupils in Years 1 and 2 make good progress in art and design where standards are above expectations and achievement is good. Pupils attain standards in information and communication technology that are average. Standards in religious education are consistent with the expectations of the locally Agreed Syllabus and average overall.

3. The 2003 test results for pupils in Year 6 were average in English and below average in mathematics and science. In all subjects tested, more pupils attained the nationally expected level than did so in the majority of schools but fewer exceeded expectations; this is why the results are below average overall in mathematics and science. The number of pupils who join the school in Years 5 and 6 has an adverse effect on the results, because some of them have special educational needs and few of them attain levels that exceed national expectations. When compared with similar schools, test results were well above average in English and above average in mathematics and science. Over time, pupils have done comparatively well in the national tests and the pace of improvements has been higher than that seen nationally. Current standards in Year 6 in English and science are in line with the national average. In mathematics, standards in Year 6 are below average. Achievement in English and science is good; as in Years 1 and 2, this reflects the good attention paid by the school to raising pupils' achievement in these two subjects. Achievement in mathematics is satisfactory and the school is currently implementing measures to secure more rapid progress. Overall achievement in Years 3 to 6 is generally good. However, a few pupils with weaker attitudes to learning and sometimes unsatisfactory behaviour do not achieve as well as the others.

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

Standards in:	School results	National results
English	27.2 (27.3)	26.8 (27)
mathematics	26.3 (26.6)	26.8 (26.7)
science	27.5 (29.1)	28.6 (28.3)

There were 36 pupils in the year group. Figures in brackets refer to the previous year.

4. Standards in information and communication technology are average and have improved well since the last inspection. The introduction of a computer suite and the raising of teachers' understanding of how to use information and communication technology more fully to support their teaching have improved pupils' achievement, which is good. Standards in religious education are in line with the expectations of the locally Agreed Syllabus. Pupils achieve well in this subject and successfully develop a secure understanding for their age of a wide range of different faiths and customs. Standards in history, geography, design and technology and physical education are in line with expectations. Standards in art and design are above expectations by the end of Year 6.
5. The school has a higher than average number of pupils with special educational needs. In a significant number of cases, these pupils have emotional and behavioural difficulties. Despite the well-targeted support in some cases, not all of the pupils concerned respond

productively to the guidance they are given. The school groups pupils according to their ability in mathematics in Years 5 and 6. This allows the higher-attaining pupils to be suitably challenged as a result. There are no significant differences in the attainment between the girls and boys.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory in Years 3 to 6; they are good in the Foundation Stage and Years 1 and 2. Their spiritual, moral and social development is also satisfactory but their cultural development is good. Attendance is well below the national average. Punctuality is satisfactory.

Main strengths and weaknesses

- Pupils' cultural development is well supported in many lessons and in the extra-curricular activities provided for them.
- Pupils from different ethnic backgrounds relate well to each other.
- Although many pupils behave well and show good attitudes to learning, a significant minority disrupts the learning of others.
- Analysis and use of attendance data lack focus and rigor.

Commentary

6. Most pupils enjoy school. They want to learn and do well. They are particularly interested and enthusiastic in practical activities such as art, science and information and communication technology. Those for whom English is not their first language have good attitudes to school and to learning. They respond well to support given and enjoy working in groups. Most pupils with special educational needs are interested in their work, and well behaved. A small number of pupils with behavioural needs can become distracted in lessons. Members of staff work hard to include these pupils, using praise and encouragement. These pupils respond well in small groups or in the informal situation of behaviour management and mentoring sessions that some pupils attend. These sessions are helping to improve pupils' attitudes to learning but they have yet to make an impact on the whole school.
7. Behaviour in lessons and around the school is satisfactory overall. The majority of pupils behave well. Although all pupils understand the school rules, a small number misbehave. These pupils disrupt a few lessons where teaching is not carefully planned to engage them effectively. In most lessons, where teaching is stronger and stimulating, pupils' behaviour and attitudes are good. At breaks and at the end of the school day, a few pupils are noisy and boisterous and need careful supervision from adults.

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	117	1	0
White - Irish	5	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	18	0	0

Mixed – White and Asian	6	0	0
Mixed – any other mixed background	13	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British - Caribbean	42	5	0
Black or Black British - African	49	4	0
Black or Black British – any other Black background	12	0	0
Chinese	3	0	0
Any other ethnic group	15	0	0
Parent/pupil preferred not to say	13	0	0

8. There are good procedures in place to deal with any incidents of bullying, racism and other forms of harassment. Pupils have a satisfactory understanding of right and wrong because moral issues are often discussed in assemblies and in lessons. They demonstrate due respect for property because the staff help them to understand what is acceptable. They have satisfactory relationships and treat each other and adults generally with respect.
9. Pupils' social development is satisfactory. In lessons, pupils are encouraged to work together in pairs and small groups. As a result they share ideas, equipment and resources sensibly. Pupils work satisfactorily in small groups; this provides them with some responsibility and independence. However, overall there are not enough opportunities for pupils to show initiative and take responsibility for their own learning. The few opportunities that are provided are effective; for example, they organise the library and the information and communication technology. In Year 6, pupils have a role on the school council and this is good practice. Other pupils have opportunities to contribute to school developments through their school council. They have raised funds to design the playground and to set up a school radio station. The school has also encouraged all pupils to take part in planting a fruit orchard. Each class has chosen a fruit tree, which has been planted in the orchard. Pupils' personal development is well supported by the good range of after-school activities provided for them.
10. Cultural development is good. The school enthusiastically celebrates the cultural diversity that exists in the school and the wider community, and pupils benefit from effective links with many organisations. Religious education with its multi-faith curriculum makes a significant contribution to pupils' understanding of different cultures. A wide range of enrichment activities in art, music and theatre contribute to pupils' experience of both European and non-European cultures.
11. Spiritual development is supported satisfactorily in religious education, music and art lessons but it is not securely embedded in other lessons or in assemblies, which tend to concentrate on moral and social issues. Pupils' overall attitudes, behaviour and personal development remain the same as at the time of the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	2.2
National data	0.4

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

12. Attendance is poor and in the bottom ten per cent of schools nationally. There are good and well-understood procedures to record and enter attendance data but there is no detailed analysis of absence statistics by different groups of pupils or for different reasons for absence. This leads to a lack of clear strategies to improve attendance. The punctuality of pupils is satisfactory.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. The strengths lie in teaching in the Foundation Stage and in Years 1 to 2 where teaching is good. Teaching is satisfactory in Years 3 to 6. The curriculum is suitably planned and the school has worked hard to ensure that pupils' literacy development is supported well through other subjects. Assessment is good in English and mathematics. Pupils are well cared for. Links with parents are satisfactory. Links with the community are very good.

Teaching and learning

The overall quality of teaching and learning is satisfactory, with several good features but also some variation. Teaching is frequently good in the Foundation Stage where the provision for creative element of children's learning is very good. Teaching in Years 1 and 2 is good and in Years 3 to 6 it is satisfactory. Assessment is satisfactory overall; arrangements in English, mathematics and science are good.

Main strengths and weaknesses

- In the Foundation Stage, teachers are imaginative in using creative activities to support the children's learning in other areas.
- Teachers make effective use of other subjects to support pupils' literacy development.
- Teaching in English, science and information and communication technology is good.
- Pupils with special educational needs and those with English as an additional language receive good support in lessons.
- Good arrangements are in place to assess pupils' progress in English, mathematics and science.
- In some classes in Years 3 to 6, the management of pupils is not always effective.
- In some lessons, higher-attaining pupils are not sufficiently challenged.
- Marking is not always precise enough to help pupils move further forward.

Commentary

13. Across the school, there is good teaching of basic skills in English. The school has worked hard to ensure pupils' literacy skills are effectively promoted through other subjects of the curriculum. Equally good attention is paid to fostering pupils' speaking and listening skills in daily lessons, and this benefits those who are at the various stages of gaining confidence in learning English. Some older pupils' ability to listen purposefully

to what others have to say is under-developed. Teaching in mathematics is satisfactory but has some inconsistencies in Years 3 to 6, mainly reflecting variations in the management of pupils' behaviour. The teaching of science and information and communication technology is good. Teachers' confidence has been raised greatly in using computers and other related equipment and good use is made of the school's computer suite to support pupils' learning. Increasing use is made of the Internet and pupils make good progress in their understanding of how information can be researched and retrieved from sources other than books.

14. The teaching in the Foundation Stage is frequently good. Much of the children's learning is developed by teachers making highly effective use of the creative area of their learning. Children made finger puppets as part of their physical development and then used these when taking part in imaginative play in the 'theatre' that they have helped to construct. Strong emphasis is placed on developing the pupils' confidence when speaking and listening as well as promoting the children's social skills through working imaginatively and purposefully with each other. Relationships between the teachers, support staff and the children are warm and purposeful and this ensures that the children settle quickly into school, developing positive relationships and leads to good achievement.
15. In Years 1 and 2, teachers plan pupils' learning well and have a good understanding of how to make learning effective. Good use is made of equipment to support and clarify the level of pupils' understanding. For example, in science the pupils are given good opportunities to use batteries and light bulbs in order to investigate how circuits are made and what will happen if the circuits are then broken. Such work helps the pupils grasp more readily the various concepts they are learning. The pupils are managed well and learning support assistants are successfully managed and guided on how best to support the pupils with whom they are working.
16. There is some good teaching in Years 3 to 6. Where this occurs, the pupils work hard and respond well to the high challenge with which they are presented. They work with interest and often persevere to succeed in what they are asked to do. Teachers successfully identify pupils who need additional support and plan the work of learning support assistants with suitable precision enabling the pupils concerned to make the same progress as that of their classmates. However, in some lessons in Years 5 and 6, pupils are not always sufficiently stimulated by the teaching they receive and their attention spans waver. Some pupils have to be reminded frequently about the impact that their behaviour is having on the learning of others and the pace of lessons is often reduced as a result. Not all teachers are sufficiently skilful in planning learning that meets the needs of the pupils with different abilities. This is particularly evident when planning learning for higher-attaining pupils who are occasionally given the same tasks as that for less able pupils. Consequently, they do not always make the progress of which they are capable.
17. Assessment has improved since the last inspection and this is one of the reasons why standards have improved in the past three years. Assessment is good at the Foundation Stage and satisfactory in Years 1 to 6. There are now good procedures in place to assess the work of pupils in English, mathematics and science. Teachers use assessment procedures to track progress and match tasks to the needs of the pupils. Although they record the National Curriculum levels pupils are expected to reach each year, pupils do not always have their own small personal targets to work towards to give

them an understanding of what they need to do to improve their work. Similarly, marking does not always tell them, as it consists mainly of praises for the quality of work and effort. This means that pupils do not have as much understanding of their own learning as they might do or how to make their work better. The monitoring of pupils' personal development is good in identifying needs and allocating additional support to pupils through mentoring. Formal recorded assessment in the foundation subjects is not sufficiently developed making it difficult for the teachers to get a precise understanding of what pupils understand, know and can do in the subjects concerned.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12 (26%)	23 (49%)	10 (21%)	2 (4%)	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 curriculum is satisfactory with some good features. It is good at the Foundation Stage and satisfactory in Years 1 to 6. Very good use is made of the local community to support pupils' learning. A good range of enrichment activities enhances the curriculum for the pupils. Staffing levels are good. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- Good provision for pupils with special educational needs and those with English with as an additional language helps most of these pupils to make good progress.
- Good opportunities for enrichment during and outside the school day contribute well to pupils' learning and cultural development.
- The learning needs of higher-attaining pupils in some subjects are not always planned for sufficiently.
- The school makes very good use of the local community to support pupils' learning.
- Arrangements for collective worship are unsatisfactory.

Commentary

18. The school provides a curriculum which meets the requirements of the National Curriculum and is very well enriched through the use that is made of the community and the many learning opportunities that London itself has to offer. The school has a well-planned personal, social and health education programme that is interwoven well with the school's programme for religious education. The locally Agreed Syllabus is used successfully to plan religious education to meet the needs of the diverse school community. However, arrangements for collective worship are unsatisfactory. The school's policy on sex education meets statutory requirements.
19. The school has improved its curriculum since the previous inspection, giving attention to all aspects of information and communication technology, the provision of which is now good. All subjects of the National Curriculum are planned and taught with a greater emphasis on literacy. Foundation subjects are planned effectively, following the national guidance, to ensure that there is a consistency in developing knowledge and skills as

required in each subject. The school has been very innovative in developing cross-curricular literacy planning, which successfully explores where connections can be made between literacy and other subjects of the curriculum. This has boosted the standards of writing by pupils who are given good opportunities to develop their writing skills in subjects such as history, geography, religious education, design and technology.

20. Provision for pupils with special educational needs is good. Additional support is often given to enable them to engage in similar activities to the rest of the class. Provision under the Ethnic Minority Achievement Grant is also good. A part-time member of staff gives support to pupils whose home language is not English and ethnic minority pupils who are at risk of underachievement. The school considers carefully the needs of pupils who are at an early stage of learning English as an additional language and those pupils who arrive in the middle of the school year. However, equality of access and opportunity is only satisfactory as planning to meet the needs of higher-attaining pupils is not always sufficiently developed.
21. A good range of activities suitably enriches the curriculum during and outside the school day. Visits linked with topics in history and geography are very well planned. The impact of these activities has been a significant improvement in the quality of pupils' writing in their history and geography books because they are writing from first-hand experience. The school makes every effort to bring in experts from the arts to broaden pupils' experiences. Visits from local artists have given pupils opportunities to work in media that they would not usually use, like stone carving. Musicians, such as the African drummers, and theatre groups are also regular visitors. Sports coaches are used well to develop pupils' skills in soccer and other sports. The provision of extra-curricular clubs is satisfactory. The soccer clubs are well attended. Cricket has just started at the local centre. Other clubs include French, recorder, choir and Indian dance all of which are well attended mainly by pupils in Years 3 to 6.
22. There are more teachers than classes but they all have a teaching role. For example, the deputy headteacher undertakes the teaching of music lessons to different age groups and the pupils respond well to the good teaching she provides in this subject. The good staffing levels allow teaching groups to be quite small at times, such as in the Year 6 mathematics booster classes. The accommodation is satisfactory, although much development has taken place to improve this since the appointment of the headteacher. Some classrooms are small. The school does not have access to a field to enable some aspects of physical education to be taught in full. However, this is compensated for through the imaginative use of the local swimming pool, sports centre, cricket facility and local park so that pupils have every opportunity to experience the full physical education curriculum. Resources are satisfactory overall but good in information and communication technology, English, art and design and music.

Care, guidance and support

Provision for the care and welfare of pupils is very good in the Foundation Stage and good overall. Provision for the support, advice and guidance for pupils is good and the school has good procedures to seek, value, and act on pupils' views. Parents are very happy with the care and welfare the school provides for their children.

Main strengths and weaknesses

- Teachers and support staff know children and families very well.
- There is a high level of personal support.
- An active school council supports pupils' personal development well.

Commentary

23. Child protection procedures are very good and all teaching and non-teaching staff are aware of their responsibilities. The provision of a comprehensive classroom file ensures that teachers new to the school and supply teachers have clear information on pupils in their charge. The level of playground supervision is good and extends to the individual supervision of pupils with special educational needs. Year 6 playground mediators receive training from specialists and provide good support for younger pupils by helping them sort out disputes.
24. Standards of maintenance and cleanliness are good. This instils high values in the pupils, the majority of whom show respect for property and resources. Teachers know the pupils and families well and provide a good level of personal support, involving parents where necessary. Pupils are confident about approaching adults in the school. A clear and consistently applied reward system encourages good achievement in all aspects of personal and academic development.
25. Induction arrangements for pupils entering the Reception class are good and encourage a good home-school relationship. There is a good range of opportunities for pupils to take on responsibilities for the day-to-day running of the school. The school council has contributed to the development of the school, and some of the suggestions made are being implemented which will lead to an improved environment in the playground.

Partnership with parents, other schools and the community

There is a satisfactory partnership with parents, very good links with the community and good links with other schools and colleges.

Main strengths and weaknesses

- Information on pupils' standards and progress are good.
- Good links with other schools benefit pupils.
- Very good links with the local community enrich learning.
- Few parents are actively involved in the life of the school.

Commentary

26. Parents' responses to the inspection questionnaire show that they are very happy about all that the school has to offer. Parents particularly appreciate that there is an expectation of hard work, and that their children are making good progress and becoming independent and mature. The parent-teacher association supports the school well by providing good social opportunities for parents and their children and also acts as a means of obtaining the views of parents, however very few parents volunteer to become involved in the organisation and operation of the parent-teacher association.
27. Information for parents on their child's progress is good and the use of homework or reading diaries is good and is an effective means of communication. Some parents,

particularly in the Nursery assist in the school on a regular basis and the children benefit from the expertise and interest that the parents bring. The school has established a communications working party to help understand the problems of communicating effectively in a culturally mixed society. This is proving useful in developing closer links with parents. There are good opportunities for parents to meet with teachers. Parents are welcome in school and attend special events, parent evenings and class assemblies to which they are invited. There are good procedures to deal with the concerns of parents where very good records are kept and, on the occasions the procedures have to be used, every attempt is made to resolve the problem quickly.

28. The school has good links with other local schools and provides for specialist behaviour support for pupils. The school feeds up to 14 secondary schools and is concerned by the amount time involved in the selection process by Year 6 pupils. Links with the local community are very good and both visits to and visitors from the community provide a valuable resource to enrich learning opportunities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good and the governance of the school is satisfactory with some good features. The leadership of the school by the headteacher is good as is the leadership of the school by the other key staff. The school is effectively managed.

Main strengths and weaknesses

- Everyone shares the headteacher's vision for the school.
- Effective strategic planning has helped the school improve quickly.
- Some subject managers do not monitor teaching closely enough.
- Requirements for the daily act of collective worship are not met.

Commentary

29. The leadership of the headteacher is purposeful. Since his appointment, he has given the school a clear educational lead. Much development in many aspects of school life has ensued, and the school has effectively ensured that its principles in respect of inclusion and racial harmony continue to underpin its ethos. The headteacher has communicated his vision for the school effectively to the governors, staff, pupils and parents. There is a common purpose to the work of the school and good teamwork among all staff, for instance teachers in the same year group plan together, which provides consistency for the pupils. His aim of 'every child can succeed' drives the inclusive nature of this school, part of which is the proposed formation of a dyslexia unit at the school.
30. The senior managers are an experienced and well-balanced team whose skills complement one another well. Subject and special educational needs management have improved since the last inspection. Co-ordinators of English, mathematics and science monitor teachers' planning and pupils' work. Their subject action plans are derived from the school's priorities. Although the teaching of mathematics has been closely monitored and supported, this is not the case with the other subjects. Other co-ordinators are having a positive affect on their subject. For instance, in art and design, good links have

been established with local artists, who now work regularly with the pupils, and this improves the standard of their work. The humanities co-ordinator initiated a project which is aimed at improving pupils' writing. The early signs are that this is working. Performance management arrangements are suitably embedded into the school's management structure and effectively support the development of teaching and learning.

31. The governing body fully supports the headteacher and his management team. They recognise the considerable improvements brought about over the last two years, especially in terms of accommodation and developing the arts and sports provision. Their involvement in shaping the school's direction is good and they are strongly committed to ensuring that all pupils are given the opportunity to be fully included in all parts of school life. They reviewed data and realised that mathematics standards and information and communication technology provision were two areas on which the school needs to focus. Because governors are well informed about the school and knowledgeable about education they ask probing questions, especially the concerning curriculum and personnel. They compare the school's results with other similar schools and use this information to set challenging targets for the headteacher. The governing body meets most of its statutory requirements, including the Race Equality policy and the monitoring of its implementation. The only exception is in ensuring compliance with the requirements for the daily act of collective worship.

32. Strategic planning is effective in moving the school forward. The management team sensibly built on the original school improvement plan, amending it in the light of new developments. For instance, when data analysis and evaluation indicated that writing needed improving they amended the plan. This initiative is already showing signs of being effective as pupils' writing in history and geography show improvement. Other aspects of management are also good. Performance management systems are good and members of staff, including support staff, embrace the process. It is linked well to the quality professional development opportunities available to teachers. Induction procedures help new staff prepare well for the new term. Experienced members of staff are encouraged to remain at the school because there are good professional development opportunities, including management positions, and the school will consider 'job shares'.

33. The school has good financial systems that support school development well. Educational priorities set out in the school improvement plan are carefully costed and rigorously monitored. Systems for day-to-day financial management are good. The bursar is able to provide managers with up-to-date information regarding the school's finances. The sizeable carry forward from last year in mainly devolved capital funding is earmarked for a building project. The school seeks value for money well in all its purchases. It uses local authority approved contractors and requires them to tender for larger work. Governors compare how well the school is performing with other similar schools when setting the headteacher's performance management targets. Additional finance, like that from 'Excellence in Cities' part-funds learning mentors. The school sets aside resources for the 'peer mediation programme', which are used well. Year 6 pupils grow into useful citizens and take on more responsibility because they understand the processes of mediation and put them into practice in school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	1,039,649
Total expenditure	1,034,863
Expenditure per pupil	3,008

Balance from previous year	86,079
Balance carried forward to the next	90,864

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Pupils achieve well in all areas of their learning.
- Teaching is good overall and the teaching of the creative aspect of their development is very good.
- The curriculum is well planned and the frequent use of imaginative play has a positive impact on the children's progress.
- Assessment of the children's progress is good and the information is used well to guide the children's subsequent learning.
- Good use is made of the wider community to support children's learning.
- There is good leadership and management of the Foundation Stage.

Commentary

34. Children enter one of the two Nursery classes on a part-time basis, either in the morning or the afternoon when they reach the age of three. Once they start at the school full-time, they move to one of the two Reception classes. Children's attainment when they start at the school covers the full range, but is below average overall. This is particularly evident in their communication, language and literacy skills. By the time they start in Year 1, the children reach the early learning goals in all areas of learning. In creative development, standards are above expectations and achievement in this feature of learning is very good. Overall achievement is good and the children are prepared well for the learning they are to undertake in relation to the National Curriculum. In many lessons, teaching is good and securely underpinned by the teachers' understanding of how to plan learning to ensure that the needs of all the children, including those with special educational needs and English as an additional language are well met. Assessment is thorough and this ensures that the members of staff gain a good knowledge of the children, enabling them to plan effectively the next steps in the children's learning.
35. The leadership and management of the Foundation Stage are good. The co-ordinator has ensured that a strong team spirit is evident among the staff and all are committed to ensuring that the children receive a high quality of education. Good improvement has been made since the previous inspection; the children in the Reception classes now enjoy improved provision to enable outside play activities to take place more regularly during lessons. The accommodation is more generous in the Nursery than the Reception classes, but is satisfactory overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Strong emphasis is placed on developing the children's understanding of the need to play and relate effectively with one another.
- Relationships among children are very good.

Commentary

36. Children achieve well because teachers effectively ensure that this area of learning receives a high profile when the children start school in the Nursery. Many and frequent opportunities are provided for them to work with others. Both the teachers and the learning support assistants provide the children with positive praise and feedback on the positive way that they play and share resources with their classmates. This strong emphasis is built on well when the children move to the Reception classes. Teachers continue to nurture in the children the ability to work independently of the adults; consequently, children make good progress in their ability to work and sort out problems for themselves without automatically seeking the support of an adult. In both the Nursery and the Reception classes, behaviour is very good and the children, who represent a wide variety of different ethnic groups, relate extremely well with each other. Teaching is good and by the time the children are ready to commence in Year 1, they are reaching the expectations of the Early Learning Goals in this area of their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Many opportunities are provided for children to develop their confidence in using spoken English.
- Basic skills are taught very well.
- Effective use is made of imaginative play to extend children's learning.

Commentary

37. By the end of the Foundation Stage, the children reach the Early Learning Goals in communication, language and literacy and achievement is good. In many lessons there are frequent opportunities for the children to develop their language skills, which are below average when they first start school. Teaching is good and is characterised by the creative way in which the children are provided with imaginative play activities. Role-play areas such as the 'Three Bears House' provide the children with scope to play and listen to each other; speaking skills are successfully reinforced through such work. This has a particular benefit for those children who are at the early stages of learning English. Writing areas in all classrooms are used at different points of the day. Children in the Nursery successfully develop their understanding of the purpose of writing such as 'writing' a postcard and 'posting' it in the class post box. By the end of the Reception year, children are successfully writing their own names and can recognise the letters of the alphabet. Higher-attaining children are able to produce simple statements of their weekend 'news' and successfully use full-stops to demarcate their sentences. By the end of the Foundation Stage, the children have developed a strong interest in books that are used well by teachers and support staff to extend the children's learning. The sharing and talking about books are seen as an important point of the learning day. Books are regularly explored with the children and they learn to see them as a rich source of pleasure as a result. Children often become engrossed in the books they are given and take equal pleasure from taking books home to share with their parents.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and places a strong emphasis on learning through practical work.
- Children successfully learn to apply their mathematical skills through other areas of learning.

Commentary

38. The good quality teaching is effective in developing the children's early understanding of various mathematical concepts. By the time they enter Year 1, they are well prepared to start learning mathematics as outlined by the National Curriculum. Achievement is good. In all classes, teaching provides a good focus for the children to develop their confidence in using mathematical language; this is effectively undertaken through imaginative play. This work has a positive impact on the children's overall achievement. In the Nursery classes, teachers provide the children with opportunities to develop their early understanding of shapes by cutting and arranging this to make larger shapes. By the time they enter the Reception classes, many of the children are confidently counting to five and can identify a square, triangle and circle. By the end of the Reception year, the children are recording simple addition and subtraction facts and equally understand what is meant by 'adding-on'. They can identify missing numbers in a line and appreciate well that eight is one more than seven.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good opportunities are provided for the children to learn about the world in which they live.
- Good use is made of the local community to enrich the children's learning.

Commentary

39. Teaching and learning are good in all classes in the Foundation Stage and the children, including those with special educational needs and English as an additional language, achieve well in this aspect of learning. Teaching effectively makes use of the local community to broaden the children's understanding of the world and of the part that people play in their day-to-day lives. The role-play areas in classrooms are changed regularly to match the various themes and topics that the children are learning. This helps to maintain the high levels of interest that many children demonstrate. Since the last inspection, a 'sensory garden' has been created at the side of the Nursery. This is used well by the teachers to promote the children's understanding of the fact that there are other living creatures in the world and that they too need a 'home' in which to grow and thrive. Children are introduced to various religions as part of work in religious education. This helps to develop their early understanding of the famous religious festivals such as the Chinese New Year. In all classes, computers are used regularly to support the

children's learning. Many of the children in the Nursery are confident when using a mouse and in moving around the different layers of the computer software they may be working on. By the end of the Reception class, the children are confident in using the machines without too much adult assistance; they are increasing their confidence in using a range of software and in understanding of how other pieces of equipment such as a printer can be attached to the computer to produce a hard copy of their work.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for the children to develop their finer physical skills.
- Teachers use the creative area of learning imaginatively to promote the children's physical development.
- Effective use is made of outside play.

Commentary

40. Children are on course to reach the national goals for early learning in this area. Children, including those with special educational needs and English as an additional language achieve well and this reflects the good teaching. Good links are made by teachers with the creative element of the children's learning to support their physical progress. For example, when making models or collages the children make good progress in their fine motor skills as they use glue and scissors. Since the previous inspection, the outside play area for the children has continued to be developed and is used well and at many points of the school day. Children make good progress in their ability to use bikes, trikes and scooters in moving around the space, and they have good control when using the equipment. Children in both the Nursery and the Reception classes are given good opportunities to use the school hall for some physical education work. In these lessons, the children show a satisfactory understanding of the need to move around taking special heed to give others suitable space for their own movement work.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Very good use is made of imaginative play and musical activities.
- Both the local area and further afield are used well by teachers to support the children's learning.
- The skills and expertise of parents is put to very good use.

Commentary

41. Children are on course to exceed the expectations of the Early Learning Goals in this area of learning and achievement by all groups of children is very good. Teachers in all

classes place very strong emphasis on the children's creative development not only as a discrete element of the children's learning but also to support their learning in other areas. Teaching is very good and all teachers have a very good knowledge and understanding of how best to guide the children's learning in this area. Children learn to mix paints exceedingly well. The good use of the expertise of some parents who work with the children on a weekly basis in making mosaic tiles helps the children to develop a secure understanding of how art work can be created from using a wide range of different media. Teachers effectively ensure that the children's imaginations are stirred further by organising trips to places such as the Tate Modern. All the children have a weekly music session with the music co-ordinator; the children very much enjoy learning simple songs and actions that accompany them. These sessions are followed up with the children having good opportunities to use a range of untuned musical instruments in the classrooms. Good scope is given for the children to participate in imaginative play in classrooms and this further serves in supporting well the children's creative development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Standards in writing are improving rapidly.
- The use of teaching strategies such as role-play and paired discussion work to develop pupils' speaking and listening is good.
- Literacy is promoted very effectively through all subjects of the curriculum, contributing well to the improvements in pupils' writing.
- Although the quality of teaching and learning is good overall, it is not consistent in Year 6.
- Marking does not always tell pupils how to improve their work.
- Leadership and management are effective.

Commentary

42. Standards in English are rising because of the school's effort to improve the subject. This is evident in the national test results of the last two years. Standards have improved significantly at the end of Years 2 and 6 over recent years. Results in the national tests at the end of Year 6 in 2003, were average for all schools and well above average for similar schools. In the same year, standards at the end of Year 2 were above average in reading and below average for writing. When compared with similar schools, they were well above in reading and above in writing.
43. The inspection findings show that overall standards remain average in both Years 2 and 6, as they were at the time of the last inspection. However, the school population has changed since the last inspection; there are now more pupils who arrive part of the way through the school year, with a wide range attainment. All groups of pupils achieve well in English from their point of entry to school. In Year 2, pupils reach average standards in speaking and listening and reading but above average standards in writing, resulting from consistently good teaching. Standards in Year 6 are average in all aspects of English. These represent good achievements for these pupils from their entry to Year 3 when standards were below average.
44. Although pupils commence Year 1 with average standards in communication, language and literacy, the teachers build well on the speaking and listening skills through good questioning, role-play and pair work and the pupils reach average standards for their age. Pupils maintain these standards in Years 3 to 6. As teachers frequently use drama, role-play and pair work in lessons, most pupils learn to speak clearly with confidence and some can adapt their speech to a purpose. The pupils were able to discuss arguments in preparing a piece of persuasive writing as seen in a lesson in Years 5 and 6.
45. Pupils achieve well in reading, developing their reading skills as well as enjoyment of books. Their skills are average by the end of Year 2, where most pupils read simple texts confidently with understanding but often cannot talk about the books they have read. Pupils are heard reading regularly at school and teaching assistants and learning mentors make a good contribution to pupils' reading. Pupils maintain these standards in

Year 6. In the current Year 6, the pupils achieve well. Higher-attaining pupils can discuss the main points and themes of the books they read. By Year 6, most pupils know how to find information from books.

46. Standards in writing are improving because of the school's emphasis on this aspect of English. Opportunities to write for a variety of different purposes are good in Years 1 to 6, where pupils have written stories, poems, character reviews, book reviews news, and instructions. They write, using correct grammar and punctuation, appropriate for their age. In Year 2, where teaching is strong, the pupils achieve very well and produce writing of above average standard. The school provides time for pupils to engage in sustained writing, which is often based on first-hand experience, visits and learning in other subjects. Standards of handwriting and presentation are satisfactory.
47. The overall quality of teaching and learning is good, which is an improvement since the last inspection when teaching was satisfactory. Teaching is stronger in Years 1 to 4 but inconsistent in Years 5 and 6. Teachers plan lessons well using their secure command of the subject, which helps to generate interest among pupils. Where teaching is only satisfactory, the management of pupils is not secure. Consequently, a small number of pupils cause disruptions, which slows the pace down. Teachers generally work effectively with teaching assistants and other support staff so that pupils with special educational needs and those whose home language is not English make good progress. Information and communication technology was not used sufficiently in the lessons observed. Marking is inconsistent across the school, as it does not tell pupils how well they are doing and what to do next.
48. The subject leadership is good with both the senior management team and the co-ordinator having a clear view of what needs to be improved. The subject leader has worked well with staff to improve the subject and has had good opportunities to enable her to monitor teaching and learning.

Language and literacy across the curriculum

49. Language and literacy are developed very well through other subjects. Planning identifies specific language and vocabulary required in each subject. There is also ample evidence of teachers using lessons like mathematics, science, history, geography, religious education or design and technology to develop reading and writing skills. In Years 3 and 4, the pupils have written weather forecasts, based on what they have read in the newspapers. Some very good examples were seen in Years 5 and 6 where the pupils have written about children in Victorian times or 'What makes Wrotham a good place to live in?', based on the pupils visit there.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 have risen steadily over five years.
- Good use of resources in Years 1 and 2 helps all pupils to understand shape.
- The poor attitude of a few older pupils interrupts the learning of others.
- Increasing use is being made of computers to support the pupils' learning.

- There is good leadership and management of the subject and effective use is made of assessment information to inform whole-school planning in mathematics.

Commentary

50. Standards in Year 2 are average. This is similar to the last inspection. The results of the 2003 national tests results indicated that pupils reached standards that were below the national average but much better than similar schools. The difference between inspection findings and the test results is due to the natural difference between the cohorts. Pupils' achievement is satisfactory given that pupils' attainment on entry to the school is lower than noted at the time of the last inspection. There is no significant difference in the attainment between the boys and girls.
51. The results in the 2003 national tests in Year 6 were below average compared with all schools and above average when compared with similar schools. The findings of the inspection indicate that pupils reach below average standards by the end of Year 6. Current Year 6 pupils achieved below average standards when they were in Year 2. As a result of the high levels of pupil mobility, some higher-attaining pupils have left the school since the end of Year 2. Incoming pupils have been a mix of higher-attaining pupils and some with special educational needs or those for whom English is not their first language. The former sometimes struggle to come to terms with the school's behaviour code and can affect the pace of learning in some lessons. The school has detailed records to indicate that those pupils who have remained in school from Year 3 to Year 6 have achieved satisfactorily.
52. Standards have been rising steadily over the last five years. The school achieved its targets in the 2003 national tests and has set itself very challenging targets for this academic year. These they hope to achieve through booster classes, including tuition for pupils in small groups and through the provision of a 'Saturday School'. The achievement of boys and girls is very similar in this age group. The school's analysis and inspection evidence show no discernable difference between the achievements of pupils from different ethnic groups.
53. The use of a wide variety of teaching methods helps pupils in the early stages of learning English make at least satisfactory progress. Testing is good. For instance an able pupil who has little English is placed in the top set because of the success teachers feel the pupil concerned is able to make in mathematics. Pupils with special educational needs are supported adequately by teaching assistants who provide clear explanations and help with methods.
54. Teaching and learning are satisfactory. There is greater uniformity of teaching in Years 1 and 2 than in other age groups where, despite joint planning, teaching is variable because not all teachers prove effective in motivating and stimulating the pupils in their learning. Teachers' planning, particularly as most classes have two age-groups in each class, is detailed and clearly outlines what will be learned. Generally, teachers pitch tasks at the correct level for pupils of differing abilities. Teachers in Years 1 and 2 use resources particularly well to help pupils understand the properties of flat and solid shapes. They use vocabulary carefully and accurately in conjunction with the shapes so that all pupils, and especially those with special educational needs or in the early stages of learning English, learn the concepts and vocabulary. Most introductory mental arithmetic sessions challenge pupils and extend their thinking. They are asked to explain

their methods; this promotes their use of mathematical vocabulary and helps teachers' assess their understanding of concepts. In some lessons, teachers struggle to gain the attention and concentration of all pupils. The negative attitude of a small group of pupils disrupts the learning of others, despite teachers using the behaviour code well. Part of the reason for this attitude is that introductions are not stimulating enough and work set occasionally lacks challenge. Teachers do not get the best use from computers in lessons because there is not yet full integrated into lessons. This is in contrast to the good use that is made of the computer suite where older pupils, for example, use spreadsheets to support their learning of number.

55. Leadership and management of the subject are good. The school is making increasing use of assessment information to give a clearer picture of where the pupils' achievements in mathematics are evident and where weaknesses need to be tackled. Such patterns, such as weaker achievement of boys in Years 1 and 2, have been identified and action taken. The introduction of ability group teaching in Years 5 and 6 has helped teachers focus on a narrower band of pupils' ability and during the inspection this worked quite well. Plans are already in place to ensure that those pupils who spend two years in the top set receive sufficient challenge in their second year. The co-ordinator has monitored teaching in nearly all classes and has helped other teachers improve their work. Improvement since the last inspection is satisfactory overall.

Mathematics across the curriculum

56. Pupils are given sufficient scope to apply their mathematical skills in other subjects, but these opportunities are not planned sufficiently well. For instance, pupils are expected to record data in block graphs in Year 1 and 2 before they have learned how to draw them in mathematics lessons. Pupils measure accurately when making models in design and technology. They devise and interpret data from their traffic survey well in geography and use tallying skills to graph the result of a pulse rate test in science.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Good emphasis is placed by teachers on using investigative work.
- Pupils have a good understanding of the notion of 'fair-testing'.
- Good use is made of information and communication technology.
- The planning of pupils' learning does not always take into the account the needs of pupils in mixed-aged classes.
- The marking of pupils' work lacks precision.
- There is good leadership and management of the subject.

Commentary

57. Standards have been maintained since the previous inspection. The results in the 2003 national tests in Year 6 were below average compared with all schools and above

average when compared with similar schools. In the teacher assessments for seven-year-olds, the pupils' attainment was well below average when compared with all schools and similar schools. Inspection evidence indicates that pupils reach standards that are in line with the national average. The difference between inspection findings and National Curriculum test results is due in part to the difference between cohorts but also to the increased emphasis placed by the school on developing pupils' investigation skills. Pupils of all abilities, including those with special educational needs and English as an additional language achieve satisfactorily. There is no difference in achievement between boys and girls.

58. In Years 1 to 6, pupils make good progress in their understanding of the processes involved when undertaking scientific investigations. By the end of Year 2, pupils use a range of simple equipment and make simple conclusions about the task they have been set. Pupils make good progress in their ability to write the results of their investigations and this has a positive impact on their literacy development. In Years 3 to 6, pupils have a good understanding of what is meant by a 'fair test' and can explain how terms such as 'variables' and 'constants' can affect the conclusions that investigations may lead to. They are able to record the results of their work in various ways, and teaching ensures that where possible the pupils make effective use of information and communication technology to present their work in tables and charts. As they move through the school, pupils make satisfactory gains in their knowledge and understanding of a range of different scientific ideas that include living things, materials and physical processes.
59. The quality of teaching and learning is good, and reflects the good attention paid by the school to improving pupils' learning in science over the past year. A strong emphasis is successfully placed on pupils developing their knowledge and scientific curiosity through investigation work. Teaching places suitable emphasis on pupils developing their skills in presenting their work using clear and precise labelled diagrams; pupils make good progress in their understanding of the importance of this as a result. Lessons are well organised and learning support assistants are used well in lessons to guide those that need additional help. This has a positive impact on the progress of those with special educational needs or English as an additional language. However, not all teachers plan in such a way that the needs of the range of ability are fully met. For example, higher-attaining pupils sometimes undertake the same work as that set for younger less able pupils. Although their resulting work is of a higher quality, it is not always sufficiently matched to the higher levels in the guidance materials of the National Curriculum. In addition, while most marking is supportive, it does not always given the pupils a clear idea of how they might improve their work.
60. There is good leadership and management of the subject. The co-ordinator, on reviewing the work of the school, rightly identified the need to raise the profile that investigation work plays in the pupils' day-to-day science learning. The staff development that has taken place in this area has helped to boost the standards pupils reach. In addition, the school has been effective in looking at the ways and ensuring that the subject makes a valuable contribution to the pupils' literacy development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- Good progress has been made since the previous inspection.
- Pupils achieve well and have a secure understanding of how information and communication technology can be used in other subjects.
- Teaching in the computer suite is good.
- There are some missed opportunities by teachers to use computers more fully in their day-to-day teaching.
- The subject is effectively led and managed, although the co-ordinator has too few opportunities to monitor teaching and learning directly.

Commentary

61. Good progress has been made since the previous inspection when standards were judged to be below national expectations by the time pupils left the school. The school has significantly improved provision in the subject. Standards are now in line by the end of Years 2 and 6 and this raised pupils' achievements, which are now good. Information and communication technology features regularly in pupils' learning and many pupils talk positively and enthusiastically about the work they undertake in the subject.
62. By the age of seven, pupils confidently use a computer to aid them in their learning. They have a satisfactory knowledge of how to use the Internet and they use a mouse well to move around different web pages in search of the information they require. Good scope is given by teachers to allow the pupils to use a word-processor to write simple accounts or stories. This successfully develops the pupils' understanding of how writing can be drafted and edited to improve its overall quality. At the end of Year 6, pupils have a good understanding of how to use multi-media software to combine text and graphics in order to present information. Pupils use word-processors well to help them draft their work and many use the finer features of such software to align and check their text or add graphics to give their work a more pleasing appearance. Pupils have a satisfactory understanding of the part that information and communication technology plays in their daily lives and know that computer technology is to be seen in everyday objects such as car barriers, at food checkout tills in supermarkets and in everyday goods such as washing machines and microwave ovens.
63. The quality of teaching and learning is good. Since the last inspection, teachers have considerably improved their knowledge and confidence in using information and communication technology to help plan pupils' learning. Lessons taught in the computer suite are effective. A key feature of the teaching is the creative way in which information and communication technology is used in other subjects. The Internet is made accessible to the pupils to help them explore topics in history or geography and this proves successful in developing their understanding of how information can be gathered from sources other than books. Increasing use is made of other information and communication technology equipment such as digital cameras, thereby successfully promoting pupils' understanding of how information can be retrieved, entered and then further manipulated by ways other than just by computers. The impact of teaching is lessened by some missed opportunities by teachers to incorporate computers more fully into their day-to-day teaching. This results in pupils not always being given the scope to develop the skills they acquire in the computer suite.
64. There is good leadership and management of the subject. The co-ordinator is highly enthusiastic about the subject and has given a strong lead and effective support to other teachers in order to improve provision. Staff development has been effectively managed resulting in teachers who are more enthusiastic about incorporating computers to support

their teaching. The co-ordinator has a reasonable grasp of the standards pupils are reaching by regularly sampling and collecting evidence in terms of pupils' work. However, at present however, she has too few opportunities to monitor teaching directly; this limits the scope she has to directly gauge the impact that teaching is having on learning.

HUMANITIES

65. Work was sampled in **geography**, as there were too few lessons in order to judge provision. A review of teachers' planning, pupils' work and a discussion with Year 6 pupils, indicates that the curriculum meets statutory requirements. The curriculum is stronger than that noted at the last inspection. The small sample of pupils' work in Year 6 shows that pupils have a satisfactory knowledge of methods like surveying property use and comparing and contrasting different localities. Good use is made of places further afield to extend pupils' learning of geographical experiences. Year 2 pupils have learned about the weather in Australia and the United Kingdom and are able to compare and contrast well how life is both similar and different in both countries. The co-ordinator has successfully analysed the strengths and weaknesses of the subject and taken action that has improved the curriculum. The visits and links with literacy are a very positive innovation and are helping to improve the quality of pupils' writing.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education is effectively taught in a way that promotes respect and interest in different faiths and beliefs. It makes a good contribution to pupils' personal and cultural development.
- Pupils are encouraged to associate religious beliefs with their own experience.
- There is no monitoring of teaching and learning.

Commentary

66. Pupils reach standards in Year 2 and Year 6 that are in line with expectations of the locally Agreed Syllabus. A similar picture was evident at the time of the last inspection. Pupils' achievement, including that of pupils with special educational needs and English as an additional language, is satisfactory.
67. In Years 1 to 2, pupils learn about and have a satisfactory understanding of different religions. By the end of Year 2, pupils know that Jesus told stories that are known as parables and simply present these in writing and pictures. Pupils have a satisfactory understanding about the birth of Muhammad and of the Hindu story of creation. By the time pupils reach the end of Year 6, they are gaining a satisfactory understanding of the major world religions. They know about the places of worship in different religions. Their work shows a satisfactory understanding of the role of the mosque in Islam or activities at the Gurdwara, a Sikh temple. There are good examples of cross-curricular links, for example, pupils use Islamic designs to make clay tiles in art and design, and teachers give the pupils good opportunities to develop their writing skills through the writing they

undertake in the subject. An examination of pupils' books reveals that they are given opportunities to apply religion to their lives, as well as knowing the basic facts.

68. Teaching and learning in Years 1 to 6 are satisfactory overall. A good lesson was observed in Years 3 and 4 when pupils were learning about the symbolism of the animal being sacrificed at Eid-al-Adha. Care was taken to build on work previously undertaken and pupils showed good understanding of the Third Pillar of Islam which emphasises giving. Teaching very skilfully drew on the experiences of the pupils who were from an Islamic background. In two other lessons, the teaching was satisfactory in one and unsatisfactory in the other where teaching failed to engage all the pupils through interesting tasks. Consequently, many pupils were restless and a small number disrupted the learning of others.
69. The co-ordinator has been in post over a year. As yet, she has had no opportunities to monitor teaching and learning in the subject to enable her to have a clear picture of teaching across the school. Assessment procedures are in the early stages of development. The school is well placed to achieve improvement in this subject.

History

Provision for history is **satisfactory**.

Main strengths and weaknesses

- Visits and the history of the local community are used well to stimulate pupils' interest.
- The subject makes a valuable contribution to the pupils' literacy development.
- The unsatisfactory behaviour of some older pupils disturbs the learning of others.

Commentary

70. Standards by the end of Years 2 and 6 are in line with national expectations and pupils' achievement is satisfactory. Standards are similar to those at the last inspection. The school has done well to maintain these standards because the attainment of pupils when they enter school is lower now than it was then. Teaching methods such as using lots of resources, visits to places of interest and thoughtful use of well explained vocabulary help pupils in the early stages of learning English and those with special educational needs to have access to this subject. They make similar progress to their peers, although their responses to the tasks are mainly oral rather than written in any depth.
71. Teaching is satisfactory in Years 3 to 6. No lessons were observed in Years 1 and 2 so no judgement is made about the quality of teaching there. Good teaching in Years 3 to 6 is thoroughly planned and uses visits and resources very well to help pupils understand what life was like in other times and to stimulate their writing. For instance, in Year 3 and 4 the teacher successfully recreated for pupils what it may have been like to experience a blackout by dimming lights and using an audiotape to help pupils develop their understanding of what the experience may have been like. Year 1 and 2 pupils use the forthcoming centenary of the school to study the 20th century. This helps them develop a satisfactory understanding of chronology and how life has changed in many different ways since the school was opened. Because time is set aside, pupils are able to develop their writing skills well to contrast the life of a poor child and a rich child in Victorian times. Increasing use is made of the Internet to develop pupils' skills as they use this medium as

a further avenue of exploring, gathering and interpreting information. This makes a positive contribution to the pupils' literacy skills. Occasionally the pace of lessons slows when teachers spend a long time gaining pupils' attention and co-operation. This is often coupled with teachers' introductions to lessons being overlong and the weak use of historical resources to stimulate pupils' interest.

72. Leadership and management are good. The co-ordinator has strengthened the curriculum by introducing of a cohesive set of topics based on national guidelines. These help pupils develop their knowledge and understanding of the passage of time as well as the skills of interpreting evidence. The more recent innovation of having a visit to a place of historical interest before each topic has worked well. Management has improved because the co-ordinator looks at teachers' planning and pupils' books regularly. Assessment procedures are now in place and results used to modify future teaching. Displays of pupils' work are good. They successfully raise pupils' self esteem and enhance the status that the subject holds.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. The inspection focused on the teaching of art and design as the school is proud of its accomplishments in this area. Few lessons were seen in design and technology or music during the inspection. However, some of the teaching of **music** is undertaken by the deputy headteacher who has a very good knowledge and understanding of the subject and leads developments in the subject well. Some pupils are also given good opportunities to learn to play a sufficiently wide range of musical instruments including the recorder, the drums and steel pans. In **design and technology**, by the end of Year 6, pupils have a satisfactory understanding of the main elements of the design and technology process. They appreciate the importance of thinking through their initial ideas and the materials and tools that are needed to make and build a range of artefacts. In **physical education**, teachers' planning and discussions held with Year 6 pupils indicate that the subject is taught in full, despite the shortcomings through the lack of a school field. Pupils in Years 3 to 6 experience an enriched curriculum, and not only do they learn about dance, gymnastics, athletics and games but they also go swimming and have a residential visit at which they do outdoor activities such as abseiling. Specialist coaches have been brought in to work alongside teachers to challenge pupils' skills further.

Art and design

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

Main strengths and weaknesses:

- Achievement is good overall and, for many pupils, it is very good and standards are above average in Years 2 and 6.
- Pupils participate in a very good range of activities which enrich and give them experience of working in a range of media and style.
- Some parents' expertise in art and design is used well to support pupils' learning.
- Assessment procedures are underdeveloped.

Commentary

74. Although only three lessons were seen which were in Years 3 and 4, evidence indicates that art and design is well planned, varied and interesting. The quality of pupils' work indicates that standards at Years 2 and 6 are above national expectations and the pupils, including those with special educational needs and English as an additional language, achieve well. This represents good improvement since the last inspection.
75. Displays around the school are of a high standard and reflect the high status that the subject holds. The colourful and exciting range of art and design work on display immediately attracts a visitor to the school. From the playground to the building inside, examples of pupils' work in different media and style are clearly visible. The money from the 'New Opportunities Fund' has allowed local artists to work with pupils to produce art objects that have improved the appearance of the playground. On the southern wall, rest the resin plaques with olive autumnal images of dinosaur and dolphin and the wall panels of mosaics illustrating the life cycle of the butterfly, which are of high quality. The pupils have also made functional art objects such as a metalwork bench that is fixed under a tree. Last term, the pupils in Years 5 and 6 produced stone carvings with two professional artists in an after-school club. The stone carvings of the tadpole and the frog are on the grass and the flowerbeds in front of the school. In the foyer, the colourful mosaics, dot painting of faces called 'Camberwell Beauty' by Years 3 and 4 or black and white prints based on the story of 'Goldilocks and the Three Bears' by Year 2 quickly draw the visitor's attention. The good progress that pupils make in their understanding that art and design is produced through fabric printing can be seen in large Batik hangings, made by Years 1 and 2, in the infant hall.
76. Art and design is planned and taught well in Years 1 to 6. It is used well to support other areas of the curriculum. For example, the pupils in Years 5 and 6 have produced good quality posters in English or the Greek style frescoes based on the Palace of Knossos. In Years 1 and 2, the pupils have made a large collage of the school when studying the school's history. What was significant in these lessons was that the pupils were given the opportunity to explore ideas from different cultures. The pupils have explored Islamic patterns when designing tiles and also how to transfer two-dimensional drawings into three-dimensional clay tiles. These patterns were geometrical, linked to mathematics. The teachers generally managed pupils well during the practical work. The quality of teaching and learning is good. The pupils make good progress in their understanding of the work of different artists and are keen to apply the techniques explored through their own work.
77. The subject leadership is good. The co-ordinator shares with other teachers a clear vision as to how the curriculum can be enriched by involving local artists working in a range of media with pupils. These include the skills of some parents themselves, who give freely of their time and expertise in supporting and enriching pupils' learning. Resources are good and effectively managed so that pupils of all abilities and backgrounds can achieve well. As pupils have hugely benefited from the enrichment activities offered by the artists from the community, they also contribute to the community by participating in the Camberwell Arts week or the Camberwell Festival. There is no formal assessment in art and design and this makes it difficult for teachers to plan precisely what pupils need to do next in order to improve and boost their achievement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. During the inspection few lessons were seen in **personal, social and health education** or **citizenship**. However, a study of the scheme of work that teachers use to plan pupils' learning in this area, together with some samples of pupils' work, show that suitable coverage is made of the subjects during the year. The pupils follow the scheme of work that has been devised with other local schools, enabling them to explore themes such as assuming responsibility, making decisions, respecting others, self-esteem, and communication. Many of the themes are intertwined with religious education giving the pupils further scope to explore some of the moral issues that underpin the work that they undertake in PSHE and citizenship. In addition, the school council comprises members from the Year 6 cohort who in turn represent other year groups. This gives some pupils good scope to work in a group and develop a good understanding of the importance of acting and listening to the views of others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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