

# INSPECTION REPORT

## **DOWNDERRY PRIMARY SCHOOL**

Bromley

LEA area: Lewisham

Unique reference number: 100679

Headteacher: Mr Colin Edwards

Lead inspector: Mrs Sheila Browning

Dates of inspection: 7–9 March 2005

Inspection number: 266746

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3–11
Gender of pupils:	Mixed
Number on roll:	432
School address:	Downderry School Downderry Road Downham Bromley Kent
Postcode:	BR1 5QL
Telephone number:	020 8698 5768
Fax number:	020 8695 5461
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Harrington
Date of previous inspection:	17–18 March 2003

## CHARACTERISTICS OF THE SCHOOL

Downderry Primary Junior School, with 212 boys and 220 girls aged three to eleven, including 50 full time equivalent nursery children, is larger than the average size for primary schools nationally. The school serves an inner city area that has a wide social and cultural mix. Most of the pupils come from the surrounding area of Lewisham. On entry, the pupils' attainment is below average. For the last three years, the Reception class has been oversubscribed. The percentage of pupils having special learning needs, at 19.9 per cent, is above the national average. Most of these pupils have moderate social, emotional and behavioural needs, speech or communication, severe learning, autistic and other learning needs. The percentage of pupils with a statement of special educational need is above the national average. The number of pupils eligible for free school meals, at 40 per cent, is above the national average. There are a very high number of pupils drawn from 24 different ethnicities and a very high number with English as an additional language. Twenty-six different languages are spoken. Several pupils are at early stages of language acquisition. Downderry is part of the Downham and Bellingham Education Achievement Zone and Excellence in Cities initiatives. The school is involved in a Leadership Development strategy in Primary Schools, Sure Start and other local initiatives. The school was awarded a Football Association Mark in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1510	Sheila Browning	Lead inspector	Art and design Music Personal, social and health education
32697	Dave Smith	Lay inspector	
23036	Jennifer Nicholson	Team inspector	Foundation Stage Geography History
23056	Teresa Manzi	Team inspector	Special educational needs English as an additional language English Design and technology
33452	Carol Vant	Team inspector	Mathematics Information and communication technology
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Downderry is a good and effective school.** It is inclusive and provides a good education with a wide range of curriculum enrichment opportunities for its pupils. Standards of work seen are below average in Years 1 to 2 and are average in Year 6. In the 2004 National tests, when compared with similar schools standards were well above average. Teaching and learning are good and because of this pupils' achievement is very good overall. Assessment is very good. The school is very well led and managed by the headteacher and leadership team. It currently provides good value for money.

The school's main strengths and weaknesses are:

- Provision in the Foundation Stage is good.
- Leadership and management by the headteacher and leadership team are very good and governance is good.
- Standards are not high enough in English particularly in Years 1 and 2. Standards often exceed expectations in art and design at the end of Year 6.
- The organisation of teaching assistants and support staff does not meet the needs of all pupils in the Foundation Stage to Year 2.
- Overall, the school provides well for pupils with special educational needs and for those with English as an additional language. As a result, they achieve well.
- The school's commitment to pupils' spiritual, moral, social, cultural, and personal development, and its inclusive nature are reflected well in the good attitudes and behaviour of most pupils and their eagerness to take up extra opportunities offered.
- The school's accommodation is poor.

Improvement since the last inspection in March 2003 is good because the key issues identified are largely addressed. Standards continue to improve in English, mathematics and science overall and particularly by Year 6. Teaching is more consistent with a larger proportion of good and very good teaching seen. Rigorous monitoring procedures are helping to improve overall attendance, it is now slightly above the national average.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2002	2003	2004	2004
English	E	C	C	A
Mathematics	E	D	C	A
Science	E	D	C	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Pupils' achievement is very good overall.** National test results for eleven-year-olds in 2004 were average overall. Comparisons with similar schools were well above average. Based on their prior attainment, pupils' results were in line with those expected. The school set realistic targets for raising achievement. These were exceeded in English but were below expected levels in mathematics.

Children enter the nursery at three with very wide levels of development. Attainment on entry overall, however, falls well below what is to be expected, especially in the areas of language and social development. Attainment is below that expected on entry to Reception and many children are unlikely to reach the nationally-set early learning goals in communication, language and literacy. Teachers are not yet able to compensate for the low and sometimes very low starting points. In

other areas of work, however, most children are on course to reach the set goals. Overall, these children achieve well. In Years 1 to 2, standards are below average in English, are broadly average in mathematics and average in science, art and design and in information and communication technology. By the end of Year 6 standards are average in English, mathematics, science, information and communication technology and in physical education. In art and design standards often exceed national expectations at the end of Year 6. Sampling in other subjects indicates that standards meet national expectations. Standards and achievement in religious education are in line with those expected for the locally agreed syllabus. Pupils with special educational needs and those with English as an additional language achieve well.

There is **good provision for developing pupils' personal qualities, including their spiritual, moral, social and cultural development.** Their attitudes, behaviour and relationships are good.

## **QUALITY OF EDUCATION PROVIDED**

**The quality of education provided by the school is good. Good teaching and learning leads to very good achievement overall.** Pupils with special educational needs and those with English as an additional language are usually supported well. Strong features of teaching include: secure knowledge and understanding, good lesson planning with clear learning objectives and very good use of assessment. Teachers engage pupils, use new technologies and resources well and use a good variety of effective teaching methods. On occasion there are insufficient teaching assistants to support learning. Pupils experience a range of interesting lessons, a good and coherent curriculum and very good opportunities for enrichment. Information and communication technology is well used across subjects. Pupils receive good support and guidance, and links with parents are good, and links with other schools and the community are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are very good.** The commitment to improvement has remained strong. School priorities are sharply focused on raising standards and improving the quality of provision for all pupils. Leadership's direct approach, intervention and support are moving the school forward successfully. Monitoring and evaluation of the school's work is rigorous. Governors act as critical friends and play a key role in shaping the direction of the school, including the planned development of a new school building. Statutory responsibilities are fully met.

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

Parents hold the school in high regard. A good number of parents work in the school. Pupils have very positive views and enjoy all that the school offers.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English and particularly in Years 1 and 2.
- Organise adult support effectively in the Foundation Stage to Year 2 to improve provision.
- Ensure that the current building plans proceed swiftly.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

In the 2004 National tests for eleven-year-olds in 2004 in the core subjects of English, mathematics and science, results were average overall. When compared to similar schools they were well above average. Achievement is very good overall. Pupils with special educational needs and those with English as an additional language achieve well because of the good support they receive from teachers and learning support assistants.

#### Main strengths and weaknesses

- In national tests in 2004, test results in English, mathematics and science were well above average compared to similar schools.
- Pupils make very good progress over their time at the school.
- Standards are not high enough at the end of Year 2 in English.
- The achievement of pupils with special educational needs and those with English as an additional language is good.
- Work on display is often of high quality.

#### Commentary

1. Children enter the nursery at three with very wide levels of development. Attainment on entry overall, however, falls well below what is to be expected, especially in the areas of language and social development. For many children, speaking skills are not well developed and a significant number are not effectively toilet trained on entry.
2. Attainment is below that expected on entry to Reception and many children are unlikely, by the end of the reception year, to reach the nationally set early learning goals in communication, language and literacy. Teachers are not yet able to compensate for the low and sometimes very low starting points. In other areas of work, most children are on course to reach the set goals. Overall, children achieve well. Standards broadly reflect those of the 2003 inspection. Children are experiencing a good start to statutory education and they make good progress in the Foundation Stage.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
Reading	14.8 (15.0)	15.8 (15.7)
Writing	14.1 (14.1)	14.6 (14.6)
Mathematics	15.7 (15.5)	16.2 (16.3)

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

3. As the table above shows, results of national tests at the end of Year 2 in writing and mathematics were below those of other schools, and for reading they were well below. Teacher assessments for science were average. In comparison with similar schools, results were above average in reading, writing and mathematics. Teacher assessments for science were well below average. The proportion of pupils who achieved the higher levels (Level 3) was average for writing, below for mathematics, and well below average for reading and science. The overall trend of improvement over the last five years was above the national trend.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	27.2 (26.6)	26.9 (26.8)
Mathematics	27.2 (26.3)	27.0 (26.8)
Science	28.8 (27.7)	28.6 (28.6)

*There were 53 pupils in the year group. Figures in brackets are for the previous year.*

- Results of national tests at the end of Year 6 in 2004 were average in English, mathematics and science. Comparisons with similar schools were well above average for English, mathematics and science. The overall trend of improvement over the last five years was above the rising national trend. The proportion of pupils who achieved the higher level (Level 5) in English and in science was average and for mathematics was below average. Compared to 2003, the 2004 results in mathematics and science were better and in English they were similar.
- The school sets realistic targets for raising achievement. The majority of pupils achieved at least what was expected of them in 2004 and several exceeded their predicted targets, in English but not in mathematics. The targets for 2005 are realistic and are based on the pupil grouping in Years 1 to 2. In this year group there has been 42 per cent pupil mobility, which is high.
- Standards seen in lessons and in sampling of pupils' work in Year 2 are well below average in reading and writing and below that expected in speaking and listening. Standards are broadly average in mathematics and are average and in line with national expectations in science, information and communication technology and art and design. Standards are in line with expectations of the locally agreed syllabus for religious education. Sampling in other subjects indicates that standards are in line with national expectations.
- In Year 6, when pupils leave the school, the standard of pupils' work has improved greatly and is in line with the national average in most subjects. Standards seen in lessons and in sampling pupils' work in Year 6 are average in English, mathematics, science, and in information and communication technology. In art and design, standards are often above expectations with the quality of art and design on display often high. Standards are in line with the expectations of the locally agreed syllabus for religious education. Sampling in other subjects indicates that standards are in line with national expectations.
- Since the last inspection, in 2003, results in national tests when compared with similar schools (on the basis of free school meals) have improved by the end of Year 2, and significantly so, by the end of Year 6. Overall standards have improved since the school was inspected in 2003. The progress in literacy is better than in mathematics due to literacy being a focus over the last two years. The progress made between Year 3 and Year 6 (value added) for most pupils was well above that expected for all schools nationally and for similar schools. This places the school in the top 25 per cent of all schools nationally in 2003 and in 2004. Over the last four years there has been a narrowing of the gap between standards achieved at the school and average national standards, and in 2003 the school was the 55th most improved school. This success has been achieved despite the high mobility of pupils.
- There were no significant differences in the national test performances between boys and girls. Boys and girls make progress at similar rates apart from at the end of Year 6 in English, where boys achieve less well than girls. The school is addressing this appropriately through intervention and support programmes and improved resources. The school analysis of data indicates that, overall, white pupils' achievements tend to be higher than those of black and mixed race pupils, particularly boys. Although past performance data indicates this, inspectors could not find any other supporting evidence during the inspection. Pupils with special educational needs and those with English as an additional language do as well as their

classmates. They make particularly good progress when supported by teacher assistants or by the special educational needs co-ordinator (SENCO). In the Foundation Stage and up to Year 2, the overall levels of teaching assistance are insufficient to meet the needs of these pupils because the hours are not organised well enough. Pupil's progress and needs are monitored closely to ensure that they receive the appropriate support and they achieve well by the end of the school year. Higher-ability pupils are usually sufficiently challenged. Gifted and talented pupils achieve appropriately because the extended learning opportunities provided challenge them suitably.

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

Pupils' attendance and punctuality are good. Attitudes to school and behaviour are good and there was one permanent exclusion during the last school year. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.

### **Main strengths and weaknesses**

- Pupils' are very interested in school life and enjoy taking part in the many activities provided.
- Improved procedures for monitoring attendance have helped the school to reduce the level of authorised absence to below the national average.
- Pupils develop into confident young people and they are very respectful towards each other's cultures and traditions.

### **Commentary**

10. The previous inspection found that pupils' behaviour and attitudes had improved and that they had a positive outlook towards school. Over the intervening two years, this improvement has been maintained and, during the inspection, pupils behaved well in three quarters of the lessons observed. Most of the pupils work hard and do their best and say that their teachers plan interesting and stimulating lessons. Teachers manage pupils' behaviour well overall. Pupils clearly understand what is expected of them. There are few racist and bullying incidents and the school deals with any such incidents quickly and very effectively. During lessons, well-behaved pupils receive credits towards 'Golden Time' and may receive public recognition through the high achievers board, the commendation book or a special mention during assembly.
11. Pupils enjoy taking part in the many extra-curricular activities and netball, art, dance and choir are especially popular. Pupils and adults get along well with each other and this makes a strong contribution to the school's very positive atmosphere. Pupils enjoy taking on positions of responsibility and readily use their initiative. For example, they help to deliver assemblies and school council representatives sometimes address the rest of the school and tell them about the issues under discussion. Year 6 prefects offer guidance and reassurance to younger pupils if they are feeling unsure or vulnerable.
12. A key issue from the previous report was the need to reduce the level of unauthorised absence. The school keeps a close eye on individual pupils and this helps to ensure that any emerging trends are spotted at an early stage. The school has introduced several initiatives to encourage good attendance and any unexplained absences are quickly followed up. Although the school strongly discourages parents from booking family holidays during the term, several continue to do so. Adhering closely to the guidance provided by the local education authority, the school assesses the relative merits of each application and permission is sometimes denied. Many parents go anyway and unauthorised absence remains higher than national levels. For their part, pupils are keen to attend school regularly and enjoy being rewarded if their attendance and punctuality have been especially good.

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

Authorised absence		Unauthorised absence	
School data	3.5%	School data	1.6%
National data	5.1%	National data	0.4%

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

13. Pupils' good personal development is reflected in their mature approach to work and the readiness with which they respect each other's feelings and needs. Pupils clearly recognise the difference between right and wrong and, over the years, become increasingly aware of how their actions affect others. Most of the pupils care for each other, co-operate well and politely wait their turn to speak during class discussions. Assemblies and lessons provide regular opportunities for reflection and wonder, which are reflected in many colourful and thought-provoking displays around the school. During a science lesson, for example, pupils carefully dissected a daffodil and were amazed to see the intricacy of its internal structure. A range of charities benefits from the school's fundraising efforts and provides a valuable reminder to pupils of those less fortunate than themselves. Pupils have a tremendous respect and interest in each other's cultures, values and beliefs. They celebrate events such as the Chinese New Year and pupils who return from abroad are encouraged to share their experiences. The school recently hosted an International Evening and parents and representatives from outside organisations prepared food from abroad and dressed in national costume.

### Exclusions

#### Ethnic background of pupils

#### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	213	13	1
White – Irish	2	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	23	0	0
Mixed – White and Black African	4	0	0
Mixed – any other mixed background	21	0	0
Asian or Asian British - Bangladeshi	3	0	0
Asian or Asian British - any other Asian background	31	0	0
Black or Black – Caribbean	20	0	0
Black or Black British - African	38	0	0
Black or Black British - any other Black background	43	1	0
Any other ethnic group	19	0	0
Parent/pupil preferred not to say	5	0	0
Total	432	0	0

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Assessment and its use are very good. Provision in the Foundation Stage is good. Teaching and learning are good overall. The school caters effectively for pupils with special educational needs and those with English as an additional

language. The curriculum is good with very good enrichment opportunities but accommodation is poor. Provision for pupils' care, welfare, health and safety is good. Links with parents are good.

## Teaching and learning

Teaching and learning are good overall. Nearly a quarter of lessons seen were very good and excellent. As a result, pupils achieve very well overall. Most pupils respond well, and they are interested and eager to learn. The well-organised and purposeful learning environment motivates pupils well.

### Main strengths and weaknesses

- New technologies are used well to aid learning.
- Pupils with special educational needs and those with English as an additional language are supported well and as a result they make good progress.
- Behaviour management methods and expectations of behaviour are inconsistent in a very few classes.
- Teachers have too little teaching assistant support but, when available, it is good.
- Pupils acquire new skills, knowledge and understanding. They work productively and well together. They are well motivated and are keen to participate.
- Assessment is used well to support and inform standards, teaching and learning.

### Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (5%)	9 (17%)	18 (33%)	21 (39%)	3 (5%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

14. Teaching and learning are good and, because of this, pupils achieve very well overall. A relatively small number of unsatisfactory lessons were seen. In the last inspection, teaching was described as satisfactory or better in all of the lessons seen, and in a small minority of lessons there were some weaknesses. Teaching has improved, with nearly a quarter of the lessons seen judged to be very good or excellent and over half good or better. The weaknesses raised at the time of the last inspection, slow pace and insufficiently high expectations of what the pupils should achieve, have been largely addressed.
15. Throughout the school, the generic strengths of teaching are that teachers have a secure knowledge and understanding of the subjects they teach and of how pupils learn. Teachers plan together and planning is stored electronically. Pupils benefit from the sharing of good practice and secure lesson planning. Through peer coaching, teachers share good practice and expertise. Learning objectives are clearly shared with pupils so that they know what they are expected to learn. Teachers encourage and engage pupils and their use of interactive boards and interesting resources enhances learning well. Teachers employ a good variety of effective teaching methods. Questions are particularly well targeted so that all are included and involved. Specific subject vocabulary is reinforced well. Links between subjects are well planned and this enhances learning. Pupils are usually well supported. Skilful teaching assistants and other support staff play a crucial role in making sure that pupils understand their work. Classrooms are well organised. Homework is used well to consolidate and extend learning. In the excellent lessons seen, teachers had high expectations of behaviour and what pupils could achieve, all pupils were managed extremely well, teaching was enthusiastic and humorous, learning was made interesting and fun with excellent explanations, and pupils' language was extended.

16. Although, good teaching methods are used, there are a few inconsistencies in the management and expectations of pupil behaviour. On occasion, the disruptive behaviour of a minority of pupils slowed the pace of learning, on-going underlying chatter was not challenged, and the slow pace of the lesson affected pupil's ability to concentrate. As a result, listening skills were not developed sufficiently and pupils were inactive for too long.
17. When pupils with special educational needs or those with English as an additional language are supported by an extra adult, they do very well. However, particularly in the Infant classes, teachers have too little teacher assistant help. When help is not available and teachers do not plan work to match needs, these pupils find it hard to keep up. Generally there are good relationships between staff and pupils and this gives pupils the confidence to ask for help so that they do their best. Higher-ability pupils achieve appropriately because extension activities are usually provided and they are suitably challenged.
18. Most pupils respond well and really enjoy learning, particularly when they are challenged. Very good and targeted use of praise and the positive relationships throughout the school gives pupils the confidence to share and discuss their views. Pupils work together very well. They access resources for themselves and particularly enjoy undertaking research.
19. Overall assessment and the tracking of individual pupils are very good. The systems are stored electronically enabling good access. Regular assessments and testing opportunities are in place, giving teachers a good guide as to ways to move their pupils forward. As a result of the outcomes, underachieving and other pupils are identified and targeted. Successful intervention programmes are in place to support individuals and groups. Teachers' plans provide regular assessment opportunities and teachers use marking and assessment effectively to help pupils improve their work. Half-termly assessments are in place for foundation subjects. Assessment in information and communication technology is not yet sufficiently developed and is identified as an area for improvement. Pupils are clear about their individual targets and what they need to do to improve. There is joint pupil and parent involvement in target setting. Although very good practices are in place for assessment, the school is not complacent and plans to refine them to make them more efficient and useful. It also recognises the need to implement a system for identifying underachieving pupils with English as an additional language.

## **The curriculum**

The curriculum for pupils in the Foundation Stage and in Years 1 to 6 is good overall. It fully includes all subjects of the National Curriculum, religious education and provision for collective worship. Provision for personal, social and health education and citizenship are good. Statutory requirements are fully met. The quality of the accommodation is poor, with cramped classrooms and poor toilet facilities in particular. Staffing and resources are good overall.

## **Main strengths and weaknesses**

- Opportunities for curriculum enrichment are very good and a very wide range of after-school activities support learning well.
- Teachers' and support staff's shared vision and commitment to provide the best for all pupils is one of the most significant aids to raising achievement.
- Personal, social and health education is good.
- Pupils' wide cultural diversity is celebrated well.
- Provision for pupils with special educational needs is good.
- Poor accommodation constrains learning.

## **Commentary**

20. The curriculum is broad and balanced. It is integrated and structured on the 'Excellence and Enjoyment' model. The curriculum is enhanced by a very good variety of events and visitors

including artists, poets, writers, and music and theatre groups, as well as by visits to places of interest linked to work in class. Residential visits for older pupils enhance personal development in particular. Pupil participation in the very wide range of after-school activities, including sporting and musical, is high. Involvement in local events such as football leagues and music festivals further enriches and extends pupils' experiences. Additional activities are facilitated by the school, for example, breakfast and after-school clubs, and the school is open during most holidays. The school is held as a model of good practice for its extended day provision by the local education authority.

21. For children in the Foundation Stage, all parts of the early years curriculum are effectively covered indoors and outside, with many constructive links between activities to reinforce learning. Teachers in nursery and reception classes provide a wealth of stimulating activities, relevant and clearly focused, including adult-led and independent activities. Learning outdoors is satisfactory overall with appropriate opportunities for children to be energetic.
22. Personal, social and health education is good. It properly includes sex and relationships education, citizenship and education about the misuse of drugs.
23. The school celebrates its wide cultural diversity well as part of the overall curriculum programme, for example, Black History Week, Turkish children's day and annual International days. Such celebrations are routinely built into the work and enable pupils and their parents to share aspects such as cooking and clothes of a good variety of cultures and traditions.
24. Effective curriculum organisation ensures that appropriate time, sometimes flexible, is allocated to each subject. In history, however, gaps between units are sometimes overlong for pupils in Years 2 and 6. Constructive evaluation means that work programmes are honed and amended regularly, to better suit pupils' needs. Intervention programmes, booster and other classes are offered for pupils requiring extra support. All pupils are given good access to the broad curriculum. Cross-curricular integration of subjects is developing well with useful links identified, for older pupils in particular. Teachers make good use of information and communication technology to support learning across the curriculum. However, on occasion images on the interactive boards are small, faint and unclear for pupils at the back of a class group. Teachers also use their technological competence effectively to ensure that lesson and other plans are easily accessible, to each other, to aid evaluation and to further development.
25. The provision for pupils with special educational needs and for those with English as an additional language is good. All pupils are given good access to the broad curriculum. They make particularly good progress when supported by teacher assistants or by the special educational needs co-ordinator (SENCO). Good intensive support programmes are in place for those newly arrived to this country. Provision for gifted and talented pupils is appropriate, identified pupils are suitably challenged and support programmes address their needs appropriately.
26. The teachers and support staff are strongly committed to providing the best for all pupils. Their shared vision is one of the most significant aids to raising achievement. All year groups have well qualified teaching assistants and support staff who provide valuable assistance and who work closely as a team with class teachers. Teamwork is an underlying strength of the school. All members of staff are very well supported in persevering with their personal and professional development.
27. Resources across the school are good overall and they are used effectively. The very good use of interactive boards in every classroom is a strength and enhances learning. However, the small library is underused and under-stocked with old books that are not well organised. The school is aware of this deficiency which is to be remedied in the new building. Resources are well organised and are accessible. Specialist support is used in the delivery of specific aspects of the curriculum, for example in science, arts, and sports and visiting experts increase the depth and range of expertise.

28. The state of the building is poor and the accommodation on occasion constrains learning. The indoor and outdoor facilities are extremely cramped. Ten of the classrooms are too small by DFES standards. The accommodation is too cramped in some classes for practical tasks. The information and communication technology suite is too small and despite air conditioning is often hot. In the Foundation Stage, the building constraints hinder children's learning indoors and outside and the toilet facilities are poor and too far away, for reception boys in particular. The main reception area is half way through the building and corridor layout is unsatisfactory. The outdoor areas are sparse, narrow and stark. These problems will be addressed by the development of the proposed remodelled and refurbished school building. Despite such significant barriers to learning, the environment is well maintained and clean. High quality and interesting displays also enhance learning and the various halls are well used. No judgements were reported for this area in the last inspection.

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

Provision for pupils' care, welfare, health and safety is good. The school provides good support, advice and guidance and involves pupils well in its work and development.

### **Main strengths and weaknesses**

- Pupils are well cared for throughout their time at school.
- The school council is an effective body and is well regarded by staff and pupils.
- Pupils are clear about how well they are progressing and how they can improve their work in the future.
- New pupils are well supported when they start at school.

### **Commentary**

29. Good care is taken of all pupils. Monitoring of health and safety is thorough and staff and governors work closely as an effective team. Records of the various safety tests of school equipment and risk assessment procedures are thorough. External firms of specialists have recently conducted a number of health and safety audits and have confirmed that school procedures meet requirements. First aid procedures are comprehensive and parents are promptly informed if a mishap occurs during the school day. Child protection procedures are thorough; members of staff are well trained and are fully aware of their individual responsibilities. Relationships are close and this helps teachers to spot any emerging problems at an early stage. Pupils feel happy and safe at school and say that they would feel able to ask for help or advice if they needed it.
30. The school has recently set up a school council and this forum provides pupils with an effective 'voice' in the running and future development of their school. Pupils take their responsibilities seriously and appreciate being able to contribute to school life. The school recently conducted a survey of pupils' views and the results were fed back during assembly. The school council has provided pupils with a medium through which to influence how the school manages behaviour and has provided the focus for many of the pupils' charitable fundraising activities.
31. The school works hard to ensure that pupils know how well they are doing in their work and understand how they can improve. Teachers mark work very thoroughly and make very good use of this information when planning what pupils will do next. They provide individual pupils with very clear feedback on their progress and help to identify targets for future improvement. During discussions, pupils confirm that they feel well supported by their teachers and understand clearly the advice and guidance they receive. This encourages pupils to work hard and helps them to make good progress.
32. Most of the children attending the nursery move on into the reception class. Good induction arrangements ensure that children are well prepared for this transition and that it occurs as smoothly as possible. The school information booklet is translated into a number of different

languages so that new pupils and their families feel welcome and understand school routines. Parents who face challenging circumstances receive good support and the school liaises closely with external agencies as and when required. A number of pupils also start during the school year and they are well supported by the school through a system of buddies and, when necessary, through carefully chosen additional support. As part of a local initiative, the school has facilitated a breakfast and after-school club for pupils; the school is also open to children during most holidays and these sessions are well attended. This area of the school's work is recognised as a model of good practice by the local education authority.

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

The school has good links with parents and the community. Links with other schools and colleges are very good.

### **Main strengths and weaknesses**

- The school has forged very good links with local primary, secondary and specialist schools to strengthen its provision.
- The school provides good information to parents and responds well to their comments and suggestions.
- Parents provide good support for their children's learning at home and at school.
- The community and local businesses support the school well.

### **Commentary**

33. Parents who attended the pre-inspection meeting felt that the school keeps them well informed and inspectors agree with their positive views. Regular newsletters and letters keep parents up to date with school events and information about clubs is displayed prominently around the school. Each classroom has a notice board which is used to display information and to provide other important reminders to parents and pupils. Teachers are flexible and try to make time at the end of the school day if parents want to discuss any particular concerns. Annual reports provide parents with a clear picture of their children's progress and they say that they truly recognise their child from the information provided. The school seeks parents' views through surveys and good use is made of this information when planning for the future. Clear processes for dealing with any parental concerns are in place and the school ensures that the views of parents are fully considered.
34. The school is keen to involve parents as much as possible and, each half term, the school issues comprehensive information about the forthcoming period. This provides parents with the skills and confidence they need to be able to support their child's learning at home. Parents of pupils with special educational needs are now kept well informed. Reviews take place regularly where educational plans are shared with parents and with pupils where appropriate. A parents' room has been set up; a family literacy course and language classes are offered for parents who have little English so that they can help their children.
35. The school lies at the heart of the local community and it makes very good use of the resources available to support and enrich the curriculum. For example, provision in art and history is enhanced by visits to the local art gallery and museum, and visits to the local woods and parks support subjects such as science. Visitors, parents and representatives from the police and fire brigade talk to the pupils about their work and they regularly contribute to assemblies and lessons. Their involvement makes a strong contribution to pupils' growing understanding of the wider world and appreciation of what it takes to be a responsible and pro-active member of society. Links with local businesses and the community are strong and the school receives donations of prizes that are used to reward excellent attendance. They generously donate equipment and packaging and these add interest to lessons. Pupils also visit a nearby restaurant chain to learn about cooking ingredients and how to make pizzas and this provides a valuable insight into the importance of a healthy diet. There is a small but hard

working friends association and volunteers provide good support for the school. It organises social and fund-raising events which are well supported by both parents and the local community.

36. The school has forged very good links with local primary, secondary and specialist schools to strengthen its provision. Many come with involvement in the curriculum; for example, science investigation sessions, information and communication technology and developing sports links. Secondary transition preparation starts early for pupils and parents in Year 5. The school has been involved in facilitating 'Kidscape' workshops for local schools and liaises closely with the Youth Offending Team. The school is part of the local schools physical education co-ordinator programme and visits to Beacon schools have raised staff expertise and knowledge. Work experience students join the school and there are many visits from pupils and staff. A number of staff are trained mentors and students on graduate teacher programmes visit the school as part of their training. The choir attends borough wide functions.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. Leadership by the headteacher and by other key staff is very good. Governance is good.

### **Main strengths and weaknesses**

- The headteacher provides very good leadership. The leadership team is well respected and has the capacity to effect change.
- Well focused strategic planning reflects the school's intentions well.
- Monitoring and evaluation of performance data, teaching and the curriculum, and responding to the outcomes, are rigorous and well focused on raising standards.
- Governors are well informed and they are closely involved in shaping the vision and direction of the school.
- This is a self-evaluating school that focuses well on school improvement in all its aspects.
- Financial management is strong.

### **Commentary**

37. Governance is good. A very experienced and informed chair of governors leads the governing body effectively. Governors possess a wide range of skills and experience that they utilise well for the school's benefit. The work of link governors is well established. Governors have a good working knowledge of performance, curriculum issues, financial matters and the challenges that lie ahead. Governors were directly involved in the innovative management restructure, and remodelling progress for work life balance. They monitor all aspects of the school's work carefully. They act as critical friends, challenge leadership and play a key role in shaping the direction of the school's development, including the development of the planned new school building. With the headteacher and staff, they share the focus on raising standards and improving the quality of provision. Statutory requirements are met.
38. Since the last inspection, the focus for improvement has remained a high priority. The newly formed leadership structure, that includes the headteacher and three assistant headteachers, and a sharply focused five-year school improvement plan have moved the school forward significantly. Good systems, structures and personnel are in place. After a period of staffing instability, the school has focused well on appointing well-qualified and good quality staff and has successfully used incentives to retain them. The school has progressed well; it was the 55th most improved school in 2003. Since then, value added performance data puts the school amongst the top 25 per cent of all schools nationally. Leadership by the headteacher and by key personnel has good insight and is unified. The headteacher was absent during the inspection; it reflected well on his leadership qualities that the school was calm and operated efficiently. Leadership's direct approach and intervention are successful in managing the

school's improvement, and in successfully promoting inclusion throughout the school. The leadership team is well focused and committed. They share their expertise well.

39. School development is secure with clear priorities for development. Since the last inspection, significant improvements have been made and the school has many strengths. It seeks and uses the expertise of external agencies productively. The leadership team work closely with staff and governors with the aim of improving standards; there is a shared vision and staff have the capacity to realise their intentions.
40. Leadership of subject areas is satisfactory overall. Several co-ordinators are newly in post and their expertise is developing. They are well supported by the leadership team. They are fully aware of their accountability and are monitoring and evaluating teaching, the curriculum and pupils' work regularly with a view to further improvement. Leadership of the Foundation Stage is very good. The co-ordinator is managing change in a positive and effective way.
41. Leadership of both special educational needs and English as an additional language is now good. New leaders have recently been appointed and they are well organised and knowledgeable. Now individual educational plans are clear and helpful to teachers. They provide a good tool for measuring and celebrating success. Pupils' progress is monitored closely and the co-ordinators for these areas of learning have comprehensive plans for the future.
42. Management is very good and delegation of responsibilities effective. The school is well organised with efficient systems in place. The continued professional development programme is carefully targeted to refine skills and practice. New staff are well supported. Performance management is well established with effective use of the school's learning mentor. The key areas of school development, inclusion, teaching and learning, curriculum and professional development are well led and managed. Target setting and the monitoring of achievement are regularly reviewed. Good relevant policies are in place and procedures and processes are kept under regular review. The school is involved in several local and national initiatives and is in receipt of a Football Association Mark award. It is closely involved with two nearby specialist schools, the Lewisham Early Years Team and two local secondary schools.
43. Financial management is rigorous and administration by the senior administrative officer is efficient. Expenditure is carefully planned and is linked well to curriculum and professional development. Good procedures and systems are in place and the budget is monitored and controlled well. The school development plan clearly identifies priorities with earmarked funding for specific developments. Principles of best value are secure. Overall the school provides good value for money.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	£1,573,276	Balance from previous year	£55,564
Total expenditure	£1,501,803	Balance carried forward to the next	£71,473
Expenditure per pupil	£3,476		

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

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

Provision in the Foundation Stage overall is **good**.

### **Main strengths and weaknesses**

- Good provision for children with particular learning needs and those with English as an additional language.
- Leadership and management are very good.
- A wealth of stimulating activities, imaginative, relevant and sometimes exciting.
- A good emphasis on exploratory play.
- Activities are well linked to reinforce learning.
- Building constraints hinder children's learning indoors and outside.
- Toilet facilities are poor and too far away for reception boys, in particular.

### **Commentary**

44. Children enter the nursery at three with very wide levels of development. Attainment on entry overall, however, falls well below what is to be expected, especially in the areas of language and social development. For many children, speaking skills are not well developed and a significant number are not effectively toilet trained on entry. The school provides well for children with particular learning needs, including those at early stages of learning English, about one third. Children attend the nursery part-time initially, fulltime later. Most transfer to the reception classes after three terms at age four.
45. Teaching across the Foundation Stage is often good, especially in the key areas of personal development and communication, language and literacy. However many children are unlikely to reach the nationally set early learning goals in communication, language and literacy. Teachers are not yet able to compensate for the low and sometimes very low starting points. In other areas of work, most children are on course to reach the set goals. Overall, children achieve well. Standards broadly reflect those of the 2003 inspection. Children are experiencing a good start to statutory education.
46. A strength of the teaching lies in teachers' very good understanding of the practical active way that young children learn. They provide a wealth of stimulating activities, at times imaginative and exciting, and often exploratory. The good planning includes relevant, clearly focused adult-led activities as well as those that children can choose for themselves. In reception, however, some sessions are too short, curtailing settled learning. Activities are generally well organised and often reflect children's interests.
47. All parts of the early years curriculum are routinely covered indoors and outside, with many constructive links between activities to reinforce learning. Careful, rigorous observation and assessment systems help teachers to provide suitably challenging activities. Staff work very hard and with considerable success to brighten and enliven the bleak accommodation, especially the outside. Toilet facilities are particularly poor and unpleasant and, for reception boys, too far away to be acceptable.
48. Learning outdoors is satisfactory overall with appropriate opportunities for children to be energetic. Children greet outside play with great enthusiasm but occasionally, in reception, become restless when garden activities are not ready on time. In better sessions, staff join children in their play, extending ideas, challenging physical skills or encouraging turn taking for example.

49. The new co-ordinator, one of the three assistant headteachers, has a very clear view of the future development of the Foundation Stage. She is managing change in a positive and effective way. Structured play is now more firmly embedded across the stage, for example. Her strong leadership ensures that nursery and reception classes meet children's needs well. Nursery nurses and trained teaching assistants make effective contributions to teaching and learning. They are committed, fully involved in the teaching process, and generally well informed. Teamwork is good as is liaison between nursery and reception. Adult roles are clear although staff are not always deployed to best effect. Overall levels of teaching assistance are sufficient, but the hours are not organised well enough in reception. For one day each week, one of the reception classes is unsupported, which is clearly not satisfactory.

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

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

### **Main strengths and weaknesses**

- Very high profile given to settling and promoting personal development.
- A caring, calm and welcoming environment.
- Children come to school happily each day and enjoy each other's company.
- Clear guidelines for behaviour so that children behave sensibly.

### **Commentary**

50. Very good teaching enables children to achieve well and most are likely to reach the national goals. Children in nursery and reception enjoy coming to school and soon settle to the wide variety of interesting activities on offer. The staff's very sensitive and friendly approach helps them to part with ease from parents and carers and be comfortable and secure in the caring, calm and welcoming environment. Children are establishing good attitudes to learning. Even the youngest move about the classrooms and outside areas with a good degree of self-assurance. Staff are consistently positive and encouraging so that children approach them with confidence. They set clear guidelines for behaviour with regular kindly reminders, to use words not hands if they are cross, for example. Children are learning what is expected and almost always behave sensibly. They only become restless occasionally, when tidying up takes too long, for example, or a story group is too big. In general they enjoy playing and working together and with patient guidance are beginning to share and take turns.
51. Children in nursery and reception are getting to know routines well, joining in with teachers' clear and often imaginative signals, clapping patterns for example or singing rhymes. Teachers use the children's diverse backgrounds effectively, as for example when providing a wide variety of activities about festivals such as Diwali, Eid or Hanukah. The suitably high priority that staff give to this area effectively underpins all other areas of work. Strengths in this area have been maintained well since the last inspection.

## **COMMUNICATION LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- A high profile to teaching children sounds and letters.
- Few instances of talking with children in an extended way.
- Take-home books for four-year-olds are only changed once a week.

## Commentary

52. The quality of teaching and learning is good in this area, as in the previous inspection, with the high profile for teaching sounds and letters and encouraging early reading and writing maintained effectively. Children achieve well but because of low and sometimes very low starting points most are unlikely to reach the set goals. Higher-attaining children are on course to reach the set goals. Most four-year-olds are keen to talk but few talk clearly. Because of intensive support, including some bilingual support and work with parents, those children with English as an additional language are able to make their needs known, some with confidence. Staff value and encourage children's talk, in independent play. Spontaneous interactions with children about their play are constructive but often brief, with few planned or extended conversations.
53. Writing enjoys a high profile. The wide range of materials that teachers provide effectively encourages children to write in independent as well as focused activities. Teachers provide a particularly good variety of ways for children to recognise and practise their names, self-registration, for example, or labelling snack time drinks. Consequently most children in reception and many in nursery recognise their names and older ones make reasonable attempts to write them. Teachers in reception emphasise sounds and letters effectively, in focused as well as other sessions. As a result, higher-attaining children are beginning to use their learning effectively to write and read basic words. Children enjoy books and handle them with care. Three year olds enjoy books especially individually or in small groups. Although teachers provide good access to books in school, take-home books are only changed once a week, not frequently enough for reception children.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Good levels of mathematical challenge.
- Good links with other areas to reinforce mathematical learning.

## Commentary

54. Teaching is good overall and, as a result, most four-year-olds are on course to reach the national goals. They achieve well. They count and order numbers to ten and beyond with confidence. They make random patterns with small tiles and have a reasonable understanding of basic symmetry. Higher-attaining children count backwards with support and begin to add simple amounts together, for example in a shopping activity. Teachers challenge children effectively in this area, especially in small focused groups and also in the good variety of other activities. They suitably encourage counting during such daily routines as lining up. Together with other helping adults, they intervene appropriately in independent play, to count stars on a collage for example. They make good links with other areas of learning such as creative and physical development to reinforce mathematical concepts, for example symmetry. Sometimes, however, learning is limited when children are involved in a mathematics activity and the session finishes prematurely. On occasion, opportunities are lost to exploit incidental mathematical potential in stories.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

## Main strengths and weaknesses

- Good opportunities in class to find out about the natural world.
- Exciting investigative activities.

## Commentary

55. Teaching is good overall in this area and as a result four-year-olds are on course to reach the national goals. They achieve well. Teachers provide a good range of exciting activities for children to investigate and explore. For example three-year-olds became very involved and curious when playing with an ice landscape asking such questions as “How did she get the penguin inside the ice?” Teachers provide good opportunities for children to find out about the natural world. Reception children were clearly fascinated by the caterpillars, for example, and made careful observations. Although children enjoy interesting activities such as planting turnip seeds, parsley and daffodils, such experiences are limited by the lack of natural vegetation and soil in the outside areas. Teachers use the locality effectively, to introduce early mapping skills, for example. They provide a good variety of materials for children to make things, although sometimes in reception children’s models are identical, as with egg box caterpillars. Children approach computers with confidence. Older children in particular manipulate the mouse competently to move images across the screen. They enjoy experimenting but are not always able to complete simple tasks when unsupported by an adult. Teachers provide suitable activities for children to learn about Christianity and other faiths, especially those represented in class. They make good links with parents who share aspects of their traditions such as cooking and clothes.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Staff use the small bleak outside areas as well as possible.

### Commentary

56. Children achieve satisfactorily and most are on course to reach the national goals. Teaching is satisfactory overall, with appropriate daily opportunities for energetic outside play in both nursery and reception classes. Staff use the small bleak outside areas as well as possible for physical play. Nevertheless, as the school is aware, children’s large-scale play is limited. Regular appropriately structured physical sessions encourage children to move in particular ways, as when making symmetrical shapes with a partner, or introducing them to basic skills such as throwing and catching. Teachers in nursery and reception provide a suitable range of activities to encourage children to use their hands and fingers with dexterity.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- A good selection of art activities.
- Not enough intervention in children’s imaginative play.

## **Commentary**

57. Most four-year-olds are likely to reach the set goals in this area. Teaching is satisfactory overall, as is achievement. In art, aspects teaching are good and children achieve well as they experience a wide range of activities and a variety of different media. Teachers reinforce children's learning about the natural world through creative activities like observational drawings of a lily. They provide some good opportunities for children to play imaginatively, so three and four-year-olds alike become involved and begin to make up their own stories, but helping adults do not join them often enough to develop and extend ideas. In musical aspects, children experiment freely with percussion instruments and enjoy an increasing range of songs and action rhymes.

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

### **ENGLISH**

Provision for English is **good**.

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

- Standards are well above those for similar schools by the end of Year 6.
- Pupils make very good progress over their time at the school.
- The curriculum provides good links between English and other subjects.
- In the Infants, there are too few opportunities for creative, independent writing.
- The library is under-used and book stock is limited.
- The subject is led and managed very well.
- There is too little teacher assistant help, especially in the Infants.
- The quality of teaching is good overall.

#### **Commentary**

58. Standards seen in reading and writing are well below the national average at the end of Year 2. In the 2004 tests they were above average for similar schools. In Year 6, when pupils leave the school, the standard of pupils' work has improved greatly and is in line with the national average and well above the standard achieved in similar schools. Pupils achieve very well at this school with a rapid improvement in Year 6. This is a great improvement since the last inspection. Pupils with special educational needs and those with English as an additional language do well, especially when they have the help of teacher assistants.
59. Pupils' speaking and listening skills in Year 2 are below expectations. Pupils are keen to speak to each other in limited sentences but find it much more difficult to listen to what their classmates have to say. By Year 6, as a result of often very good teaching, many pupils, including boys, volunteer to answer. They listen attentively as they are challenged to extend and improve their vocabulary.
60. Reading skills are well below average in Year 2 and average by Year 6. In Year 2, pupils have few strategies to tackle new or difficult words. The school rightly has increased the teaching of 'sounds in letters' or 'phonics' to help them. By Year 6, pupils are keen on reading but their

lack of understanding of the meaning of some words sometimes makes it difficult for them to get the full sense of the text. However, many older pupils read with expression, retell stories with reasonable detail and find and use information from non-fiction books. The underdeveloped school library does not entice pupils to enjoy books. It is rarely used, it is a long way from the Infant section of the school and it is under-stocked, often with old books which are not well organised. This is to be remedied in the new building.

61. Standards of writing are well below average in Year 2 and average in Year 6. Arrangements for setting for English in Year 6 result in at least half of the pupils writing well. The younger pupils, however, have untidy handwriting and their spelling is not developing well. They also have too few opportunities to write creative stories independently
62. Teaching is good overall. It is satisfactory in the Infants. In the juniors, it is good overall with several examples of very good and excellent lessons. In the best lessons, learning is made fun, a variety of activities keep pupils interested, with good opportunities for speaking to their friends, and challenge them to extend their ideas. Very good and targeted use of praise and questions keeps pupils alert and willing to respond. The very good relationship between staff and pupils ensure that pupils are confident to try to do their best. Throughout the school, the use of 'interactive boards' enhances lessons well and teachers have good skills in using them. In satisfactory lessons, pupils are well organised but their listening skills are not developed sufficiently as sometimes teachers talk over them and do not respond to what they have to say. At times pupils are expected to sit and listen for too long. The few teacher assistants make a good contribution towards pupils' learning. Pupils with special educational needs and those with English as an additional language make good progress when this help is available. Pupils receive the amount of help identified in their statements of special need. However, too often in Years 1 and 2 there is no support and this challenges teachers to meet the needs of the whole class throughout the day.
63. Leadership and management are very good and as a result standards have risen and time is used well as links with other subjects have been developed. Also, regular assessment has been introduced which gives teachers a good guide as to ways to take their pupils forward. The subject co-ordinator is aware that these assessments need refining to make them more efficient and useful. For instance, in the Infants, teachers work hard to make regular checks on pupils' reading but comments do not always suggest the next steps to learning. Sometimes parents who come in to support reading make notes in the reading records.

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

64. Teachers plan opportunities for pupils to use their literacy skills in most curriculum areas. However, particularly for the younger pupils, underdeveloped reading and writing skills impede progress in history and geography. For the older pupils, literacy lessons extend knowledge gained in religious education and in history. This maintains pupils' interest.

## **MATHEMATICS**

Overall provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The subject is well led and managed.
- The quality of teaching is not consistent throughout all classes.
- Pupils generally show good attitudes to learning.
- The use of interactive boards in every classroom enhances teaching.
- Work is marked but does not always inform pupils well enough of what they need to do in order to improve.

## Commentary

65. Results in national tests have risen in the last three years compared with schools nationally. Pupils enter the school with well below average attainment but by the time they enter Year 1 they have made good progress and are suitably placed to start on the National Curriculum. Standards are broadly average at the end of Year 2 and average at the end Year 6 compared with national standards.
66. Teaching and learning are satisfactory overall. In the lessons seen they ranged from very good to unsatisfactory. The National Numeracy Strategy is used as the basis for planning and teachers generally plan their lessons well, making sure that there are a variety of activities that meet pupils' different needs. Extension activities are usually provided for the more able pupils. The use of the interactive boards is a good feature of all lessons, enhancing teaching and learning. Pupils with special educational needs and those with English as an additional language are supported well during independent or group tasks by learning support assistants. In the two lessons that were unsatisfactory, pupils could not understand what they were supposed to be doing and work was not appropriately matched to their needs. The disruptive behaviour of a few and the continuous low-level noise not challenged by the teacher, affected pupils' ability to concentrate and slowed the pace of learning. Teachers use questions effectively to help and prompt pupils' understanding and guide their thinking.
67. By the age of seven, pupils recognise and appreciate the value of all coins and apply this knowledge to simple everyday problems. In a good Year 2 lesson, pupils worked out which items Barnaby Bear could buy with a total amount of money to spend. In Year 6, teaching is very good. In one Year 6 lesson pupils compared simple fractions by converting them to a common denominator. The lesson had a vigorous pace so that learning was challenging, keeping pupils concentrating hard. All work is marked but marking does not always inform pupils well enough of what they need to do in order to improve.
68. The good relationships between pupils and adults help pupils to enjoy their learning and maintain positive attitudes to mathematics. Pupils generally try hard in lessons and work well independently. They listen to explanations and respond to teachers' questions with enthusiasm. They help each other, and listen to each other's answers respectfully, even when mistakes are made.
69. Leadership and management are good, overall. The co-ordinator has high expectations that are shared with staff. A number of initiatives identified in the subject action plan are already in place but some are on-going. Classroom observations have enabled her to focus professional development effectively to address weaknesses in teaching. Assessment use is good. Pupils' progress is tracked in detail and aspects that require further consolidation are identified. A committed mathematics governor works well with the co-ordinator on improving the provision in mathematics. The quality of provision has improved well since the last inspection and the school is well set to improve further.

## Mathematics across the curriculum

70. Information and communication technology makes a significant contribution to the subject. In one Year 6 lesson, pupils used their numeracy knowledge effectively to enter functions in a spreadsheet. Pupils use mathematical skills appropriately in geography to enhance learning, for example drawing block graphs in Year 2 to show holiday destinations and using co-ordinates to locate places in Year 6.

## SCIENCE

Provision in science is **good**.

## **Main strengths and weaknesses**

- The planning is detailed with clear objectives and interesting and relevant activities for all groups.
- Teachers have secure subject knowledge and ask probing questions to check understanding.
- Leadership and management are good.
- ICT is used well to aid learning.
- Only occasionally, pupils in some classes lose concentration and interest when not managed well.

## **Commentary**

71. Current standards in Years 2 and 6 are in line with national expectations, and most pupils, including those with special educational needs and those with English as an additional language, are achieving well because of good teaching and a very well planned curriculum. The scientific enquiry skills are developing well and pupils design, carry out and record their experiments. This is an improvement since the last inspection.
72. Teaching and learning are sound throughout the school. Lessons are lively and based upon good planning and clear objectives. Lessons are well organised and a variety of methods and resources are used effectively. Teachers circulate around groups giving them support and encouragement to do well. They ask probing questions to check understanding and push learning on. The scrutiny of work demonstrates that teachers use marking and assessment effectively to help pupils improve their work. Teachers constantly explain and reinforce the meaning of scientific vocabulary, for example 'dissolving', 'saturation' etc, and encourage pupils to use it for their work. Sufficient time is given to enable pupils to complete set tasks. Relationship between pupils and adults are harmonious. Most find the subject interesting, get very involved in practical tasks and talk about their work in a sensible way. They share and handle materials and equipment safely. Pupils work well in collaborative groups. The pace of lessons is usually brisk but, only occasionally, pupils lose concentration and interest when not managed well, which hinders their progress.
73. Leadership and management are good. The co-ordinator is keen and enthusiastic and offers good advice to colleagues. She has a good knowledge of the school's performance through effective monitoring and evaluation procedures. There is an effective system for assessing and recording pupils' attainment. A planned 'Science Week', after school science club, and booster classes are used effectively to support teaching and learning. Resources for science are satisfactory and easily accessible to all. Accommodation is too cramped in some classes for practical tasks.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Provision has improved significantly since the last inspection.
- The ICT room is not big enough.
- Leadership and management are good.
- The use of interactive boards enhances teaching and learning well.
- The assessment of pupils' progress against national standards is currently not sufficiently well developed.

## **Commentary**

74. At the ends of Years 2 and 6, standards are broadly in line with national expectations. By the end of Year 2, pupils use a mouse and the keyboard adequately. They find the programs that they want by clicking on the correct icon and save their work to a file. In a good Year 2 lesson, pupils entered a sequence of instructions to control an on-screen rocket. The more able pupils were challenged to write their own instructions to control the rocket. In a Year 6 lesson, pupils used a spreadsheet to calculate totals using a formula. One pupil explained clearly the idea of using cell addresses in the formula. Most pupils show that they can use computers satisfactorily for their age as they progress through the school.
75. Teaching and learning are good overall. One lesson was very good. The use of a national scheme to support teachers' planning ensures adequate curriculum coverage. However, the assessment of pupils' progress against national standards is not yet sufficiently well developed and is identified as an area for improvement. Teachers regularly use extension activities to extend the learning of the more able pupils. Both boys and girls are equally confident and make similar progress. Pupils with special educational needs and pupils with English as an additional language are well supported. Teachers use ICT to aid their own displays around the school, with evidence of such use in classrooms and corridors.
76. Pupils really enjoy using computers and this promotes their learning and achievement well. Despite the cramped conditions, pupils share computers without argument and work well in pairs in order to complete tasks.
77. There are sufficient computers and a good selection of software to support the curriculum. The suite is well timetabled and all classes make regular use of it. The availability of a technician to support teachers and pupils during lessons enhances both teaching and learning. However, the computer room is too small and, particularly when whole classes are present, conditions are cramped and at times too hot.
78. There has been good all-round improvement in the school's provision since the last inspection. Over the last two years, the school has installed interactive boards in every classroom. Training and the support of a full-time technician have given teachers the confidence and subject knowledge to use them effectively. Teachers plan to use the interactive boards in most lessons.
79. The co-ordinator has the effective support of a full-time technician who manages the resources effectively on a day-to-day basis. She has not yet had the opportunity to monitor teaching and learning. The subject action plan has a clear vision for the development of ICT across this academic year and some initiatives are on-going. The school has a broadband connection and the necessary Internet security but not enough use is yet made of the Internet for research or to exchange and share information.
80. There is a well attended computer club after school. A parents' group uses the suite once a week. The quality of provision has improved since the last inspection.

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

81. The use of ICT is fully integrated into almost all subjects. Teachers plan to teach ICT skills while focusing on the development of skills in other subjects. Digital photographs are used well to enhance displays. For example, pupils in Year 2 used a digital camera to produce a very good display to illustrate symmetry. Year 6 pupils entered data relating to planets in a spreadsheet to make calculations of averages.

## **HUMANITIES**

Judgements for geography, history and religious education are based on looking at planning and samples of work across the school, other evidence available and from talking to pupils. Three lessons were observed in geography and one in history, and three in religious education.

### **Geography**

82. The three lessons observed, all in Years 1 or 2, and other evidence indicates that standards meet national expectations. From low starting points on entry to the school, pupils achieve well. Pupils in Year 2 identify basic features of the seaside. They have a reasonable understanding of relative distance and identify, for example, appropriate means of transport for travelling to places such as The Glades in Bromley (by bus or taxi) and Scotland (via plane, helicopter, or coach). They are beginning to locate places on a world map and many can name the countries of the United Kingdom. Older pupils in Year 6 have a reasonable understanding of rivers through practical observation. They find out information about major rivers of the world using a variety of sources such as maps and the Internet.
83. Pupils use mathematical skills appropriately to enhance learning in geography, for example drawing block graphs in Year 2 to show holiday destinations and using co-ordinates to locate places in Year 6. Older pupils use information and communication technology skills appropriately, for example for research. Overall, however, weak writing skills, especially in Years 1 to 2 limit learning in geography.
84. Teaching strengths include challenging tasks such as well-ordered fieldwork in Year 1. Pupils considered carefully the organisation of a nearby school car park, made sensible suggestions about how to improve Downterry's, and later drew simple credible pictorial maps. Such fieldwork experiences, to the locality and beyond, including residential, clearly enhance the work in class. Teachers make constructive links with other subjects such as science, mathematics and history, with learning about Turkey and the Black Sea, suitably complementing learning about Florence Nightingale, for instance. News and current events are routinely timetabled, especially for older pupils. Homework projects support work in school constructively, especially when used to enhance smooth transition into the next year group. In lessons observed, teachers motivated pupils effectively. They were clearly interested and keen to contribute but, in Year 2, too much calling out, although relevant, disrupted the smooth flow of lessons.
85. The subject is suitably led and managed. Geography work units are appropriately balanced across the school so that pupils build suitably on what has gone before. Constructive cross-curricular links are identified to reinforce learning. Assessment procedures are established, in line with other foundation subjects. Monitoring is satisfactory although monitoring the work in class, a stated school priority, has not yet begun. As the subject was not identified in the last inspection report, improvements cannot be noted.

### **History**

86. The one lesson seen and other evidence indicate that standards in history meet national expectations. From low starting points pupils achieve well overall, although older pupils do not always do as well as they can because restless chatter is not controlled effectively enough. Pupils in Year 2 have a reasonable understanding about famous people in the past, for example Florence Nightingale, and of events such as The Great Fire of London. Pupils in Year 6 have not had history lessons yet but remember learning from Year 5, about aspects of life in Ancient Greece. A visit to the British Museum extended their learning, as did Internet research.

87. Teachers make appropriate use of pupils' developing competence in literacy but weak writing skills, especially in Years 1 to 2, limit learning in history. Teachers make appropriate links with other subjects such as art and design, geography, information and communication technology and music. They emphasise appropriately particular vocabulary such as 'proscenium', 'chorus' and 'parados'. Visits, for example to museums, extend the work in class. Drama, dressing up, and being in role, as on Victorian days, further enliven pupils' experience of the past. Pupils are clearly interested and curious about the past. They are keen to find out more, in class by asking relevant questions, for example, or independently at home.
88. History is led and managed effectively. The co-ordinator has a secure view of the future development of the subject, gained through regularly monitoring samples of pupils' work and analysing assessment outcomes. Monitoring in class, however, a stated school priority, has not yet started. The curriculum is appropriate overall, but overlong gaps of six months or more between units interrupt learning in history for Years 2 and 6. As history was not reported at the time of the last inspection it is not possible to comment on improvement.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Very good teaching leads to very good learning.
- Good coverage of locally agreed syllabus.
- Visits to places of worship enhance pupils' learning.

### **Commentary**

89. By Years 2 and 6, standards are in line with the expectations of the locally agreed syllabus. Most pupils' achievement is good because of very good teaching. Pupils visit places of worship and that gives them an insight into the ethos and practices of different religions. Year 2 pupils visit a church and pupils in Year 5 go to a synagogue. They learnt about the important features of a synagogue. Pupils in Year 4 learnt how Christians and Muslims communicated with their Gods. They learnt the importance of faith, beliefs and religious practices within a religious community; for example, they learnt about the sacred books, people, places and different ways of worship among Muslims, Jews and Christians. The scrutiny of work and discussion with pupils indicate that they study Sikhism, Judaism, Islam, and Hinduism in detail and can talk about what they have learnt. There are satisfactory arrangements for those pupils who are withdrawn from religious education.
90. Curriculum planning is based on the local education authority's agreed syllabus. Teaching is very good overall and teachers make good use of the interactive board. Teachers plan lessons well, and pupils are managed very well, creating appropriate opportunities to acquire knowledge and develop understanding, and spiritual awareness. Pupils contribute positively to class discussion and listen to each other with interest. Teachers make good cross-curricular links with other subjects such as design and technology. For example, pupils in Year 5 designed and built a synagogue.
91. Leadership and management are satisfactory. The co-ordinator has very recently taken up the post and works part time. Resources are adequate to teach the subject.

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

In creative, aesthetic, practical and physical subjects, work was sampled in design and technology and in music. Five lessons were seen in art and design, and four in physical education. The scrutiny of work and evidence of teachers' planning support the judgements that follow.

## Art and design

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

### Main strengths and weaknesses

- The curriculum is enriched by very good opportunities to explore and experiment with different processes, ideas and media.
- Pupils' work is celebrated and work on display is often of high quality.
- There are good opportunities for links with other subjects and for curriculum enrichment, including working alongside contemporary artists and designers.

### Commentary

92. Pupils in Year 2 reach standards and levels of achievement that are in line with the national average. Pupils in Year 6 reach standards that are often above expectations. Work on display is of high quality reflecting secure teaching and learning. Art and design has a high profile in the school. Pupils with special educational needs and those with English as an additional language achieve well. There are no significant differences in the standards attained by boys and girls.
93. As a result of the good opportunities planned, Year 1 pupils viewed and explored different sculptures. They demonstrated good critical skills and carefully distinguished between manmade and natural materials when expressing their views. Informed by this, they set about making their own small-scale unifix sculptures of a favourite animal. Another Year 1 class followed the same focus but used malleable plastic and explored different the ways of joining, flattening, and rolling it to form their own small animal sculptures. They confidently applied new skills and consolidated learned techniques. Year 4 pupils planned and explored ideas for their own digital dream photographs. They studied how different artists had approached the same theme in paintings and discussed and shared how they would plan the photographs. They used specialist terms accurately. Year 6 pupils were enthralled by the work of Van Gogh, Tiffany and O'Keefe and inspired pupils immersed themselves in reproducing their own landscapes. They explored a range of media, watercolours, oil pastels, crayon and pencil. They confidently described the work of the different artists and ably expressed their views and opinions. This will be followed up by a visit to the gallery. As a result of very good teaching, they increased their knowledge and understanding of different artistic traditions. They discussed how artists painted in different styles and understood the role and purpose of crafts persons. They refined and improved their own skills well.
94. Teaching and learning are good overall, with very good teaching and learning at the end of Year 6. Teachers have secure subject knowledge. They present art activities in an interesting and stimulating way and utilise new technologies well to enhance teaching and learning. Teachers encourage pupils to investigate ideas, form their own views and opinions and record their findings systematically. The use of specific terminology is well developed. Pupils respond very well and really enjoy the range of activities offered. They work well together and share resources responsibly. Display, work scrutiny and planning demonstrate a secure and well-balanced curriculum with much enrichment. Pupils are aware of the formal elements. They explore and develop their own ideas confidently. They experiment with and use a variety of media well and investigate the work of influential artists and make large-scale textiles with visiting artists. Photographic evidence from the Black History Month, Big Arts Week and The School's Art Project demonstrate a secure awareness of cultural diversity. Pupils understand some of the different processes used in art and design and they are developing good skills and knowledge.
95. The subject is well led and managed. There are good opportunities for curriculum development, enrichment and for links with other subjects. The school takes part in many competitions and events and is largely successful. Plans are in place to monitor and evaluate

teaching and learning first hand. An audit of skills, planning and resources has already taken place. Assessment procedures, already secure, continue to be developed. Display about the school is often of high quality and celebrates pupils' achievement well. As the subject was not identified in the last inspection report, improvements cannot be noted.

## **Design and technology**

Work was sampled as no lessons were observed due to the timing of the inspection. Judgements have been made by talking with pupils, observing samples of pupils' work and by examining documentation.

96. Standards are in line with national expectations across the school. Pupils talk animatedly about their work. They have a good understanding of the full design process and by Year 6 they are used to evaluating their own work. The curriculum is blocked so that a half term is spent on either design and technology or art and design. This gives sufficient time for pupils to complete the varied topics that they undertake. These range from making fruit salad and puppets in the Infants to designing and making torches and moving vehicles with axles in the Juniors. Good links are made with other subjects such as mathematics for measurements and science by providing battery power for vehicles. Leadership of this subject is satisfactory. There is a scheme of work to guide teachers and assessments are made at the ends of topics. Teachers' skills are to be checked later this year and next year pupils' work will be sampled. The subject was not reported on in the last inspection.

## **Music**

97. During the inspection, there was insufficient evidence to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning in Years 2 and 6. The limited observations and talking to pupils and teachers indicate that standards are at least satisfactory. Evidence from teachers' planning indicates that all statutory requirements are met. Pupils with special educational needs and those with English as an additional language are fully included in lessons and activities. The school offers the opportunity for pupils to engage in a variety of musical activities, including school productions, and many participate. Pupils enjoy performing in the school choir and playing instruments such as strings and recorders.
98. The subject is appropriately led and managed. Music is played as pupils lead into assembly and is listened to well. Singing in assembly is satisfactory and enjoyed by all those participating. The school regularly participates in the local schools music festival. There are satisfactory resources for music, including instruments from different cultures. The subject was not reported on in the last inspection.

## **Physical education**

Provision for physical education is **good**.

### **Main strengths and weaknesses**

- Teaching and learning is excellent in Year 3.
- Health and safety is compromised when all pupils do not change for physical education.
- Participation in local competitions is successful.
- The range of extra-curricular activities is very good.

## **Commentary**

99. Standards by the end of Year 6 are in line with national expectations. During the inspection period no physical education lessons were seen in Years 1 to 2. Therefore no judgements can be made.

100. Teaching and learning ranges from excellent to satisfactory, but is good overall in Years 3 to 6. The excellent teaching has a noticeable effect on the standards of pupils learning. Clear explanations and careful demonstrations of techniques are high quality features of the best lessons. Pupils make good progress when such demonstrations are followed by focused practice. For example, in a Year 3 games lesson, pupils had opportunity to practise dribbling in a confined area to score a goal. Most pupils did that successfully, further improving their previously learnt skills. Pupils participate with enthusiasm and collaborate well with other team members.
101. The school offers a good range of extra-curricular activities, including rugby and netball. Year 6 pupils also visit a local girls school for a sports programme. The school participates in local tournaments, such as football. Girls have won the football league and Cup Finals for the last two seasons. As a result of these experiences, pupils have a very good sense of fair play and respect for rules. It also contributes positively to their intellectual, personal, social and health education. However, health and safety has been compromised in some lessons when teachers do not ensure that all pupils are suitably dressed for physical activities. As this hinders pupils' progress it is an important issue for the school to address without delay.
102. Leadership and management are good. The co-ordinator is part of the schools physical co-ordinator programme. Accommodation and resources are satisfactory. The subject was not reported on in the last inspection.

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

103. Inspectors observed three lessons and interviewed pupils about their involvement in the school council. Insufficient evidence was gained during the inspection to form a secure judgement about standards, achievement or the quality of teaching and learning. Evidence from pupils' work, teachers' planning and discussions with pupils suggests that the provision for personal, social and health education is at least good. Personal, social and health education is integrated with religious education and physical education.
104. In the two Year 2 lessons observed, pupils focused on 'Safety and making safe choices'. They watched a software interactive programme 'Welcome to well town'. The programme posed different situations that children might encounter whilst outside. Teachers skilfully assured them that though they were safe they should be aware of potential dangers. Pupils sat in a circle and took turns to select the different options shown and stated why they had chosen them. They were aware of stranger danger and whom they should best approach if they felt vulnerable. They shared their reasons and listened to one another well. Good opportunities were provided for discussion and pupils successfully expressed their views. In a Year 4 lesson, pupils talked about different ways of communicating, for example, how they felt when talking with someone they trusted. The teacher used the example of a daffodil that they had studied earlier in science and how it was fragile as they were and needed to be looked after. In pairs, pupils discussed various examples and confidently shared their views and opinions with the class. Their comments were really valued by adults and peers.
105. Throughout the school, staff work hard to ensure that pupils develop appropriate attitudes, values and personal qualities. A suitable range of planned topics and themes are explored and discussed. The curriculum is enhanced by a variety of activities and visitors linked to the planned topics. Display is used well to raise pupils' awareness about relevant issues, for example, pupil-produced posters on healthy lifestyles and safety awareness. Photographs depict the role of play buddies and the School Council members and the work it does. There are many boards that celebrate pupil's achievements and involvement in school life.
106. Circle time and the citizenship curriculum contribute positively to promoting pupils' respect for each other. The school holds a popular PSHE week that is very successful; members of the local community, such as the police fire brigade and health visitors attend. The school also

holds a Turkish children's day and an annual International Day when all pupils and adults get involved sharing different foods and traditions. Pupils develop responsibilities and their social skills well from such opportunities. This part of the curriculum forms an essential part of the school's positive ethos.

107. The newly established school council meets regularly and this forum provides pupils with an effective input in the running and future development of the school. Pupils take their responsibilities seriously. Their views are sought and acted upon in terms of improvements and the school council is a focus for many of the pupils' charitable fundraising activities. Considerable amounts have been raised.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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