

INSPECTION REPORT

TOWNSEND PRIMARY SCHOOL

London

LEA area: Southwark

Unique reference number: 100814

Acting Headteacher: Paul Moriarty

Lead inspector: Kath Beck

Dates of inspection: 19th – 21st January 2004

Inspection number: 263877

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	265
School address:	Townsend Street Old Kent Road London
Postcode:	SE17 1HJ
Telephone number:	020 7703 2672
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Kim Insley
Date of previous inspection:	4 th May 1998

CHARACTERISTICS OF THE SCHOOL

Townsend is a large primary school housed in a three storey Victorian building close to the centre of London. There are 265 children on roll, 20 of whom attend the Nursery part time. At the time of the inspection, 20 children had been in one of the Reception classes for only nine days. The number of children in each year group varies and so the school has some mixed age classes. Most children live within the immediate locality in rented flats, housing association and local authority homes. A few live in privately owned houses. A very high number of children do not have English as their first language. Ten of these are at an early stage of English language acquisition. Their main languages are Spanish, Portuguese and Somali. The number of children known to be eligible for free school meals is above the national average, as is the number identified as having special educational needs. Three per cent of children have a statement of special educational need and this is also above the national average. They encounter severe learning difficulties, speech or communication difficulties, hearing impairment and dyslexia. Another 14 are identified as having social, emotional and behaviour problems. The school has a high ethnic mix. One third of children are White British and another third are Black or Black British African. The remaining groups are made up of a range of ethnic minority groups, from Europe, Asia, Bangladesh and the Caribbean. Attainment on entry to the school is very broad, but mostly it is below that normally found.

In September 2002, seven staff were new. At that time, three were newly qualified and two came from overseas. They have remained at the school and provided it with stability and continuity. The deputy headteacher took on the acting headship in June 2003. A member of the senior management team has recently returned from extended leave. One class is currently covered by a long term supply teacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10090	Kath Beck	Lead inspector	Mathematics Information and communication technology
9619	Bob Miller	Lay inspector	
7694	Martyn Richards	Team inspector	English Religious education English as an additional language
17649	Diana Batt	Team inspector	Science Physical education Design and technology Geography
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PART A: SUMMARY OF THE REPORT

Overall evaluation

This is a good school with high aspirations for its children. Leadership of the governors, acting headteacher and curriculum leaders is strong. They are tackling the difficulties with staffing successfully, recruiting and retaining several new, highly skilled teachers. Management is good and ensures that the school runs smoothly and continues to improve its provision. Children's achievements are very good in Reception, Years 2, 5 and 6 as a result of high quality teaching. Results of national tests indicate that the school adds a great deal to children's achievements in Years 2 to 6 when compared to all and similar schools. These contribute to a very good value added measure that places the school in the top 25 per cent in the country. Behaviour is good and this, together with children's positive attitudes, does much to enhance their rate of achievement. From a below average start, currently, standards are typical of those found in Year 2 in all schools nationally, except in information and communication technology where they are good. They are below average in English, average in mathematics and good in science in Year 6. The school provides good value for money.

The school's main strengths and weaknesses are:

- The governors and acting headteacher know the school well. Self evaluation is rigorous and honest and is used to provide a very clear educational direction for the school.
- Subject leaders, especially in literacy, mathematics, science, information and communication technology, art and design, physical education and music are having a significant impact on achievements in their subject as their leadership skills are well developed.
- Many new staff are high quality.
- In Year 6, standards are similar to those normally found in all subjects except science where they are good and English, where they are below average.
- Standards are not high enough for some children because they do not attend school as often as they should.
- Consistent high quality teaching and achievement found in Reception, Years 2, 5 and excellent teaching in Year 6 leads to children acquiring new skills, knowledge and understanding at a rapid rate. In other year groups, teaching is satisfactory overall, but the pace of learning is slower.
- The very good broad and rich curriculum in Years 1 to 6 actively promotes participation in sport and the arts through strong community links and widens children's horizons.
- Improvements have been made to the curriculum, accommodation and resources for children in the Nursery, but there is more work to do to help children learn more quickly.
- There is a strong commitment to including all children in the work of the school. They are cared for well.
- Good assessment and target setting for children with special educational needs or English as an additional language does not lead to tasks that meet their needs in some classes.

The school has made good progress in many areas since the last inspection. Most of the key issues, relating to leadership and the curriculum, have been met very well. The school has developed its links with the community really well, offering children a very rich broad curriculum. The amount of high quality teaching has increased and children are achieving well in comparison to similar schools. The development of assessment procedures in the foundation subjects has been interrupted by staff turnover. Some outside toilet facilities have been improved and there is a comprehensive plan to complete the work when finance is available. Standards overall, are not as good as they were at the time of the last inspection. At that time the school focussed on teaching literacy and numeracy and now it offers a very broad range of subjects where children achieve well.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	E	D	C
mathematics	A	E	D	B
science	B	E	B	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, children **achieve well** and reach nationally expected standards in most subjects in Years 2 and 6. Standards in English are below those normally found in Year 6. They are good in information and communication technology in Year 2. Results are rising faster in the infants than in the juniors because of the high quality teaching in Year 2. Children’s achievements vary according to the quality of teaching. They are very good in Reception, Years 2, 5 and excellent in Year 6. The school’s performance in national tests for children aged eleven is average in English, good in mathematics and very good in science when compared to schools with children from similar backgrounds. At the end of the Reception year, children meet the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. They exceed them in physical and personal, social and emotional development. Creative development is unsatisfactory. Children with special educational needs or English as an additional language, make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. There is evidence of underachievement of some boys in writing and the school is dealing with this in a determined way. Children’s attitudes and values and personal development are **good**. However, attendance is poor and punctuality unsatisfactory. This is because too many parents take their children on extended holidays in term time. Also they do not ensure their children get to school in good time for the first lesson.

Quality of education

The school provides a **very good** quality of education for its children. Teaching overall is **good**. It is excellent in Year 6 and very good in Reception, Years 2 and 5. Teachers in these year groups have high expectations of what children can achieve so that they learn a lot in each lesson. As a result, children’s learning moves forward quickly. There is work to do in the Nursery, Years 1, 3 and 4 to raise the quality of teaching to a similar level, so that children’s achievements are consistent throughout the school. Assessment procedures are satisfactory. The information gained is not used effectively enough in some classes to help plan children’s programmes of work, especially for those with English as an additional language or special educational needs. The curriculum provides a very good range of activities that motivate all children to want to learn in Years 1 to 6. It is unsatisfactory in the Nursery where tasks are not planned carefully enough to promote learning through adult led or child initiated activities. The accommodation and resources are also unsatisfactory in the Nursery. There are many opportunities for enrichment through extra-curricular provision as well as the use of visits and of visitors. Physical education plays an important part in children’s lives. The school has a high profile in the school and as a result, children pursue sporting interests in their own time. Children are cared for and supported well. The school’s partnership with parents is good and its links with the community are very good.

Leadership and management

Leadership of the governors, acting headteacher and key staff is **very good**. Management is good. The school has experienced a turbulent time, with high staff turnover and the long term absence of senior members of staff. The acting headteacher is working very effectively with the governing body and key staff to bring about continuity in children’s learning, the quality of teaching in some year groups and improvements in behaviour of the children. The daily management of the school is good and enables everyone to get on with their tasks successfully. The school development plan reflects

determination to go on improving. There is a small, but very effective, senior management team that is driving developments forward positively and quickly. High priority is given to staff development and training to overcome some of the problems of staff turnover. Curriculum leaders take their roles very seriously and are playing an important part in raising standards and establishing links with the community.

Parents' and pupils' views of the school

Most parents are pleased with the school, especially the improvements in children's behaviour, the quality of teaching and stability in staffing. The children like their teachers, really enjoy the broad range of activities the school offers and the work they are asked to do. They believe their ideas are listened to. The children's main concerns and those of the parents, relate to the condition of the outside toilets, the interactions between children and some of the lunchtime supervisors and the acoustics in the dinner hall. Also, some children are concerned that others do not behave as well as they should in lessons or the playground.

Improvements needed

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

- Raise standards in all aspects of English by the time children leave the school at age eleven.
- Improve the quality of teaching in the Nursery and Years 1, 3 and 4 so that children's achievements are consistently good as they move through the school.
- Ensure the targets set for children with English as an additional language and special educational needs are linked directly to lesson planning in all classes.
- Make further improvements to the accommodation, resources and curriculum for children in the Nursery.
- Raise the level of attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

From a below average start, children overall, achieve well and reach nationally expected standards in most subjects in Years 2 and 6. Standards in English are below those normally found in Year 6 and good in information and communication technology in Year 2. Results are rising faster in the infants than in the juniors. Children's achievements vary according to the quality of teaching. The school's performance in national tests for children aged eleven is average in English, good in mathematics and very good in science when compared to schools with children from similar backgrounds.

Main strengths and weaknesses

- Children's achievements are very good in Reception and Years 2, 5 and 6 as a result of the high quality teaching.
- The value the school adds to children's education is very good between Years 2 and 6. This places the school within the top 25 per cent of schools nationally.
- Curriculum leaders, especially in literacy, numeracy, information and communication technology and physical education have a significant impact on children's achievements.
- Children meet the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world. They do not meet them in creative development, but exceed them in physical and personal, social and emotional development.
- Standards, especially in English and information and communication technology are rising faster in the infants than in the juniors.
- Children with English as an additional language and special educational needs make good progress in the infants and satisfactory progress in the juniors.
- Standards in English by the time the children leave the school.
- Some boys do not do as well in writing. The school is taking determined action to deal with this.

Commentary

1. Children are awarded a number of points in each subject, depending on the levels attained. These are added up and divided by the number of children taking the tests to find the average points' score.

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

Standards in:	School results	National results
reading	14.1 (13.1)	15.7 (15.8)
writing	15.1 (12.1)	14.6 (14.4)
mathematics	15.3 (14.9)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	25.6 (23.5)	26.8 (27.0)
mathematics	26.4 (25.4)	26.8 (26.7)
science	29.5 (27.3)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. National test results for children in Year 2, in reading and mathematics in 2003 were well below those found nationally. In writing they were average and show significant improvement over the previous year. In mathematics, there has been little change in tests results since 2001. In reading, results have been the same for the last two years. In comparison to schools with children from similar backgrounds, results were below average in reading and mathematics and well above in writing. Very good teaching observed in Year 2 during the inspection, indicates that standards and children's achievements are rising. From a below average start, currently, standards are typical of those found in Year 2 in all schools nationally, except in information and communication technology where they are good. They are below average in English, average in mathematics and good in science in Year 6.

3. Results rose in reading, writing and mathematics between 1999 and 2001, but dipped significantly in 2002 and rose again in 2003. The trend in improvement in results since 1999 is faster than in most schools. Very good teaching in Reception is ensuring children have a secure foundation to start their National Curriculum work in Year 1 and high quality teaching in year 2 is enabling children to learn at a rapid rate.

4. In 2003, national tests results for children in Year 6 in English and mathematics were below those found in most schools and good in science. In comparison to similar schools, results were average in English, good in mathematics and very good in science. The school is doing better than other similar schools. The trend in improvement in results over the last five years is broadly in line with the national trend, although results have risen and fallen dramatically in alternate years. Over the last three years, the performance of children in science and mathematics has exceeded the national average. Their performance in English is below the national average. Girls outperform the boys significantly in English. They also do better than boys in mathematics and science. The school is taking determined action to improve this situation. Teachers, especially in Years 5 and 6, include many different teaching strategies in their lessons that meet children's different ways of learning. High quality teaching in these year groups is having a significant impact on standards and the rate of children's achievements.

5. The school has tracked carefully the impact of staff changes on standards. The high turnover of staff matches the dips in standards. Times when staffing has been more stable reflect higher standards. In 2000, all the junior teachers were temporary. In 2002, there were only 19 children in the year group taking the tests, with a significant number having special educational needs. These results should be treated with caution. There is clear evidence that children who do not attend as often as they should or take extended holidays in term time do not attain the standards of which they are capable. The high quality teaching in Years 5 and 6 plays a vital role in adding value to the children's achievements between Years 2 and 6. The value added measure is very good and places the school in the top 25 per cent of schools in the country.

6. Curriculum leaders play an important role in raising standards through:
- demonstrating high quality lessons to colleagues, sharing skills and knowledge;
 - monitoring teaching and learning;
 - analysis of data that is used to bring about improvements in the curriculum;
 - the promotion of practical and investigative work in science, mathematics and information and communication technology;
 - scrutiny of children's work;

- the provision of booster classes after school in English, mathematics and science. These are open to all children;
- in service training for staff in information and communication technology;
- improved resources in English and the provision of a computer suite.

7. Senior staff set clear targets for improvement for teachers who are less confident and check that these have been met. External consultants and the local authority have provided up to date training for teachers less experienced in the National Curriculum or the Foundation Stage. For the most part this has been successful and is impacting standards, although there is still work to do in the Nursery where advice has to yet to be fully implemented.

8. Children learning English as an additional language, those from ethnic minority groups or with special educational needs, achieve satisfactorily. Records show they progress quickly in the Years 1 and 2 and Years 5 and 6, but progress has been slower in Years 3 and 4. Brighter children and the gifted and talented also make satisfactory headway, because lessons usually include tasks to challenge them.

9. Very good teaching in Reception means children achieve very well and exceed the early learning goals in physical and personal, social and emotional development. This is because the teacher has very high expectations of what children can do and offers them many opportunities to make important choices about their work. Discussions give children the chance to express their ideas, listen to their friends and take turns. From a below average start children meet the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world. They do not meet them in creative development as too little work is done to develop these skills in the Nursery.

Pupils' attitudes, values and other personal qualities

Children's attitudes to their learning and to school are good. Their behaviour is also good in the majority of lessons and around the school. Their moral, social and cultural developments are good and their spiritual development is satisfactory. Attendance is poor and punctuality is unsatisfactory.

Main strengths and weaknesses

- Children's good attitudes to their learning help them to achieve well.
- The good behaviour of the children means there is a positive atmosphere in which to learn.
- Relationships are very good between the children and the adults and this leads to a racially harmonious community.
- Low levels of attendance and punctuality hinder children's attainments and achievements.

Commentary

10. There is a happy and purposeful atmosphere in the school. Many children are polite, listen attentively and enjoy their learning. In the best lessons, which are lively and stimulating, they respond with real enthusiasm. In an excellent Year 6 lesson in mathematics, children learned a great deal because they sustained their concentration, drew on previous knowledge and did their very best to respond to the challenges provided by the teacher. In Years 1, 3 and 4, children are keen to learn, but tasks do not always engage them for very long and they become restless.

11. The significant improvements in children's behaviour, reported by the parents, staff and children stem from the consistent application of the school's behaviour policy. Behaviour is mostly very good when children come together for assemblies. The happy atmosphere in the school allows children to learn. Most are friendly and well behaved, although some children in Years 3 and 4 are unhappy when some of their classmates do not behave as well as they should in lessons. The school's promotion of relationships, including racial harmony is very good. This work, together with the good management of children's behaviour has resulted in a considerable reduction in the number

of exclusions in the current academic year, 2003 - 4. In 2002 - 2003 the number of exclusions was high. These exclusions involved 12 boys and two girls. Children confirm that racism, bullying and other inappropriate behaviours are rare. They trust the staff to deal with such events fairly and quickly.

Ethnic background of pupils

Exclusions in the last school year 2002 - 2003

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	88	18	0
White – any other White background	8	2	0
Mixed – any other mixed background	16	2	0
Black or Black British – Caribbean	20	1	0
Black or Black British – African	86	10	0
Black or Black British – any other Black background	15	4	0

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

12. Attendance has remained well below the national average since the last inspection. The main reason for this is families taking extended holidays during term time. These absences are having an adverse effect on the attainment and progress of the children concerned. A significant number of children arrive after the school day has got underway as some families do not do enough to make sure their children get to school on time. This means lessons are interrupted or children miss important information. The school reminds parents often about their responsibilities, but does not always follow up unexplained absences quickly enough. Currently the school does not have the support of an educational welfare officer to assist its efforts to raise attendance or enquire into the poor attendance of a number of children.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	1.8
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.

13. The school continues to make good provision for children’s personal development, although the strengths in this area have changed since the last inspection. Children now have very good levels of cultural awareness. This comes from lively and ambitious programmes in the arts, physical education and music, enriched by the wealth of visits and community programmes undertaken. They have a good understanding of right and wrong, acquired in part from religious education lessons, but also from other lessons where values are explored. They appreciate the importance of honesty and fairness, values reinforced by teachers on a day by day basis.

14. When children take on tasks, such as classroom monitors and engagement with the school council, they learn what it means to be responsible for others. Collecting for charities alerts them to social responsibilities beyond the immediate home and school. Their social and moral development is good. Spiritual development, while satisfactory, is not as strong as at the last inspection. In some religious education lessons children reflect on their own and others’ beliefs, but they find this difficult because of the demands it makes on their English. Assemblies provide an opportunity for rehearsing social rules and responsibilities, but lack the sense of occasion, stillness and reverence, for an act of worship to be effective as spiritual experience.

15. Children show each other considerable respect for each other's feelings, values and beliefs. As a result, those from ethnic minority groups and those learning English as a new language take a full part in lessons, behave well and grow in confidence and self-esteem in a school with a genuine commitment to full inclusion. However, when parents take extended holidays in term time, children's education is disrupted and their progress comes to a halt.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for many of its children. The curriculum in Reception to Year 6 is very rich and widens children's horizons. It supports learning outside the school day well and promotes strongly and successfully participation in sports and the arts. Good teaching and staff deployment means children achieve as well as they can in national tests. The curriculum in the Nursery is not planned carefully enough to challenge children to achieve well in all the areas of learning.

Teaching and learning

Teaching overall is good, although it varies between year groups. It is very good in Reception and Years 2, 5 and 6. In these year groups, children acquire knowledge, skills and understanding at a rapid rate. In the Nursery, Years 1, 3 and 4, teaching is generally satisfactory, although there are weaknesses that slow the pace of children's learning and achievements. Assessment is satisfactory.

Main strengths and weaknesses

- High quality teaching in Reception, Years 2, 5 and 6, especially in literacy, numeracy, religious education and information and communication technology.
- Most teachers expect a lot from the children and provide lessons that inspire, challenge and engage them in their learning. They insist on high standards of behaviour.
- Many children work productively and have a good capacity to work independently and collaboratively.
- Teachers promote equality of opportunity very well.
- Homework is used effectively to reinforce what is learned in school.
- The national literacy and numeracy strategies have been implemented and adapted to meet the needs of most children in the school.
- Knowledge of the National Curriculum and its requirements in Years 3 and 4 and the curriculum for the Foundation Stage in the Nursery is not as strong as it should be.
- Marking is inconsistent and the match of targets for children with special educational needs or with English as an additional language to lesson plans is not clear enough.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
4 (10.8%)	8 (21.6%)	8 (21.6%)	12 (37.8%)	3 (8.1%)	0 (0%)	0 (0%)

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

16. Teaching is good and represents an improvement since the last inspection. All the very good and excellent teaching was observed in Reception and Years 2, 5 and 6. Children acquire skills, knowledge and understanding at a rapid rate. Gaps in knowledge caused by interruptions to learning through previous staffing difficulties or slower rates of learning are soon filled. In an

excellent mathematics lesson in Year 6, the teacher used many different teaching strategies to help children understand the calculation of numbers using brackets. These included:

- high quality demonstrations using information and communication technology and a calculator to give children a clear idea of what they had to do and why;
- very effective questioning that enabled children to draw on their previous knowledge to support new learning;
- short tasks for children to complete after each demonstration to show that they understood what they were learning;
- use of individual marker boards by the children to complete tasks for the teacher to assess progress during the lesson;
- effective deployment of support staff to assist children with English as an additional language;
- opportunities for children to share their ideas to help each other learn;
- work matched to the needs of different abilities.

In addition, the teacher's own knowledge of the mathematics curriculum was high quality so that children's questions were answered confidently and clearly in a way that everyone could understand. The lesson began with a revision of previous knowledge that the teacher built on rapidly to help children understand simple and complex calculations. Excellent teaching in Year 6 was also observed in literacy and science. This consistent high quality teaching in religious education in Year 5 illustrates the ways in which the school adds very good value to children's learning.

17. In the good and very good lessons, teaching is also lively, interesting and meets most children's needs. Teachers have high expectations of what children can do and present lessons in an interesting, inspiring and challenging way. These strategies engage children in their learning and they want to do as well as they can. Teachers are also using information and communication technology to present their lessons, capture children's interest and involve them in practical work. Teachers insist on high standards of behaviour and children respond very well to this. As a result, children complete a lot of work in the time and enjoy working independently or as part of a group.

18. However, in the Nursery, Years 1, 3 and 4, teaching, while usually satisfactory does not take learning along at a fast enough rate. Occasionally, the quality of teaching in these year groups is unsatisfactory. Teachers' knowledge of the National Curriculum is not as good as that of their colleagues and so tasks are rather dull. In these lessons, children become restless and take less pride in their work. In the Nursery, some areas of learning are taught satisfactorily, but others, such as creative development and knowledge and understanding of the world are unsatisfactory. Too little attention is paid to planning tasks in accordance with the curriculum for the Foundation Stage that challenge children and involve them in adult led or child initiated activities to take their learning forward at a good rate.

19. Children learning English as an additional language are taught well. Teachers are careful to ensure they can cope with the tasks provided. They check children's progress in English systematically and set individual targets. But since lessons do not always provide work designed to meet the targets, progress is not as fast as it would otherwise be. Teachers value the ethnic diversity in their classes and sometimes use the specific cultural experience of children in their teaching. Muslim children, for example helped a religious education lesson on the Qur'an. Lesson activities are chosen to suit girls and boys equally and there are usually tasks to give extra challenge to brighter children. Children with special educational needs also receive appropriate support, but the targets in their individual education plans are not always taken into account in all lessons.

20. Homework is used well to reinforce what children have been learning in school. The National Literacy and Numeracy Strategies have been implemented effectively and adapted to meet the needs and interests of the children in the school. Parents are happy with the homework their children are asked to do. The school supports parents with English as an additional language to help their children with the work they are asked to do at home.

21. Assessment procedures provide teachers with a lot of information that they use to help children to improve over each term. However, this is not used consistently by all teachers to set short term targets and enhance the rate of children's learning. Marking is also inconsistent, similar

to the quality of teaching and as a result, some children do not know enough about what they can do and what they need to do to improve.

The curriculum

The curriculum has improved since the last inspection and is now very good. It places due emphasis on literacy and numeracy skills, but sets these within a rich and varied programme of work. Staffing is good overall, resources and accommodation are satisfactory. The curriculum in the Nursery is unsatisfactory. The school has made some improvements to the accommodation and resources in the Nursery, but they remain unsatisfactory.

Main strengths and weaknesses

- School involvement in community and local initiatives broadens children's experiences and brings learning to life for them.
- National programmes in literacy, numeracy and information and communication technology have been implemented thoroughly and with imagination.
- Investigative work plays a strong and appropriate place in mathematics and science.
- All groups of children take a full part in school life, because there is a strong commitment to inclusion.
- Provision for children learning English as an additional language is now much better than at the time of the last inspection.
- There is an excellent level of participation in local sports activities.
- Teachers' planning is not clearly linked to individual education plans for children with special educational needs.
- The curriculum, accommodation and resources in the Nursery are unsatisfactory.

Commentary

22. When last inspected, the curriculum was found to be satisfactory overall but with some important areas of weakness. Several of these became key issues for the school to address in the following months:

- Provision for religious education was unsatisfactory because too little time was given to it and the statutory syllabus was not properly implemented. This has been fully and successfully addressed.
- The school now meets national requirements in the provision of information and communication technology. Indeed, this has become an area of strength.
- Too little was done to support children learning English as an additional language. Again the school has taken effective action to correct deficiencies. Teachers carefully check the progress of children learning English as an additional language, noting specific weaknesses and set detailed individual targets to address them. There is still work to do in some classes.

23. The curriculum is now very good. The school provides a broad and rich programme of work which promotes children's achievements, self-esteem and positive attitudes. Raising standards in English, mathematics and science are central priorities and the school has implemented national literacy and numeracy programmes in a thorough, but imaginative way to meet children's needs. A lively programme in information and communication technology enriches and broadens the curriculum in subjects such as English and mathematics and makes good use of the school's new facilities. Many lessons, especially in mathematics and science, involve good practical investigative activities that help children understand new ideas and raise the level of their interest. All other required subjects are taught and there is a thorough programme of work to help children learn about personal and social health and relationships.

24. A strong feature of the school's programme is its use of visitors, outside visits and local initiatives to make learning come alive for the children. They have visited local places of worship as part of their religious education programme, joined professional theatre staff for workshops and

performances at the Globe and the National Theatre, taken part in a *Trees for London* project to revitalise the school wildlife area and visited galleries as varied as the Dulwich and the Tate Modern. They borrow and study original works of art and have enjoyed the contribution of a mosaic-maker in school.

25. The curriculum for the Foundation Stage is good in Reception, but unsatisfactory in the Nursery. This is because too little attention is paid to planning challenging and interesting tasks that allow the children to learn through adult led or child initiated activities. In Reception, the classroom is colourful, well organised and supports many opportunities for children to practise their developing literacy and numeracy skills. Displays of work demonstrate high quality work reflecting pride in children's efforts. Children take responsibility for keeping the classroom tidy and clear away materials before moving on to a new activity. In the Nursery, the planned curriculum lacks richness and there are few opportunities to make learning real. Teachers' planning for the week does not identify clearly enough what the children are to learn from each area of learning, or how the areas may link together. The accommodation, especially the toilets and storage areas, is unsatisfactory. There is nowhere for the hygienic preparation of a snack so that children can learn the social skills of eating and drinking together. Resources are not always easily accessible for the children and many are worn and need replacing.

26. Staff take care to ensure that all the different groups of children in the school can benefit from what it offers. Appropriate emphasis is placed on the early identification of children with special educational needs and they mostly make good progress. Progress is slower in Years 1, 3 and 4. Good quality individual education plans set appropriate and realistic targets for children to achieve and are regularly reviewed. However, these targets and tasks are not clearly identified in teachers' planning. There is a satisfactory range of resources to support children's learning. Children have good self esteem and mostly take a full part in lessons supported by good classroom assistants. However, in some lessons observed, when teachers work alone, children are not well supported and are withdrawn from the group for reasons of behaviour management. This means that they do not always achieve as well as they could. The National Code of Practice for Special Educational Needs has been implemented successfully. Parents are supportive and the school works well with outside agencies so that the children benefit.

27. Checks are made to ensure girls and boys do equally well and where this is not the case, in English for example, action is taken to correct it. Children of all the many ethnic groups in the school population take a full part in its activities and the school celebrates its cultural diversity in displays, music and art. There are few children with special gifts and talents, but the school has identified them, keeps a regular note of their progress and directs them to extra activities wherever possible. Staff are very aware that when children in care join the school, they may need particular help and sensitive support. This is provided.

28. Many children come to the school learning English as an additional language. A proportion are still at an early stage in this learning. The school assesses each child's progress in speaking, reading and writing on a regular basis and sets targets for them to work towards. However, some teachers' lesson plans do not always take these targets into account and opportunities are lost to maximise their achievement. While some notices around the school use community languages as well as English and there are some dual language books in the library, the school does little to celebrate the rich linguistic diversity of its children, or to give credit for the remarkable bilingualism of many of them.

29. The school supports learning at home through its good use of homework and its home-school reading programme. Realising that some parents might find difficulty in giving their children the hoped-for support, the school has set up some parents' classes to help them. A number of after-school clubs take place and are well supported. There is a high level of child participation in arts activities and excellent engagement with sports organisations in the locality. Children's participation in these through the school, often develop into weekend activities undertaken for pleasure.

30. Most of the teaching staff have been recently appointed after an extended period of instability and high teacher turnover. It is to the credit of the headteacher and the governors that such a strong and stable team is now in place, especially at senior levels. Teachers work to their strengths, share skills very well and have a marked impact on the quality and standard of achievement of the children. The school has a large complement of highly effective classroom assistants. While there is some variation from class to class in the quality of briefing provided for them by classroom teachers, they nevertheless make an important contribution to raising standards, especially in the learning of children with special educational needs.

31. The school's three floors and small site create difficulties, but these have not been allowed to impact on the quality of the curriculum. Space is used imaginatively to create a library and computer suite, corridors allow for a high standard of display and staff accommodation is good. At present the library is underused. A satisfactory provision of equipment is made for all subjects, while that for information and communication technology is good.

Care, guidance and support

This is a caring school with sound procedures in place for children's welfare, health and safety. The school gives very good support and guidance. It also seeks and values the views of the children well.

Main strengths and weaknesses

- Children have good and trusting relationships with one or more adults in the school.
- The children have very good access to well-informed support, advice and guidance based on close monitoring.
- The involvement of children through seeking, valuing and acting on their views is good.
- Children are well cared for, but health and safety requirements could be tightened up.

Commentary

32. Children are involved well in the life of the school. There is a school council through which they can express their views. This feature is helping children to become mature individuals. They feel that most teachers listen to them and value their views and opinions.

33. Very effective support and guidance is offered to the children. This is based on the good trusting relationships that exist with most of the adults in the school who know the children well. Most believe they have someone they can go to if they have a problem, but a number of children are concerned about the interactions between them and some of the lunchtime supervisors. The induction processes for children who start in the Nursery or Reception classes are good and allow children to settle quickly into school routines.

34. There is a sound policy for health and safety and risk assessments are carried out, although lack of funding has hindered arrangements for checks on electrical equipment. Children's pastoral care is good. There are effective procedures for child protection. Designated staff have undertaken training and adults in the school are aware of what to do.

35. Children, from the school's many ethnic minority groups and those who are not native speakers of English, are well supported by staff with a good understanding of their needs. Classroom assistants in particular are close to the different home communities and this helps put children at their ease. New children find friends quickly. The particular needs of children in care who join the school are appreciated and an especially careful watch is kept on their welfare.

Partnership with parents, other schools and the community

The school's links with parents and other schools are good and those in the community are very good.

Main strengths and weaknesses

- The school benefits a great deal from its links with community groups.
- Information provided for parents is good.
- The school deals with complaints well.

Commentary

36. Parents are satisfied with the school's provision and the progress children make. They are right to believe that the school is led and managed well and staff are approachable. The school makes real efforts to involve parents and to inform them about their children's standards and progress, although this is not always as successful as it would like. A good number of parents support sporting events and functions organised by the recently resurrected "Friends of Townsend School."

37. The school provides good levels of written information for parents including a regular newsletter, an annual parent survey and a well-received end-of year-academic report about their child's progress. Staff and the acting headteacher mingle with parents at the start and end of the school day so that minor concerns can be quickly resolved. Parents really appreciate this.

38. The school has effective links in the community, which make a valuable contribution to the children's learning experiences and personal development. A number of governors ensure the school has a high profile within the local area by linking with both local and national initiatives. Drama, dance, art and sport have a significant impact on children's personal development. There are regular visits to The Globe Theatre, The Royal Ballet School and the Tate Modern gallery. A dance teacher and coaches from Millwall Football Club and Surrey Cricket Club visit the school regularly. There are also close links with the police and church.

39. The school makes good links with parents whose children speak English as an additional language, providing support for those who would otherwise have difficulty in helping their children with homework or reading. It can make materials available in translation where necessary. Parents whose children have special educational needs are closely involved in their child's achievements and reviews of their progress.

LEADERSHIP AND MANAGEMENT

Governance and leadership are very good. Management is good. The school is doing its best to help the children overcome the barriers to learning. Successful action has been taken to appoint and retain high quality staff. The school is aware of the barriers to raising standards and acts energetically to bring about improvement.

Main strengths and weaknesses

- Good teamwork among governors and staff ensures coherent decision-making.
- Governors and staff have a clear and accurate view of the school's strengths and weaknesses, through highly effective self evaluation.
- Senior management and subject leaders provide strong direction and a very good example to colleagues.
- There is a strong and effective commitment to inclusion, ensuring all groups of pupils benefit from what the school offers.
- School self evaluation is rigorous and honest.
- There is a strong commitment to the recruitment and retention of good staff.

Commentary

40. The school's governance and leadership is now very good, an improvement on the last inspection when it was reported as good. This is despite the difficulties created by staffing instability over recent years and by the absence of the substantive headteacher.

41. The governors are enthusiastic, well-informed about the school and strongly supportive of it. They have a realistic view of its strengths and weaknesses, valuing its curricular successes and the good relationships with and opinion of, its local community. They know that some children are not yet working to their full capacities and monitor progress regularly, especially in the Nursery and Years 3 and 4. They contribute to the good teamwork of the school's leadership and support its initiatives, in improving behaviour management and the quality of teaching for example and implementing the new home/school reading programme.

42. With the school's senior management, they ensure the school reviews its performance rigorously and that the development plan addresses the most urgent priorities. Despite pressures on the school budget, they have implemented a new recruitment and retention policy to ensure good new teachers are appointed and this is already having a marked impact on standards in the school. Governors share parental and child concerns about the outside toilets and have a three year strategic plan to bring proper facilities into the main building. They are fully aware of their statutory responsibilities and carry these out effectively. They ensure the school is a welcoming and inclusive community for children from all backgrounds and that the racial awareness policy is properly implemented.

43. High costs last year, especially in respect of staffing, led to a small deficit at the end of the year. A well planned budget for the coming year, however, addresses the school's priority needs, while forecasting a small, but appropriate surplus for 2005.

44. The acting headteacher, in a difficult transitional role, has brought a clear vision and a determined attitude to his leadership. He is very alert to obstacles to raising standards and addresses these very effectively in consultation with governors and staff. He has ensured that the school's impressive team of recently-appointed teachers are able to contribute to the full, in respect of the example they set of high quality teaching and in harnessing their skills as members of the senior management team and as subject leaders. His skill in enabling others to excel is a mark of his very successful leadership.

45. Senior staff make a vital and very effective contribution to the school's curriculum and the improving standards. They bring a vibrant enthusiasm and energy to their work and a high level of expert knowledge. They lead by example from their own teaching and have the skills and good relationships to enable their colleagues to work to their best ability. Staff and governors, through good teamwork, have established an ethos in which all see themselves as learners, working to improve their skills for the benefit of the children. They seek out curriculum and community initiatives that motivate the children and broaden the curriculum. Teachers are excited by the successes they achieve and their positive approach influences children to work hard and enjoy success.

46. The headteacher and senior staff are rigorous in checking the quality of teaching in the school and the term-by-term progress the children make. This means they can make adjustments quickly whenever they see the need. They take care to see that all groups of children in the school benefit from what it offers. They oversee the progress made by very able, gifted and talented children and they check that both girls and boys do equally well. Having noted the relative underperformance of boys in English, they have devised strategies to put things right. They see that children from all ethnic and language groups make headway and deal very carefully with issues that arise when the school admits children in care.

47. The day to day management is effective. Strong team work means that the school day runs efficiently and everyone can get on with their tasks. Procedures are clear and followed. Visitors are made to feel welcome by staff and children. A good performance management system for teachers

is supported by classroom observations with feedback. This with a staff development programme that for example, allows teachers to work alongside others and provides training for non teaching staff is helping to bring about school improvement. A programme of performance management for all non teaching staff has been started and will be further developed. The school has made good progress with the first stages of the 'Workload agreement' and teachers are well supported by effective and efficient non-teaching staff. There are good induction programmes and new staff are well supported. Students from initial teacher training course are welcomed.

48. The aids to children's learning come from:
- effective leaders who have high expectations and who are determined to see the school improve;
 - some very skilled teachers who set high standards and have drive and a clear vision for raising standards in their subjects;
 - the school working well together as a team, with children and parents. This helps create a family atmosphere where everyone is valued and has confidence in each other.
49. The barriers to children's progress include:
- the difficulty in recruiting staff and the absence of staff for long term sickness. In the previous Year 5 classes were taught by temporary teachers. The school has monitored this and is aware that it has affected children's progress and the development of the curriculum;
 - some unsatisfactory teaching that continues to hinder children's progress especially in the Nursery, Years 3 and 4;
 - poor attendance. The school monitors children's attendance carefully and has worked hard to improve the situation. However, a significant number of children still do not attend school regularly and this affects their progress.
50. The school's determined efforts to overcome barriers to children's learning are succeeding and enabling the provision of a very good quality of education.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Nursery is **unsatisfactory**. It is **good** in Reception.

51. Attainment on entry to the Nursery is broad, but mostly it is below that normally found for children aged three. Children attend part-time initially, but they can attend full-time as they get older.

52. The accommodation in the Nursery has recently been improved providing more space and some redecoration. However, the toilet areas need urgent improvement and resources should not be stored there. A storage room is untidy and there is no hygienic area for the preparation of food or drinks for these children. The quality of teaching in the Nursery has important unsatisfactory elements that hinder children's achievements in the areas of learning. Too little attention is paid to planning tasks in accordance with the curriculum for the Foundation Stage that challenge children and involve them in adult led or child initiated activities to take their learning forward at a good rate. Resources to develop learning are not identified sufficiently and language acquisition is not linked to learning opportunities. Learning support assistants lack explicit instructions, although they use their initiative to benefit the children's learning. Full-time children cover the same activities in the afternoon as they have in the morning making little progress. Assessment is not used in planning future work and opportunities are therefore lost to extend children's learning. An individual profile is kept once children have settled into the Nursery and consists of photographic records, samples of work and teacher assessments. There is no formal tracking of individual progress by the Foundation Stage leader. Support and guidance from the local authority and the school has yet to be implemented satisfactorily.

53. The quality of teaching and learning is very good in Reception because:

- planning is detailed; there is a good blend between all the areas of learning;
- teaching strategies take into account the curriculum for the Foundation Stage and help children to make rapid progress to achieve the goals set for them;
- lessons are imaginative and prepared well inspiring children to want to do as well as they can;
- the learning support assistant is briefed well about the tasks she is to do with the children and what they are to achieve;
- work thoughtfully matches the needs of the differing ability groups;

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children in the Nursery is **satisfactory** and in the Reception class is **good** so that many achieve well and exceed the early learning goals.

Main strengths and weaknesses

- Younger children are inducted to the Nursery at different times to enable them to settle in comfortably.
- Nursery children are quick to learn class routines.
- Good progress is made in Reception.
- Most children play alongside each other well.
- There are few opportunities for children in the Nursery to make important decisions about their work and use their initiative.

Commentary

54. At the time of the inspection, many children were new to the Nursery. To help them settle in on their first day carers are required to remain with their child. Even so, most children moved from one activity to another with confidence and independently of an adult. The children quickly learn class routines, but not enough is done to build on the personal skills children have when they start school. For instance, there is nowhere for the hygienic preparation of a snack so that children can learn the social skills of eating and drinking together. Resources are not always easily accessible for the children and many are worn and need replacement. Children are not encouraged to take responsibility for keeping the classroom tidy, although they put resources away when assisted by an adult.

55. In both the Nursery and Reception classes, opportunities are provided for children to work as a class, in groups and individually. Consequently most work and play alongside each other happily, share toys and equipment without fuss. When going to play outside or dress up in the role-play area they can dress and undress on their own. In the Reception class, a small group retold the story of 'The Three Bears' very well. They took turns in speaking and shared the different types of puppets they were using to re-enact the story. Children in the Reception class are on course to exceed the goals set for them in this area of learning. They are many opportunities for them to use their initiative, try out their developing literacy skills independently and contribute to classroom routines.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory** in the Nursery and **good** in Reception. Most children are on course to reach the early learning goals by the end of the Reception year.

Main strengths and weaknesses

- Children who speak English as an additional language are well supported.
- In Reception, children develop their writing and reading skills well.
- Opportunities in the Nursery are limited and unimaginative in the role-play areas.

Commentary

56. Children who speak English as an additional language are well supported by adults who work closely with them in the focussed group sessions to ensure they understand what is required. This enables them to participate in all activities.

57. Teaching is good in the Reception class and satisfactory in the Nursery. Good opportunities are made for children to develop speaking skills in role-play situations and in the use of puppets. Children's attention skills are promoted well through listening to class stories and participating in songs and rhyme. They readily choose use tape recorders to hear their favourite tapes. When children in the Nursery discussed the books that the Nursery nurse had brought into school, they did so with interest. However, this type of activity is not developed sufficiently to extend children's vocabulary further through enriched play experiences. Children have few opportunities to browse through books with their friends. The number of books available is limited and their condition is not good enough to motivate children to want to look at them.

58. Many children in the Reception class, and some in the Nursery, hold their pencil correctly in both formal writing sessions and in play activities. In a focussed teaching session with a learning support assistant they were able to recognise and write sounds, for example, 'h' and 'm'. Reception children are able to use their phonic knowledge to write simple words and very short sentences. There are many opportunities for children to develop their writing and reading skills through play in

Reception, but less so in the Nursery where role-play areas are unimaginative. Stories and guided reading sessions enable children to begin to learn to read in the Reception class.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory** in the Nursery and **good in** Reception as children are on course to meet the early learning goals at the end of the Reception year.

Main strengths and weaknesses

- Children in Reception are developing their use of mathematical language.
- One boy in the Nursery could count to ten correctly, but children's prior attainment is not taken into account when planning work in this area of learning.

Commentary

59. Children are developing their understanding of numbers and mathematical language faster in Reception than in the Nursery. Some children have a good understanding of numbers up to five in the Nursery and ten or more in the Reception class. In the Nursery, one boy could successfully count to ten reaching the early learning goal for this aspect of mathematics early. Working with a learning support assistant, children counted to six and then correctly put one bean in each compartment of an egg box. This was a useful activity to take children's learning forward, but there were few other opportunities for children to play games or be involved in number activities where they could use their initiative. Assessments of Reception children indicate that they can subtract one from a given number.

60. In a story session with the Nursery nurse children looked at shapes and could recognise and name a circle and a triangle. Following the story of 'The Three Bears' Reception children were able to order the bears according to size and use mathematical vocabulary such as 'larger', 'smaller' and 'in between' to describe them. They used different sized puppets and talked about the 'smaller' of the two. Practical tasks, such as making porridge, helped them to realise the importance of mathematics in cooking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory** in the Nursery and **good in** the Reception class.

Main strengths and weaknesses

- Children's computer skills are developed well in the Nursery and Reception classes.

Commentary

61. Children are competent in both classes on the computer. In the Nursery, children with special educational needs are helped by a learning support assistant until they become more secure. In Reception they use the mouse confidently and successfully to move pictures on the screen. All are able to turn the tape recorder on and use earphones to listen to their favourite stories.

62. In both Nursery and Reception children work with a good degree of accuracy when cutting and joining and are conscious about safety when using scissors. They have a variety of opportunities to use construction toys, but there were few examples of models built from recycled materials.

63. Nursery children learn about how things grow by planting bulbs in trays. Those who had just started school began to grow beans using absorbent paper and plastic cups. The Nursery nurse showed the children how to put the paper and bean in the cup so that the bean would grow.

The need for water to make plants grow was discussed. The group was mesmerised by this and worked confidently and with sustained concentration. Photographs show how in the past children have explored the garden looking for mini-beasts. A weather chart in the Nursery was not up-to-date.

64. In Reception, a very good interactive display of different kinds of beans focussed children's attention on recognising similarities and differences. The role-play area in both classes is a garden centre, but this is not always used to extend children's knowledge and skills through adult intervention in the Nursery. Some children in Reception developed their writing skills whilst playing. The 'bear hunt' display in the area outside Reception indicates good learning of early writing and geography skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** in the Nursery and **good** in Reception.

Main strengths and weaknesses

- Despite limitations of the outside area, staff make the most of the accommodation to develop children's physical skills.

Commentary

65. Teaching is satisfactory in the Nursery and very good in Reception. Children in the Nursery have the opportunity to use their own secure area outside to balance on large equipment. Given adult support, children extended their balancing capability onto large apparatus. When throwing a large ball into a net they practised hand and eye co-ordination satisfactorily, but did not go on to pass the ball to a partner.

66. There is a suitable range of wheeled and push and pull toys for both classes to improve and practise their physical skills. The opportunity for children to use the outside area is a strength of the Nursery despite its limitations. However, time in the outside area is planned to take place at various points of the day and opportunities to link and extend learning in the classroom to work on a larger scale outside are lost. Reception children change for physical education lessons that take place in the hall. This gives children the chance to develop their physical skills well so that many are on course to exceed the goals set for the end of the Reception Year.

67. Suitable emphasis is given to developing children's fine motor skills. In Reception most are able to hold scissors correctly and use them to cut out shapes.

CREATIVE DEVELOPMENT

Provision in creative development is **unsatisfactory** in both Nursery and Reception.

Main strengths and weaknesses

- There are very limited opportunities for children to explore a range of materials.
- In both classes children are given opportunities to use their imagination in the role play area.
- Art skills are not identified in planning.

Commentary

68. Few opportunities are provided, especially in the Nursery for children to mix paint colours, to make models and collages using a range of materials or for them to make up their own songs and stories. Paintings of the 'The Three Pigs' were poor quality and gave children little chance to mix paints and express their own ideas. One activity where children were given the colours red, yellow, blue and green had no guidance on how to mix paint or to use a range of paintbrushes effectively. Art skills are not identified in planning and there is little understanding about the way in which

children's creativity can be developed. In Reception, art work is displayed on the walls but children do not meet the early learning goals in creative development as too little work is done to develop these skills in the Nursery. During the inspection, there was little evidence of children composing their own music, responding to music or singing.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The English programme is rich and varied, making good use of local and community initiatives.
- The teaching of English is very good in both the juniors and the infants.
- Children learning English as an additional language make good progress, as do those with special educational needs.
- Writing in the infants' classes has improved markedly since the last inspection.
- Subject leadership in English is very good and is raising standards.
- Standards in Year 6 are not as high as at the last inspection, having been affected by staff instability in recent years.
- Achievement in reading is not as good as in other aspects of the subject.

Commentary

69. The last inspection found standards of English in Years 2 and 6 to be average, but with weaknesses in writing. This level of performance has been sustained in Year 2, with a striking improvement in the quality of writing. However, standards in Year 6 have slipped and are now below average. A lengthy period of staffing instability meant that in the past children did not receive consistently good teaching and their progress was interrupted. Teaching is now more consistent and there is clear evidence of standards beginning to improve. A further hindrance to raising standards in the juniors has been the poor performance of boys, relative to girls. While all children now work hard and achieve well in, boys in particular have a backlog of progress to make up. The school is fully aware of this and has identified some strategies to accelerate boys' learning. These strategies now need to be implemented.

70. A more encouraging picture emerges when standards are compared with those at schools with a similar intake of children. By the age of eleven, children are working at a similar level to other schools. The same is true at the age of seven, although standards of writing are considerably higher than those usually found.

71. Children with special educational needs and those learning English as an additional language generally progress well, although records show that in the past headway has been slower in Years 3 and 4 than in other classes. Help is on hand in lessons if they find work difficult. However, few lessons include tasks based specifically on the individual targets set for these children. If this happened more regularly, their progress would be even better. A small number of children are particularly able in English. Nearly all lessons include work to extend them fully and this provision is good. There is no clear evidence that children from any particular ethnic group progress significantly better or worse than others. One of the strengths of English lessons is the extent to which all the children are fully included in the work undertaken.

72. Children quickly develop confidence in spoken English and in Year 2, most can explain their work to a visitor, give clear directions around the school and take a productive part in class discussions. In Year 6, they answer questions in greater detail, plan work well in pairs and small groups, describe events and initiatives the class participates in and recount in outline the plots of stories they enjoy. The standards reached at both age levels are average. In view of their abilities and the fact that many learn English as an additional language, this is a good level of achievement. However, children find difficulty in some important aspects of spoken English, in backing an argument for example, or discussing matters of belief and faith in religious education lessons. In every lesson seen, children listened courteously to each other and to their teachers.

73. Children find reading more of a challenge and the standards reached at the ages of seven and eleven are below average. The school is sharply aware of this and has introduced new teaching systems and extra classes to raise them. A recently established home-school reading programme encourages parents to give time to children's reading at home. The school runs classes for parents who need support to carry this out. While some seven year olds are avid and expressive readers, many struggle with the subject. Most know the more common sounds and use these to help with new words and many can make good estimates of unfamiliar words by intelligent use of context. A high proportion of children, however, finds difficulty with combinations of letters and sounds and read haltingly. Unsurprisingly they find it hard to discuss the events and characters in their books. By the age of eleven, most can read texts of average difficulty accurately and some are very fluent. They know how to use the school library and to locate information in reference books. Few, however, have a sufficiently clear understanding of what they read to discuss its content, suggest alternative plot possibilities or predict possible story outcomes.

74. Writing is a significant strength in the Infants, where children's achievements are very good and standards at the age of seven are comparable to those found nationally. Most write a clear print script, spelling common and regular words correctly. Many construct simple sentences confidently, using full stops and capital letters where necessary. They have skills in a wide range of types of writing, often using a lively and individual style and choice of vocabulary. They have been offered an excellent variety of writing opportunities and can turn their hands to simple poems, stories, personal anecdotes and instructions. Writing about "How to wash your hands" required the writer to put herself in the position of a reader who did not know something that to her was very familiar and to make sure details were clear enough and sequenced accurately enough for her reader to be successful:

You will need

*Towel
Soap
Sink
Water
Plug*

- 1. First put the plug in and put the warm tap on*
- 2. Then carefully wet your hands*
- 3. Next squeeze some soap on your hands*
- 4. After that put your hands in the sink*
- 5. finally dry your hands on a towel*

76. While there are many examples of good writing among the eleven year olds, standards are below average. Many write a neat, legible joined script and spell common words correctly. They use basic punctuation effectively and can write in different styles when composing stories, dialogues, poems, mini-autobiographies and informational accounts. They find it harder to write discursive, argumentative or speculative pieces whether in English or in other subjects, such as religious education. Some brighter children however write fluently and at length, adjusting style well for different purposes.

77. All the English lessons seen were good and several were very good or excellent, especially in Year 6. Very effective use of discussion, oral questioning and explanation promotes improvement in spoken English. Imaginative activities for the children generate an absorbed interest, with high levels of concentration and effort leading to much learning in a short time. Work challenges children of all abilities and very good use is made of information and communication technology to enrich and vary the presentation of work and to engage the children in careful editing of their writing. This skilled teaching is reflected in the children's very positive attitude to English and their consistently good behaviour in lessons. The national literacy programme has been implemented thoroughly, but with thoughtful interpretation to meet the particular needs of the children. This said, writing and reading in

other lessons does not contribute as much as it should to children's literacy development, because teachers do not always insist on the same standards of care and accuracy as in English lessons.

78. Strong features of the school's English programme are the language-rich environment teachers create in their rooms and the ambitious programme of language-related community activities in which the children can participate. Bright classroom book corners and writing areas invite children to browse, to write independently and to enjoy the subject while practising their skills. Drama in subjects, such as history and religious education extends speech skills very effectively. Excellent use is made of local and community opportunities for broadening children's experience of English. In one of several initiatives, older children are guided by Globe Theatre staff in learning about the writers, Chaucer, Shakespeare and Dickens who took Southwark as a context. At present, children are working with a professional film animator in a Heritage Lottery funded project to produce their own animations based on *A Midsummer Night's Dream*. Another recent initiative took children onto stage at The Globe in a production of *Richard the Third*.

79. Two teachers work together well to lead the English programme. Their leadership is of a high standard. They check that lessons are well taught and that children's learning progresses as well as possible over time. They analyse test data to detect aspects of English where children find difficulties and they implement strategies to raise standards. Their own teaching gives a strong example of good practice. They ensure adequate equipment is available for good English teaching and organise additional staff training.

80. Last year, as a pilot programme, Years 4 and 5 children were grouped by ability for their English lessons. This meant a narrower ability range in each class and the subject leaders report that standards rose sharply over this short period. Unfortunately the scheme had to be discontinued because the school could not afford the additional staffing input it needed. It is hoped that the programme will start again once budgetary difficulties have been overcome.

Language and literacy across the curriculum

81. Where teachers avoid using worksheets that limit what children can write, literacy is used effectively across the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- High quality teaching in Years 2, 5 and 6 enables children to reach national standards.
- Leadership and management are very good and have a significant impact on standards.

Commentary

82. At the time of the last inspection in 1998, test results of children in Year 6 were above those found in schools nationally, although findings during that inspection showed weaknesses in number skills. Results at the end of Year 2 were similar to those found in most schools. Since that time, results have risen and fallen depending on the abilities of children within the group taking the tests. Also difficulties with staffing interrupted learning.

83. In 2003, test results were similar to most schools in Year 2 and below the national picture in Year 6. Although this is not as good as at the time of the last inspection, the group of children taking the tests in Year had significant special educational needs and some children did not do as well as expected as they did not attend often enough. Currently standards are similar to those found in schools nationally at the end of Year 2 and Year 6 and weaknesses in number skills have been rectified.

84. The National Numeracy Strategy has been implemented effectively and has been adapted to meet the needs of children in the school. Much of the mathematics curriculum is linked to real life so that children view their learning as purposeful. Teachers base a lot of work on practical and investigative tasks, drawing on children's previous knowledge and challenging them to think hard.

85. Teaching is very good in Years 2 and 5 and often excellent in Year 6. It is mostly satisfactory in Years 1, 3 and 4, although there are weaknesses in the provision for children of different abilities in these year groups. Targets for improvement and marking are not good enough to help children know how well they are doing. The pace of lessons is slower, limiting curriculum coverage and this has to be made up in Years 5 and 6. In Years 2, 5 and 6, children are challenged to think hard. Teachers' methods to promote learning vary to appeal to children's different learning styles. Often lessons are made up of many short sharp activities that enable children to complete much harder work by the end of the lesson, as they understand different ways of solving problems or carrying out calculations. This is also helping to raise the achievements of boys.

86. Challenging and inspiring lessons engage the children so that they usually present their work neatly and work accurately. In the best lessons, children listen and watch very carefully and this does much to enhance their learning. In Years 3 and 4, children do not always listen as carefully as they should. Tasks are not as engaging and some children interrupt learning of their classmates. This too slows the pace of learning. Booster classes are provided out of school hours to help raise standards in Year 6.

87. Curriculum leadership and management are very good. This is because data is analysed very carefully to identify areas of the curriculum that are taught well and those that need more attention. This information is shared with all teachers to ensure the curriculum is covered thoroughly. Teaching and learning are monitored carefully, with particular emphasis on raising skills of teachers who are less familiar with the National Numeracy Strategy. Strengths in teaching are praised and targets set to bring about improvements, especially in the presentation of interesting work and behaviour management.

Mathematics across the curriculum

88. Mathematics is used effectively across the curriculum in science, design and technology, art and design, information and communication technology and physical education.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The coordination of the subject is excellent.
- At the infant stage standards are rising.
- At the end of the juniors standards are well above average when compared to similar schools.
- The quality of teaching is good overall with examples of very good teaching.

Commentary

89. In 2003, national tests results for children in Year 6 were good in science. In comparison to similar schools, results were very good. Over the last three years, the performance of children in science has exceeded the national average. Girls do better than boys and the school is taking determined action to improve this situation. High quality teaching in Years 5 and 6 is having a significant impact on standards.

90. Currently in Year 2, standards are similar to those normally found. They are good in Year 6. Here, as a result of effective teaching, children make very good progress including those with special educational needs and English as an additional language. The programme for learning is based on national guidelines with good opportunities provided for all to study each aspect of the science curriculum. There are good examples of work that show children have learned about circuits, life processes, nutrition and everyday appliances that use electricity.

91. In one infant class children were developing good investigative skills. They used their senses to explore and recognise the similarities and differences between certain materials. As a class, children used adjectives to describe the feel of paper and later in ability groups classified the different types. Tasks were matched very well to their abilities. The brighter children were required to explain their answers, describe the properties of different papers and what they would be used for. With the help of the learning support assistant, the lower ability group sorted paper into sets. A computer program was skilfully used to reinforce this learning. Excellent planning by the teacher ensured very good learning. Children stayed on task as they were highly motivated and able to sustain concentration. The presentation of work in this class was good and marking was constructive. Before writing in their books, the teacher used one child's excellent presentation to encourage the class to transfer their English skills to science in a similar way. In some classes this does not happen as the presentation of work, handwriting and grammatical skills are not transferred successfully.

92. In Year 6 children's understanding of the investigative process is good and their achievement is well above average. This is due to the very good teaching that takes place. For example, in one lesson older children compared how different surfaces reflect light. They investigated whether a torch beam could be reflected onto the ceiling using mirrors, kitchen foil and wood. In some classes children are given a role in their working group such as, a timekeeper, motivator or a resources engineer. This promotes opportunities to work effectively and collaboratively and allows children to share their ideas.

93. Scrutiny of children's work, and displays around the school, shows that investigative work has a prominent place in the science curriculum. Most children, including those with special educational needs and English as an additional language, have a very good understanding of fair tests and good progress is being made across the year groups.

94. Teaching is good overall with examples of some very good lessons. Teachers have good subject knowledge and manage classes well. There are high expectations of behaviour. Children with emotional and behavioural needs are treated consistently and sensitively. Planning across the school is good as it is detailed, often imaginative, matched to differing ability levels and makes a significant contribution to teaching and learning.

95. The leadership and management of science are excellent. Monitoring systems are well established. The subject leader checks planning regularly, works with some teachers on their lesson plans, scrutinises children's work and conducts very good analyses of test results. The science action plan is thorough. Staff development needs have been identified and a comprehensive programme of training is being implemented. The impact of the subject leader is excellent and contributes to good standards, teachers' confidence in the subject and children's enjoyment of science lessons.

96. Assessment arrangements are effective in most classes and show that at the end of each topic good learning has taken place. The tracking of children's progress and target setting helps staff to make accurate predictions and to monitor their progress more effectively. Marking is constructive and used to check that children have reached the required level, although books in one class were not marked.

97. The enrichment for science is very good. A science club meets regularly. The school is involved in a project called *Trees for London*. This will involve improving the garden area by planting

trees, including edible fruit trees, making the pond safe and specific planting to encourage wildlife. It will also mean more access to the garden area than children have at present.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Very good progress since the last inspection.
- Standards at the end of Year 2 are good.
- Curriculum leadership and management is excellent.
- Resources are very good.

Commentary

98. The school has made very good progress in raising standards and its development of provision in information and communication technology since the last inspection when it was a key issue. A programme of work ensures that all aspects of the National Curriculum are taught and meet statutory requirements. Children's skills are recorded and the information used to match work closely to needs. Standards were below average at the end of Year 2, now they are good.

99. Standards are similar to those found in all schools nationally in Year 6. Children are very confident using the computers. They know how to operate the interactive whiteboard, log on to the computer, find the programme they need and start work. Some children are beginning to type using two hands. The children cover a lot of work in their lessons and carry out tasks that involve working on the computer or away from it. For example, some children had been collecting data that they put into the computer and then turned it into graphs. Older children word process their work, using different fonts and colours of text. They know how to enter information into spreadsheets and set the equation for cells to calculate addition or subtraction sums.

100. The improvements in standards stem from the provision of a very good computer suite, equipped with enough computers for most children to work independently and an interactive whiteboard. This means teachers and children can demonstrate skills to everyone in the class. These skills are then applied quickly. Where children are not sure what to do teachers and classmates help them. There are computers in every classroom and many teachers include information and communication technology in their lessons. They use it effectively to demonstrate new knowledge, skills or understanding or provide tasks for children to carry out using computer programmes to raise standards in literacy, numeracy and the foundation subjects. The skills learned in the computer room enable children to work independently or collaboratively without constant reference to the teachers.

101. Excellent curriculum leadership has enabled teachers to make the most of opportunities to raise their skills in information and communication technology through demonstration lessons or bringing in outside consultants to train colleagues. Teaching is better in Years 2, 5 and 6 where teachers are very confident. The curriculum leader is an excellent information and communication technology teacher and role model for colleagues. She has built up links with outside agencies to promote higher standards. Children in Year 6 are currently working with a City Learning Centre on an animation project. Work is scrutinised and the quality of teaching and learning monitored carefully to ensure strengths are sustained and weaknesses overcome. The difficulties with staffing, especially in the juniors in the previous year has caused gaps to emerge in learning of the older children. A few parents attended a six week course to develop their computer skills so that they could become involved in extra curricular activities.

Information and communication technology across the curriculum

102. Throughout the school computers, digital cameras and programmable toys are used to enhance skills in geography, history, art and design, literacy, numeracy and physical education. Children regard information and communication technology as an important resource to assist them in their learning, rather than just a subject on its own. Some teachers use it well to enhance the presentation of their lessons and capture children's interests.

HUMANITIES

103. While one lesson was observed in history none were observed in geography. Analysis of children's work, displays and documents and discussions with the subject leader form the evidence base, but it is not possible to judge overall provision or standards.

104. In Years 1 and 2, in **history**, children are learning about the Great Fire of London and many can successfully sequence the events. However, many have yet to develop a real sense of the past. In Year 6, work on the Greeks shows good links with art, the children have used a range of artefacts and books to draw and write about life in those times.

105. The teaching observed was satisfactory. Children were attentive and completed their task successfully. The lesson was well prepared and children were supported effectively in their learning. Overall, however, evidence shows that there are too few opportunities throughout the school for children to develop skills in the interpretation of evidence and historical enquiry. Tasks are too dependent on the use of worksheets that do little to take children's learning forward. Marking does not help children to know how they can improve. Assessment for the subject has been developed and is being evaluated. There has been improvement in several areas from the findings of the previous inspection. A scheme of work based on a nationally recognised programme enables children to study different periods of history. There is a good range of books, documents and artefacts supplemented by loan materials particularly for junior age children and resources are now satisfactory overall. The school makes good use of the locality to enrich the curriculum through visits to museums and historic locations and work with families and the community to share experiences. The subject leader plans to improve the resources for the younger children so that they can have more 'hands on' experiences and begin to develop an awareness of what life was like in the past.

106. In **geography**, Children in Year 1 have studied the characteristics of different homes. Good links are made between geography and other subjects for example art and design and literacy. For example, in Years 3 and 4 children were asked to identify specific features of a place through the story of Barnaby Bear. They drew a map of their journey to school and the route *Little Red Riding Hood* took. The Year 4/5 class made booklets describing a mountain habitat. A display of worksheets about this did not sufficiently develop children's understanding of environmental issues. In Years 5 and 6 children were involved in a geography project in improving the area. They visited the library to look at maps, London Bridge underground station and worked with an artist in school to print maps of the future. The presentation of work is variable and in some instances work had been left unmarked so that children did not know how to improve.

107. The programme of work is based on national guidelines and supplemented by other material. Teachers use maps, photographs and the local area satisfactorily to promote children's level of interest. The role of the subject leader is underdeveloped and the impact on raising standard is minimal.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Provision is much better than at the time of the last inspection, and standards have risen.
- Issues of faith are addressed with sensitivity in this multi-faith community.
- Some teaching approaches do not fully engage children's attention.

Commentary

108. A key issue after the last inspection was to improve the provision of religious education. Statutory requirements were not being met because too little time was given to the subject, and the local syllabus was not being fully implemented. While some good teaching was seen, children's progress and standards of attainment were unsatisfactory.

109. The school has responded very well to these criticisms. Enough time is now provided for religious education, and a nationally-approved programme of work is being followed. The programme as implemented in the school meets the requirements of the statutory local syllabus.

110. In Years 2 and 6, standards are in line with the expectations of the Southwark syllabus. Children's achievements in the subject are good in view of their capabilities. Children with special educational needs, and those learning English as an additional language also progress well because lessons include tasks specially adapted for them, or alternatively provide extra adult help through the classroom assistants. Children from the school's ethnically varied population are also catered for well, indeed they are sometimes called on to give specialist advice on religions that are less familiar to the teachers.

111. The children approach issues with a serious interest, and invariably behave well in lessons. All classroom discussion of faith is conducted sensitively and with reverence, and they are fully aware of the importance of protecting each other's feelings.

112. In Year 2, most children are aware of the major faiths in their local community, and know something of the practices of Islam, Sikhism, Judaism and Christianity. They are aware that religions are groups of people who share beliefs. They have studied other similar groups to which people belong, families, school or teams for example. They know that religions offer rules for living, and that Christian and Jewish rules found in the Commandments and the Torah are similar. By the age of eleven, they have a fuller knowledge of the worship practice of different religions. They know how faith groups show respect for their sacred texts, where worship is conducted, and how symbols are important in different faiths. They can explain a little of the history of Christianity, Islam and Sikhism, and their founders and prophets. They are aware that different religious groups have different articles of faith, but they find discussion of belief and values difficult. This is because many of the children lack the language skills, reflecting and reasoning, needed for this type of study.

113. No unsatisfactory religious education lessons were seen in the inspection, and some were very good or excellent. A main strength of the good lessons lies in the varied and motivating activities provided. In one lesson, focused on the ways in which respect is shown to the Qur'an, two Muslim children were invited to the front of the class. The class, in pairs, planned what questions they wished to ask, and a very productive discussion followed. A weakness in some lessons is an overdependence on the teacher simply passing on information to the children. When this happens the children are too passive, and lose interest.

114. The subject leader for religious education, together with the headteacher, manage the subject well. They have ensured that the key issues from the last inspection have been addressed, and that adequate time and equipment are available for the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

115. Only one lesson was seen in music and no lessons were seen in art and design or design and technology. Scrutiny of children's work, including photographs of work from previous years and work on display and subject leaders' files form the evidence base.

116. There are many high quality examples of **art and design** in displays around the school. The children have a wide range of very good experiences and stimuli. Links with the community are used well. These include visits to galleries, the opportunity to see work of 'real artists' on loan to the school and in Year 6 work with a professional animator linking art and information communication technology. In Year 6 works by Peter White, *On a Caribbean Shore* and Tom Phillips, *20 Sites n Years* have inspired some very good collage work where children have used paint and papers and other media to capture the artists' styles. Portraits in Years 1 and 2 show children using chalk, paint, and charcoal to make good observations and demonstrate their developing confidence in expressing ideas. The People in Action work by Year 6 children shows links with information and communication technology. Digital photographs provide a basis for sketch work. This project is linked with *Sleeping Princesses* by Mabel Alleyne and leads to some very good, vibrant work, using a variety of media - paper, crayon, cut-outs, and charcoal that really encapsulates movement. In Year 6, children are beginning to use sketch books effectively to evaluate and develop their work. The enthusiastic and knowledgeable subject leader intends to introduce these throughout the school. Resources are satisfactory and plans for the future include the introduction of more specialist materials including batik and screen printing.

117. In **music**, in Year 2, children are learning about long and short sounds. The lesson observed had some very good elements. Children sang with enthusiasm and identified long and short notes. Activities in singing and playing were used to develop the children's confidence in performing and the use of written music. However, some children with special educational needs and those who were restless and over enthusiastic did not concentrate well and this affected their progress. Children in the choir sing enthusiastically, especially when performing songs drawn from a variety of cultures. Standards of singing are good. The choir sings regularly in assembly and has taken part in the Thames Festival. The newly appointed subject leader has provided good ideas and materials to support less confident colleagues and improve standards. There are plans to work with *The Voices Foundation*, an organisation that helps children and teachers work together to learn how to make and teach music. The range of extra curricular activities is soon to be extended to include recorder and African drumming classes. There is a music room and a satisfactory range of resources apart from multi-cultural instruments which are more limited.

118. The programme of activities in **design and technology** is linked to national guidelines. Tasks are often lively and interesting, particularly at the infant stage. Children can design and make a vehicle with care and precision. Adventurous tasks, carefully planned by the teacher enable children to investigate different types of axles and make moving models of wheels and rods. In well-finished examples, they incorporated a circuit, thereby adding lights to the moving vehicles. Good art skills were used. In written evaluations of their work children effectively describe the design, how their vehicle works, the parts they were proud of and what they would change. In the junior stage, children satisfactorily designed shelters for a mountain environment. In their plan they identified the shape and materials that would be used.

119. Resources for the subject are mainly satisfactory, used well and meet curriculum needs. Currently they are stored centrally so they are not easily accessible to all children. Leadership and management are satisfactory as the role is still being developed. Monitoring of standards and teaching is through work sampling, displays and planning. Links with design galleries and technology in the community are to be explored.

Physical Education

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

Main strengths and weaknesses

- The coordination of the subject is excellent.
- The school provides enhanced opportunities for all children out of school hours.
- The good progress the school is making in delivering a broad balanced inclusive programme.
- An innovative interpretation of the physical education programme.
- The targeted support for staff.

Commentary

120. Although no lessons were observed during the inspection, evidence around the school indicates that physical education has a high profile and is promoted very well. This is despite the limitations of the school's accommodation. Excellent displays help to capture children's imagination and posters of dancers from minority ethnic backgrounds show good role models for children to follow. Other posters invite girls to join a local football club and boys to participate in rugby taster days. Opportunities for children to play hockey and participate in local events are highlighted. Children learn ballet through a *Chance to Dance* programme organised by the Royal Opera House and some who participated wrote afterwards that they 'jumped', 'skipped', 'turned' and 'pretended to be frogs'. Boys enjoy this as much as girls and some are pursuing this interest outside of school. Self-esteem is enhanced by the numerous photographs of children participating in sports days, regular swimming lessons and team games in action. Coaches from Millwall Football Club and Surrey Cricket Club visit the school regularly.

121. A published scheme of work is adapted to form the basis of lesson planning and to cover all aspects of physical education. This, together with a good action plan and continuous staff development, has led to innovative planning and interesting lessons. The subject is regularly monitored by the subject leader and records of these observations are well documented to show teaching strengths as well as points for development. The subject leader has used a staff questionnaire to check that all follow similar procedures in lessons, for example, a warm up at the start and the setting out of equipment by different children.

122. The management of physical education is excellent. The subject leader is an expert in the subject, hard working, enthusiastic and ensures that there are diverse opportunities in this subject for all. She widens children's horizons despite the lack of a good-sized playground or playing fields. Children of all ages join in the good range of extra-curricular activities that take place mainly after school. Physical education makes a significant contribution to the children's spiritual, moral, social and cultural development. The development of these personal qualities has a positive impact on the standards of behaviour in the school. Resources for the subject are satisfactory and used effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

123. The school has a good programme for personal social and health education. It covers sex and relationships education and attention to alcohol and drug misuse. Health living and exercise is promoted strongly through the physical education curriculum. Collaborative work enhances social skills and the school council promotes citizenship.

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	2
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	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
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	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
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).